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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for ACORN Woodland Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2026-27 School Plan for Student Achievement (SPSA)

School: ACORN Woodland Elementary School
CDS Code: 1612596002273
Principal: Julissa Lambert-Yank
Date of this revision: 3/18/26

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Julissa Lambert-Yank **Position:** Principal
Address: 1025 81st Avenue **Telephone:** 510-639-3344
Oakland, CA 94621 **Email:** julissa.lambert-yank@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 3/18/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2026-27 SPSA ENGAGEMENT TIMELINE

School Site: ACORN Woodland Elementary School **Site Number:** 165

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/27/2026	ILT	Discussed proposed expenditures and priorities, Reflected on instructional practices and supports
2/9/2026	Faculty	Reviewed data and identified school needs, Reflected on progress and challenges
1/30/2026	Admin Team	Collected input for next year's SPSA draft, Discussed proposed expenditures and priorities, Reflected on ins
2/11/2026	SSC & SELLS	Facilitated group feedback on SPSA sections, Discussed proposed expenditures and priorities, Conducted n
12/17/2025	SSC & SELLS	Conducted mid-year or final SPSA review
3/18/2026	SSC & SELLS	Conducted mid-year or final SPSA review
3/10/2026	ILT	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$158,480
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$730,436

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$155,650
Title I Parent & Family Engagement Resource 3010	\$2,830
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$158,480

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$730,436

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$28,500
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$198,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$60,488
SUBTOTAL OF STATE & LOCAL FUNDING:	\$571,956

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: ACORN Woodland Elementary School

School ID: 165

CDS Code: 1612596002273

SSC Approval Date:

Board Approval Date: 6/24/2026

School Mission and Vision

At Acorn Woodland Elementary, we see our young scholars as seeds who are planted in their families and communities. We expect that every student will grow to meet his or her full potential, just as an acorn grows into a mighty oak tree. To do so requires dedication, high expectations and excellent teaching. Through the focus on rigorous academics, character values and leadership skills, we provide the roots for our young scholars to be like mighty oak trees. Scholars leave AWE grounded in their communities yet prepared to branch out to achieve higher education.

At AWE, our mission is to: Prepare all students to leave AWE with the skills and determination to successfully pursue a college education.

As Acorn Woodland staff members we agree to:

- Use integrated thematic units that cultivate curiosity, creativity and critical thinking for all of our students.
- Empower students and families to take leadership in building healthy communities.
- Foster personal and cultural pride in all of our students while developing respect, understanding and valuing the diverse perspectives of different cultures.
- Support English Language Learners through native language literacy instruction in our (K-2nd) Spanish bilingual program and best practices in our sheltered English immersion program.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

OUSD students have been deeply impacted by consecutive years of budget cuts, which have led to reduced resources across our schools. Despite recent teacher raises, salaries in our district remain among the lowest in the Bay Area, making it challenging to recruit and retain exceptional educators, particularly bilingual teachers, even with targeted recruitment and retention efforts.

To address these challenges and foster student growth, it is essential to secure funding for TSAs who can provide coaching and support for both new and veteran teachers. Over 90% of our students qualify for free and reduced lunch, reflecting higher academic needs across the district. Additionally, many families face economic pressures, with heads of households working multiple jobs, leaving limited time to engage deeply in their children's educational experiences. To meet these needs, we must implement an efficient and robust intervention program to address learning gaps and support student success effectively.

School Demographics, 2024-25								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
47.8%	8.6%	85.9%	0.0%	2.4%	16.2%	99.0%	67.7%	2.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
52.2%	0.3%	1.7%	0.0%	0.0%	0.3%	97.3%	11.0%	88.9%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	20.0%	42.9%	92.9%	81%	81%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	30.0%	46.4%	73.9%	45%	45%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	68.9%	85.1%	64.6%	45%	70%

English Language Arts Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-34.7	-66.9	-76.7	-28.00	-66.0
SBAC ELA Participation	All Students	99.3%	99.3%	98.7%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	63.6%	59.5%	67.4%	52.8%	70.0%
81						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-39.3	-51.7	-66.9	-30.0	-56.0
SBAC Math Participation	All Students	94.3%	94.3%	98.7%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	9.6%	2.5%	13.0%	12.0%	12.0%
California Science Test (CAST) Participation	All Students	98.1%	100.0%	100.0%	95.0%	100.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-43.5	-79.8	-120.8	-28.0	-80.0
SBAC ELA Distance from Standard Met	English Learners	-57.7	-97.3	-105.8	-46.0	-95.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	69.2%	58.3%	44.0%	70.4%	34.0%
SBAC Math Distance from Standard Met	Special Education Students	-58.3	-56.3	-89.7	-30.0	-79.0
SBAC Math Distance from Standard Met	English Learners	-59.2	-65.5	-84.5	-47.3	-74.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	14.0%	8.6%	12.6%	25.0%	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	14.3%	10.0%	15

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal: 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%
2. An annual suspension rate below 2%

Identified School Need: 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven.
2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	68.8%	68.9%	72.0%	82.6%	82.6%
Out-of-School Suspensions	All Students	1.3%	5.5%	0.3%	2.0%	2.0%
Out-of-School Suspensions	African American Students	0.0%	13.6%	3.8%	1.0%	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	13.8%	1.8%	0.0%	1.0%
Chronic Absenteeism	All Students	60.8%	23.1%	18.4%	19.2%	16.2%
Chronic Absenteeism	African American Students	68.4%	44.4%	26.1%	40.0%	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	72.9%	70.7%	69.4%	53.0%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>Based on midyear results, we met all i-Ready ELA and Math goals from MOY to MOY and exceeded our target for typical growth. These outcomes were achieved through regular coaching cycles with our TSA, which provided consistent instructional support to teachers.</p> <p>We implemented strong Tier 2 and Tier 3 reading interventions that are monitored regularly using data to inform instructional decisions. Tier 1 instruction has been supported through classroom observations, feedback, and targeted professional development. Additionally, we added minimum days to provide teachers with dedicated time to analyze student data through CEAs and adjust instruction accordingly.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>We have seen strong progress among our students with IEPs. Our African American students have demonstrated growth, though they are not yet performing at grade level. Our English Learners show higher levels of proficiency; however, their rate of growth has not been as strong as we would like.</p> <p>We have solid systems in place to support all students. Our Special Education department is strong, meets regularly, and is guided by an effective teacher leader who is driving improved outcomes. In addition, we have tiered interventions in place to ensure that students who are struggling receive the targeted support they need.</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>We use a variety of incentives to increase student attendance and reinforce the importance of coming to school every day. These include classroom-based rewards, schoolwide recognition, attendance challenges, and celebrations for improved or perfect attendance. We also provide positive shout-outs during assemblies and in newsletters to highlight students and classrooms showing strong attendance growth.</p>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>For the most part, we were able to implement the majority of the supports we planned. Having a full-time TSA who meets regularly with teachers during PLCs has been integral to our instructional growth and consistency across classrooms. This role has allowed for ongoing coaching, data analysis, and instructional planning that directly responds to student needs.</p> <p>In addition, we provided targeted professional development aligned to our common areas of need, including curriculum implementation, instructional strategies, and data-informed decision-making. We also intentionally supported new teachers in navigating credential requirements and building strong instructional practices. Together, these supports have strengthened teacher capacity and contributed to improved student outcomes.</p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>

<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>Implementation of the ELA curriculum continues to present a significant challenge—not only in ensuring consistently high-quality Tier 1 instruction, but also in providing teachers with sufficient time to plan and execute lessons effectively within existing structural constraints. Variability in Tier 1 instructional rigor and fidelity remains evident across classrooms, particularly in lesson quality, student ownership of learning, opportunities for independent practice, and the consistent use of formative assessment and clear mastery criteria. This variability limits Tier 1 instruction from serving as the strong foundational layer necessary for sustained student achievement.</p> <p>Additionally, baseline performance data indicate that a substantial number of students are entering the school year significantly below grade level. As a result, typical annual growth is insufficient to close learning gaps or meet long-term academic targets. Achieving the school’s SPSA goals—a minimum 5% annual increase in i-Ready ELA and Math performance and a 10-percentage-point reduction in SBAC distance from standard—will require sustained, multi-year acceleration rather than maintenance-level instruction alone.</p> <p>At the same time, there is a growing need for dedicated Social-Emotional Learning (SEL) instruction to address student behaviors that are interfering with academic success. Without explicit SEL supports and structured time for skill-building around self-regulation, collaboration, and perseverance, instructional time is diminished and Tier 1 rigor is compromised. Strengthening SEL systems is essential to creating the classroom conditions necessary for academic acceleration.</p> <p>Given these conditions, a tiered system of support is essential. While strengthening Tier 1 instruction remains a core priority, Tier 2 and Tier 3 interventions are necessary to provide targeted, intensified instruction for students who are not making adequate progress through Tier 1 alone. Tiered supports allow the school to:</p> <ul style="list-style-type: none"> Deliver differentiated instruction aligned to specific skill gaps identified through i-Ready, DIBELS, and CEAs Increase instructional time and dosage for students performing significantly below grade level Monitor progress more frequently and adjust instruction responsively Prevent long-term learning loss by accelerating growth for priority student groups <p>In addition, a full-time Science teacher is needed to ensure that 5th grade students receive consistent, standards-aligned science instruction and targeted preparation for the California Science Test (CAST). With this additional teacher, the school will</p>
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<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>To meet the 2027 equity goals, the school must overcome challenges related to baseline gaps, instructional rigor, language access, intervention effectiveness, attendance, and alignment between assessments and daily instruction. Addressing these barriers intentionally—especially through strengthened Tier 1 instruction and accelerated Tier 2/Tier 3 supports—will be critical to achieving sustained, equitable academic growth.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>One of our key challenges is that our Community Schools Manager (CSM) is new to the role and is still navigating a learning curve. As a result, our systems for partnering with families around attendance are still developing. We need to strengthen regular communication, implement consistent attendance contracts, and increase targeted outreach for students who are chronically absent in order to build more effective, sustainable family engagement structures.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>We were not fully able to implement our planned supports for new teacher wellness and stress management. While instructional supports were prioritized, limited time and competing demands made it challenging to consistently focus on educator well-being. As a result, structured opportunities to address stress management, work-life balance, and emotional support for new teachers were not implemented as intended. Moving forward, we recognize the need to intentionally plan and protect time for wellness supports to ensure new teachers feel supported, sustained, and able to thrive in their roles.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

ACORN Woodland Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

For the most part, we were able to implement the majority of the strategies outlined for this year. One area where we fell short was in building a strong, schoolwide culture of parent involvement. While we established room parents and had parent volunteers supporting classrooms, we had limited success in hosting meetings or events with strong parent participation. As a result, family engagement was more classroom-based than schoolwide.

We also experienced challenges in monitoring attendance at the individual student level. This was largely due to our Community Schools Manager (CSM) being new to the role and navigating a significant learning curve. Systems for consistent attendance tracking, targeted outreach, and follow-up were not fully implemented as planned.

In terms of social-emotional learning, we shifted our approach. Rather than implementing Caring School Community, we focused our SEL practices on Morning Meetings using the Constructive Classrooms model. While this provided consistency and structure for students, it limited our ability to fully implement the broader SEL curriculum as originally planned.

Our tiered academic supports were well organized and effective. Tier 2 and Tier 3 interventions were implemented with clarity and intention, and students who needed additional academic support were able to access services in a timely manner. Teachers were provided with coaching time and regular PLCs focused on strengthening Tier 1 instruction, analyzing assessment data, and planning instruction. However, due to ongoing time constraints and competing priorities, we were not able to go as deep as needed in collaborative planning or fully internalize the curriculum across grade levels.

Additionally, we were unable to provide planned professional development for staff in conflict resolution, de-escalation strategies, and culturally responsive classroom management. While we were able to offer de-escalation training in the previous year, this year's professional learning priorities shifted due to multiple urgent initiatives, and we were unable to revisit this important work.

Although we conducted general check-ins with new teachers and staff throughout the year, these supports were not systematized into a consistent structure. As a result, wellness, coaching, and support varied by individual rather than being guaranteed for all. Finally, we were unable to host the large schoolwide community event that had been planned, largely due to the CSM's late start and the need to prioritize foundational systems first.

Describe and explain the **effectiveness** of the strategies and actions to achieve the articulated goals.

Overall, the strategies we implemented this year were moderately effective; however, we recognize the need to deepen our systems to ensure consistent quality and impact. Our long-term goal is to strengthen Tier 1 instruction so that it is rigorous, coherent, and student-centered, while accelerating learning through aligned and responsive tiered supports. We also aim to intentionally center equity and student identity within literacy instruction, build student agency and teacher capacity, and use data purposefully to drive instructional decisions.

Although we have implemented coaching cycles, PLCs, and data conferences, we need to strengthen our planning protocols to ensure that teachers are deeply internalizing lessons and are able to deliver instruction with a high level of quality and fidelity. In addition, while tiered interventions are in place, we must ensure they are accelerating student learning rather than simply remediating skill deficits. This requires not only monitoring student progress, but also making timely instructional pivots when students are not responding to intervention.

We also need to strengthen early screening and rapid response systems for incoming and midyear students to prevent learning gaps from widening. Finally, we must implement a double-dose literacy approach for students who are not meeting benchmarks to increase instructional time, intensity, and opportunities for accelerated growth.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

All strategies in section 1 have been modified to be more specific.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Certificated Teachers' Stipends</p>	<p>i-Ready Math at or above Mid-Grade</p>	<p>Teachers meet in Math PLC to analyze data, unpack standards, look at student work and plan</p>	<p>100% of teachers participated in Math PLCs on Wednesdays</p>	<p>Continue</p>
<p>Classified Support Salaries: Overtime</p>	<p>Student Connectedness to School</p>	<p>Provide opportunities for families to engage with teachers during parent conferences by translating for the teacher</p>	<p>Approximately 60% of our staff does not speak Spanish to be able to communicate with Spanish-only speaking parents. We provide translation services so that families and teachers can engage in conversation during parent/teacher conferences</p>	<p>Continue</p>
<p>Certificated Teachers' Salaries-EEIP</p>	<p>CAST (Science) at or above Standard</p>	<p>Provide academic support for 5th graders</p>	<p>100% of 5th graders are receiving Science support</p>	<p>continue</p>
<p>Certificated Teachers' Stipends</p>	<p>Staff Satisfaction with Professional Development</p>	<p>Teachers receive PD and planning time prior to the start of school</p>	<p>100% of teachers participated in PD and planning prior to the start of school.</p>	<p>continue</p>
<p>Bilingual attendance clerk</p>	<p>Student Connectedness to School</p>	<p>Provide Spanish-language support in the office to ensure families feel welcomed, understood, and supported.</p>	<p>Majority of Spanish speaking families feel like they can ask questions and get help in their primary language.</p>	<p>continue</p>
<p>Classified Support Salaries: Overtime</p>	<p>Student Connectedness to School</p>	<p>Provide opportunities for families to engage with teachers during parent conferences by translating for the teacher</p>	<p>Approximately 60% of our staff does not speak Spanish to be able to communicate with Spanish-only speaking parents. We provide translation services so that families and teachers can engage in conversation during parent/teacher conferences</p>	<p>continue</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: ACORN Woodland Elementary School	SCHOOL ID: 165
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	We will implement weekly, literacy-centered PLCs that function as cycles of inquiry focused on accelerating student learning through high-quality Tier 1 instruction. Teachers will engage in backward planning grounded in grade-level literacy standards, unpack core curriculum lessons, analyze student work and formative data, and identify specific instructional moves that increase student independence, academic language, and access to complex texts. PLCs will intentionally center equity by examining outcomes for African American students, English Learners, and students performing below grade level, and by adjusting instruction to close opportunity gaps.	All Students	Academic	Tier 1 - Universal
1-2	For students performing significantly below grade level, the school will provide accelerated Tier 2 and Tier 3 literacy supports aligned to Tier 1 instruction. Supports will include early literacy tutoring, small-group instruction, and 1:1 tutoring that increases instructional time, intensity, and access to grade-level content. Progress toward i-Ready MyPath goals will be monitored weekly, with clear expectations for accelerated growth (minimum two lessons per week with 70% or higher pass rates). Instructional teams will pivot interventions every 4–6 weeks when students are not demonstrating sufficient growth, ensuring that interventions reduce time below grade level rather than prolong remediation.	All Students	Academic	Tier 2 - Supplemental
1-3	School leaders and instructional coaches will monitor and strengthen Tier 1 literacy instruction through ongoing coaching cycles and site-based learning walks. These observations will focus on student experience and outcomes, including student ownership of learning, independent reading and writing practice, academic discourse, use of academic language, and clarity of mastery criteria. Data collected from observations will inform coaching, professional learning, and continuous improvement cycles aimed at increasing instructional coherence and accelerating literacy outcomes for all students.	All Students	Academic	Tier 1 - Universal

1-4	The school will regularly analyze i-Ready and SBAC data to identify literacy skill gaps, monitor growth, and inform instructional decisions at the classroom, grade-level, and schoolwide levels. Data analysis will explicitly focus on identifying which students are not accessing grade-level literacy expectations and determining instructional actions to accelerate progress. Data reviews will result in timely adjustments to Tier 1 instruction, regrouping, targeted supports, and intervention placement to ensure students move toward proficiency.	All Students	Academic	Tier1-Universal
1-5	Teachers will integrate ongoing formative assessments into daily literacy instruction to monitor student understanding, guide immediate instructional adjustments, and track incremental progress toward mastery of grade-level standards. Formative assessment practices will support student reflection, goal-setting, and self-monitoring, strengthening student agency and ownership of learning. Instructional teams will use formative data to identify students requiring additional support and to refine instruction in real time	All Students	Academic	Tier1-Universal
1-6	Teachers will adopt and refine literacy instructional strategies that meet the needs of all learners through flexible grouping, scaffolding, and personalized supports. Instruction will intentionally develop academic language, reading comprehension, writing clarity, and oral discourse, particularly for English Learners and students with IEPs. Differentiation will ensure students engage with grade-level texts and tasks while receiving appropriate supports to build independence and confidence as readers and writers.	All Students	Academic	Tier1-Universal
1-7	The school will establish transparent accountability systems that align teachers, administrators, and stakeholders around shared literacy goals. Accountability measures will focus on evidence of changed instructional practice, increased student independence, and accelerated literacy growth—particularly for African American students, English Learners, and students with IEPs. Progress toward goals will be reviewed regularly, and instructional strategies will be refined based on evidence of impact.	All Students	Academic	Tier1-Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Strengthening Principal-led data inquiry systems to identify literacy disparities. We will establish transparent monitoring procedures to ensure students performing below grade level, newcomers, and newly enrolled students receive immediate, evidence-based Structured Literacy interventions that streamline their path to reading proficiency.	All Students	Academic	Tier 2 - Supplemental
2-2	"Strengthening Principal-led Multi-Tiered System of Supports (MTSS) to accelerate literacy growth. This includes coordinating the Coordination of Services Team (COST), Student Success Teams (SSTs), and high-dosage tutoring to provide targeted academic and mental health interventions led by the Community Schools Manager (CSM).	All Students	Academic	Tier 2 - Supplemental
2-3	Partnering with after-school programs to align resources and supports for students.	All Students	Academic	Tier 2 - Supplemental
2-4	Organize, monitor, and support early literacy intervention and small groups throughout the day to support reading acceleration for our focal students supported by academic mentors, tutors and led by TSAs.	All Students	Academic	Tier 2 - Supplemental
2-5	Deploy coaches to work one-on-one with teachers, helping them refine classroom practices, use assessment data effectively, and implement strategies that support subgroup growth.	All Students	Academic	Tier 1 - Universal
2-6	Foster a school culture where data is used for reflection and growth, and successes as well as challenges are shared openly among educators.	All Students	Academic	Tier 1 - Universal

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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	Behavioral	Tier 1 - Universal
3-2	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal
3-3	School leaders will intentionally allocate time during staff meetings for professional learning focused on Morning Meetings as the core SEL strategy. Teachers will consistently implement Morning Meetings during the first 15 minutes of the day, with an explicit focus on student regulation, sense of belonging, and readiness to learn.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance through weekly recognition systems, and monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Provide parents and teachers with translation services when needed to foster family engagement.	English Learner Students	Academic	Tier 2 - Supplemental
3-6	Create a safe, nurturing, and caring school environment conducive to learning, fostering active parental involvement in their child's education.unities that empower them to effectively advocate for their children's education.	All Students	Behavioral	Tier 1 - Universal
3-7	Provide training for teachers and staff in conflict resolution, de-escalation techniques, and culturally responsive classroom management.	All Students	Behavioral	Tier 1- Universal
3-8	Ensure that disciplinary actions are applied consistently and equitably, with a focus on understanding the root causes of behavior. This can include alternatives to suspension such as counseling, peer mediation, or restorative conferences.	All Students	Behavioral	Tier 1- Universal

3-9	Organize fun and engaging school events that bring students and families together.	All Students	Behavioral	Tier 1- Universal

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	All Students	Behavioral	Tier 1 - Universal
4-3	Extended contracts for leadership opportunities during the school year.	All Students	Academic	Tier 1 - Universal
4-4	All PD including August retreat, in-service days and Wednesday minimum days are planned based on teacher feedback and ILT planning.	All Students	Academic	Tier 1 - Universal
4-5	Monitor PD attendance and collect feedback to continuously refine content and delivery methods.	All Students	Academic	Tier 1 - Universal
4-6	Incorporate wellness check-ins as part of coaching and PD sessions to ensure new teachers feel supported both professionally and personally.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	Academic	Tier 1 - Universal
5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-3	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 - Universal
6-3	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
6-4	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curricula	English Learner Students	Academic	Tier 1 - Universal
6-5	Provide PLC time at least once per month to analyze student language progress and plan next instructinoal moves.	English Learner Students	Academic	Tier 1 - Universal
6-6	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
After School program through BACR to provide approximately 40% of students with academic intervention and enrichment opportunities.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Partnering with after-school programs to align resources and supports for students.	165-1
Music teacher who serves 100% of our 288 students by providing music instruction to every classroom and helping cultivate joy, creativity, and a positive school culture.	\$60,488	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10119	Teacher Education Enhancement	0.50			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/Foundational skills data, and reflect on instruction.	165-2
This funding supports a Community Schools Manager (CSM) who leads family engagement efforts, builds partnerships with community organizations, and coordinates programs that support a positive and joyful school culture. By strengthening connections between the school, families, and community resources, the CSM helps increase student engagement, attendance, and overall well-being. This role benefits all students and families by creating a more supportive school environment where students feel connected and ready to learn.	\$81,085	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9313	Program Mgr Community School	0.50			Ensure MTS systems are in place: COST, Attendance Team, SSTs, Tutoring, Extra mental health supports led by CSM	165-3
Provide targeted support for 20% of students who need additional academic or behavioral assistance in the classroom.	\$27,466	California Community Schools Partnership Program	2905	Other Classified Salaries	0376	Noon Supervisor	0.60			Adopt and refine strategies for meeting the needs of all learners, using flexible grouping, scaffolding, and personalized learning	165-4
Provide targeted support for 20% of students who need additional academic or behavioral assistance in the classroom.	\$4,519	California Community Schools Partnership Program	2905	Other Classified Salaries	1932	Noon Supervisor	0.10			Adopt and refine strategies for meeting the needs of all learners, using flexible grouping, scaffolding, and personalized learning	165-5
Playworks supports a safe, structured, and inclusive recess environment where 100% of students can play, build friendships, and develop important social-emotional skills. Through organized games and clear expectations, Playworks helps reduce conflicts on the playground, increase positive interactions among students, and maximize active play.	\$55,680	California Community Schools Partnership Program	5825	Consultants			0.00			Create a safe, nurturing, and caring school environment conducive to learning, fostering active parental involvement in their child's education,unities that empower them to effectively advocate for their children's education.	165-6

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
This funding source will pay for materials and supplies that will benefit student learning and engagement.	\$7,820	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			Organize fun and engaging school events that bring students and families together.	165-7
Playworks supports a safe, structured, and inclusive recess environment where 100% of students can play, build friendships, and develop important social-emotional skills. Through organized games and clear expectations, Playworks helps reduce conflicts on the playground, increase positive interactions among students, and maximize active play.	\$10,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Create a safe, nurturing, and caring school environment conducive to learning, fostering active parental involvement in their child's education,unities that empower them to effectively advocate for their children's education.	165-8
Buses for field trips so students can attend and learn outside of school.	\$12,180	California Community Schools Partnership Program Carryover	5826	External Work Order Services			0.00			Organize fun and engaging school events that bring students and families together.	165-9
After School program through BACR to provide approximately 40% of students with academic intervention and enrichment opportunities.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Partnering with after-school programs to align resources and supports for students.	165-10
This funding is to provide stipends to the 45% of teachers who participate in our Intructional Leadership Team for planning during the summer and leading crucial work thatour school wide vision.	\$23,981	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Extended contracts for leadership opportunities during the school year.	165-11
This funding supports additional substitute coverage to provide teachers with dedicated planning time, allowing them to better prepare for and strengthen Tier 1 instruction.	\$4,519	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curricula	165-12
This funding supports a Teacher on Special Assignment (TSA) who provides instructional coaching to teachers and organizes the school's Tier 2 and Tier 3 intervention systems. The TSA works with teachers to strengthen Tier 1 instruction through coaching, data analysis, and collaborative planning, while also coordinating targeted supports for students who need additional help. By improving instructional quality and ensuring interventions are aligned and data-driven, this role helps accelerate learning for students performing below grade level and benefits all students through stronger, more coherent instruction.	\$89,110	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10682	TSA 11Mon 12Pay	0.60			Organize, monitor, and support SIPPS early literacy intervention and small groups throughout the day to support reading acceleration for our focal students supported by academic mentors, tutors and led by TSAs.	165-13

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
This funding supports a Community Schools Manager (CSM) who leads family engagement efforts, builds partnerships with community organizations, and coordinates programs that support a positive and joyful school culture. By strengthening connections between the school, families, and community resources, the CSM helps increase student engagement, attendance, and overall well-being. This role benefits all students and families by creating a more supportive school environment where students feel connected and ready to learn.	\$81,085	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9313	Program Mgr Community School	0.50			Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance through weekly recognition systems, and monthly recognition in school assemblies or heritage month celebrations.	165-14
This funding supports a Teacher on Special Assignment (TSA) who provides instructional coaching to teachers and organizes the school's Tier 2 and Tier 3 intervention systems. The TSA works with teachers to strengthen Tier 1 instruction through coaching, data analysis, and collaborative planning, while also coordinating targeted supports for students who need additional help. By improving instructional quality and ensuring interventions are aligned and data-driven, this role helps accelerate learning for students performing below grade level and benefits all students through stronger, more coherent instruction.	\$59,407	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10682	TSA 11Mon 12Pay	0.40			For students performing significantly below grade level, the school will provide accelerated Tier 2 and Tier 3 literacy supports aligned to Tier 1 instruction. Supports will include early literacy tutoring, small-group instruction, and 1:1 tutoring that increases instructional time, intensity, and access to grade-level content. Progress toward i-Ready MyPath goals will be monitored weekly, with clear expectations for accelerated growth (minimum two lessons per week with 70% or higher pass rates). Instructional teams will pivot interventions every 4-6 weeks when students are not demonstrating sufficient growth, ensuring that interventions reduce time below grade level rather than prolong remediation.	165-15

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
This funding supports an Early Literacy Tutor who provides targeted reading support to students who are performing below grade level. The tutor works with students in small groups or one-on-one to strengthen foundational literacy skills such as phonics, fluency, and comprehension. By providing consistent, focused instruction aligned with classroom learning, the tutor helps accelerate reading growth and ensures students build the skills needed to become confident readers. This support primarily benefits early elementary students who need additional help reaching grade-level reading benchmarks.	\$42,410	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	10681	Early Literacy Reading Tutor	0.50			For students performing significantly below grade level, the school will provide accelerated Tier 2 and Tier 3 literacy supports aligned to Tier 1 instruction. Supports will include early literacy tutoring, small-group instruction, and 1:1 tutoring that increases instructional time, intensity, and access to grade-level content. Progress toward i-Ready MyPath goals will be monitored weekly, with clear expectations for accelerated growth (minimum two lessons per week with 70% or higher pass rates). Instructional teams will pivot interventions every 4–6 weeks when students are not demonstrating sufficient growth, ensuring that interventions reduce time below grade level rather than prolong remediation.	165-16
This funding supports licensing agreements for Raz-Kids, an online literacy platform that provides students with access to a wide range of leveled digital books and comprehension activities. Raz-Kids allows students to practice reading independently at their instructional level while teachers monitor progress and assign targeted texts.	\$3,787	Literacy Coaches & Reading Specialists Grant	5846	Licensing Agreements			0.00			Create a safe, nurturing, and caring school environment conducive to learning, fostering active parental involvement in their child's education,unities that empower them to effectively advocate for their children's education.	165-17
Literacy Coaches and reading support	\$6,896	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			We will implement weekly, literacy-centered PLCs that function as cycles of inquiry focused on accelerating student learning through high-quality Tier 1 instruction. Teachers will engage in backward planning grounded in grade-level literacy standards, unpack core curriculum lessons, analyze student work and formative data, and identify specific instructional moves that increase student independence, academic language, and access to complex texts. PLCs will intentionally center equity by examining outcomes for African American students, English Learners, and students performing below grade level, and by adjusting instruction to close opportunity gaps.	165-18

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Provides classroom coverage that allows teachers to engage in weekly PLC collaboration and professional development to deepen their understanding of the core curriculum at the module, unit, and lesson level across Math, Foundational Skills, Core Literacy, and Designated ELD. During this time, teachers analyze student work, assessments, and foundational skills data to reflect on and strengthen instructional practices.	\$39,562	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	2255	Teacher Education Enhancement	0.50			Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	165-19
Music teacher who serves 100% of our 288 students by providing music instruction to every classroom and helping cultivate joy, creativity, and a positive school culture.	\$60,488	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10119	Teacher Education Enhancement	0.50			All teachers get a 1:1 coaching time with TSA each week to move practice and have regular chances to observe their peers in growth areas	165-20
Provide translation for parents to be active in school events	\$2,830	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Provide parents and teachers with translation services when needed to foster family engagement.	165-21
Provides classroom coverage that allows teachers to engage in weekly PLC collaboration and professional development to deepen their understanding of the core curriculum at the module, unit, and lesson level across Math, Foundational Skills, Core Literacy, and Designated ELD. During this time, teachers analyze student work, assessments, and foundational skills data to reflect on and strengthen instructional practices.	\$39,562	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2255	Teacher Education Enhancement	0.50		CAST (Science) at or above Standard	Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	165-22

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 165

School: ACORN Woodland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
This funding provides stipends for all teachers to participate in extended Math PLC meetings on Wednesdays. During this time, teachers collaborate to analyze student data, internalize math lessons, and plan instruction that addresses student misconceptions and supports diverse learners. This additional planning time strengthens Tier 1 math instruction and ensures students receive more rigorous, aligned teaching. All students benefit from improved instruction, particularly those who need additional support to meet grade-level standards.	\$40,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends			0.00		SBAC Math Distance from Standard Met	We will implement weekly, literacy-centered PLCs that function as cycles of inquiry focused on accelerating student learning through high-quality Tier 1 instruction. Teachers will engage in backward planning grounded in grade-level literacy standards, unpack core curriculum lessons, analyze student work and formative data, and identify specific instructional moves that increase student independence, academic language, and access to complex texts. PLCs will intentionally center equity by examining outcomes for African American students, English Learners, and students performing below grade level, and by adjusting instruction to close opportunity gaps.	165-23
This funding supports an Early Literacy Tutor who provides targeted reading support to students who are performing below grade level. The tutor works with students in small groups or one-on-one to strengthen foundational literacy skills such as phonics, fluency, and comprehension. By providing consistent, focused instruction aligned with classroom learning, the tutor helps accelerate reading growth and ensures students build the skills needed to become confident readers. This support primarily benefits early elementary students who need additional help reaching grade-level reading benchmarks.	\$25,446	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	10681	Early Literacy Reading Tutor	0.30		i-Ready Reading at or above Mid-Grade	For students performing significantly below grade level, the school will provide accelerated Tier 2 and Tier 3 literacy supports aligned to Tier 1 instruction. Supports will include early literacy tutoring, small-group instruction, and 1:1 tutoring that increases instructional time, intensity, and access to grade-level content. Progress toward i-Ready MyPath goals will be monitored weekly, with clear expectations for accelerated growth (minimum two lessons per week with 70% or higher pass rates). Instructional teams will pivot interventions every 4-6 weeks when students are not demonstrating sufficient growth, ensuring that interventions reduce time below grade level rather than prolong remediation.	165-24
Attendance clerk to support with attendance and school safety (injured students in the office) and support families as needed.	\$7,272	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	1930	Attendance Specialist Bil	0.10		Student Connectedness to School	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance through weekly recognition systems, and monthly recognition in school assemblies or heritage month celebrations.	165-25



School-Parent Compact 2025-26

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2025--26 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

In order to meet the demands of the CCSS, ACORN Woodland(AWE) will use Expeditionary Learning (EL) to teach reading. In Math, we will use Great Mind's Eureka Squared. AWE will also provide reading intervention to students who need extra support in reading. We will use iReady district assessments regularly for summative assessments and the IAB assessments to progress monitor students to ensure mastery of content.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

At AWE, we will hold report card conferences to communicate with parents around their child's progress. All students will have a part in their conferences. Teachers and parents will also meet about progress reports and when necessary, we will hold SST meetings to communicate our concerns and next steps with parents.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Parents are able to receive Friday Family Workshops to help them understand the state's academic and content standards, assessments, and how to monitor and improve the

achievement of their children in conjunction with teacher held workshops, report card conferences and progress reports.

4) Provide parents reasonable access to staff.

At AWE, we hold a monthly Coffee Chat where parents have access to teachers and/or principal without an appointment. Teachers and parents share time to communicate about any concerns they may have. Teachers and parents have access to Parent Square. During report card conferences, teachers are provided with translators to better communicate with parents. Teachers and staff are readily available to meet with parents before or after school. We also have a Community Schools Manager to help with access to families.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

We provide information in various languages through Parent Square, we provide translations for parent meetings, and handicap accessible locations. We welcome all parents to volunteer in any school activities or to become a room parent in their child's classroom. Due to COVID, only parents who are vaccinated will be able to volunteer.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

We provide parents with regular workshops led by either our Teacher on Special Assignment, our mental health provider, or our social worker to help improve the academic achievement of their children. During report card conferences and progress reports, teachers provide parents with additional information to help families become our educational partners.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

We hold an annual professional development with teachers and parents to help find ways to better communicate and partner around how to best support our students. During this professional development, we hold a fishbowl around best practices and

provide teachers and room parent volunteers with planning time and engage in social interactions.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Regular communication with families via a monthly parent newsletter/calendar, weekly parent communication binders, and periodic parent memos.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time.
- *Provide a quiet time and place for homework and monitor TV viewing.*
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school
- Participate at school in activities such as school decision making, volunteering and/or attending parent teacher conferences.
- Communicate the importance of education and learning to my child
- Respect the school, staff, and all other families.

Teacher Responsibilities

- Provide high-quality curriculum and instruction based on the CCSS and the schools Tier 1 instruction expectations.
- Endeavor to motivate students to learn
- Have high expectations and help every child to develop a love of learning
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means/
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families, and the community.

- Actively participate in collaborative decision making and consistently work with families and school colleagues to make schools accessible and welcoming places for families which help each student achieve the school’s high academic standards.
- Follow teaching practices for Tier 1 instruction as outlined in our MTSS tool
- Have a learner stance
- Respect the school, students, staff, and families.

Student Responsibilities:

Examples:

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by ACORN Woodland Elementary (AWE) on August 21, 2025 at the First Annual Title I meeting, and will be in effect for the period of August 11, 2025 to May 28, 2026. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2025

Principal’s Name
Julissa Lambert-Yank

Signature of Principal
Julissa Lambert-Yank

Date
8/21/25



**Pacto entre la escuela y los padres
2025-26**

Este Pacto entre la escuela y los padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán un asociación para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California.

Este Pacto entre la escuela y los padres está vigente para el año escolar 2025-26.

Responsabilidades de la escuela

La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos del Estado de California.

Para cumplir con las demandas de CCSS, ACORN Woodland (AWE) utilizará Aprendizaje expedicionario (EL) para enseñar lectura. En matemáticas, usaremos Eureka Squared de Great Minds. AWE también proporcionará intervención de lectura a los estudiantes que necesitan apoyo adicional en lectura. Usaremos las evaluaciones iReady del distrito regularmente para evaluaciones sumativas y las evaluaciones IAB para monitorear el progreso de los estudiantes y garantizar el dominio del contenido.

2. Programar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.

En AWE, llevaremos a cabo conferencias de boletas de calificaciones para comunicarnos con los padres sobre el progreso de sus hijos. Todos los estudiantes tendrán una parte en sus conferencias. Cuando sea posible, también realizaremos una orientación de intervención para que los padres sepan que su hijo está recibiendo intervención. Los maestros y los padres también se reunirán sobre los informes de progreso y, cuando sea necesario, realizaremos reuniones de SST para comunicar nuestras inquietudes y los próximos pasos con los padres.

3. Brindar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.

Los padres pueden recibir talleres familiares los viernes para ayudarlos a comprender los estándares académicos y de contenido del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos junto con talleres impartidos por maestros, conferencias de boletas de calificaciones e informes de progreso.

4. Proporcionar a los padres un acceso razonable al personal.

En AWE, llevamos a cabo un Coffee Chat mensual donde los padres tienen acceso a los maestros y/o al director sin cita previa. Los maestros y los padres comparten tiempo para comunicarse sobre cualquier inquietud que puedan tener. Los maestros y los padres tienen acceso a Parent Square.

Durante las conferencias de boletas de calificaciones, los maestros cuentan con traductores para comunicarse mejor con los padres. Los maestros y el personal están disponibles para reunirse con los padres antes o después de la escuela. También contamos con un padre líder bilingüe para ayudar con el acceso a las familias.

5. Brindar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades del salón de clases.

Brindamos información en varios idiomas a través de Parent Square, brindamos traducciones para reuniones de padres y ubicaciones accesibles para discapacitados. Damos la bienvenida a todos los padres para que se ofrezcan como voluntarios en cualquier actividad escolar o para que se conviertan en padres de familia en el salón de clases de sus hijos. Debido a COVID, solo los padres que estén vacunados podrán ser voluntarios.

6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

Brindamos a los padres talleres regulares dirigidos por nuestro maestro en asignación especial, nuestro proveedor de salud mental o nuestro trabajador social para ayudar a mejorar el rendimiento académico de sus hijos. Durante las conferencias de boletas de calificaciones y los informes de progreso, los maestros brindan a los padres información adicional para ayudar a las familias a convertirse en nuestros socios educativos.

7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y miembros de la familia como socios iguales.

Realizamos un desarrollo profesional anual con maestros y padres para ayudar a encontrar formas de comunicarnos mejor y asociarnos sobre cómo apoyar mejor a nuestros estudiantes. Durante este desarrollo profesional, organizamos una pecera en torno a las mejores prácticas y brindamos a los maestros y padres de salón voluntarios tiempo para planificar y participar en interacciones sociales.

8. Asegure una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

Comunicación regular con las familias a través de un boletín/calendario mensual para padres, carpetas de comunicación semanal para padres y memorandos periódicos para padres.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ofrézcase como voluntario en el salón de clases de mi hijo si es posible. [requerido]
- Participar en las decisiones relacionadas con la educación de mi hijo. [requerido]
- Promover el uso positivo del tiempo extracurricular de mi hijo.
- Proporcione un momento y un lugar tranquilos para la tarea y controle la televisión.
- Leerle a mi hijo o alentar a mi hijo a leer todos los días (20 minutos K-3 y 30 minutos para los grados 4-5)
- Comunicarse con el maestro o la escuela cuando tengo una inquietud.
- Asegurar que mi hijo asista a la escuela todos los días, duerma lo suficiente, reciba atención médica regular y tenga una nutrición adecuada.
- Supervisar regularmente el progreso de mi hijo en la escuela
- Participar en la escuela en actividades como la toma de decisiones escolares, ser voluntario y/o asistir a conferencias de padres y maestros.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo
- Respete la escuela, el personal y todas las demás familias.

Responsabilidades de los maestros:

- Proporcionar un currículo e instrucción de alta calidad basados en CCSS y las expectativas de instrucción de Nivel 1 de la escuela.
- Esforzarse por motivar a los estudiantes a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso de los estudiantes a través de conferencias, reuniones de padres y maestros, informes de progreso y otros medios disponibles.
- Proporcionar oportunidades razonables para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos y observen las actividades del salón de clases.
- Proporcionar un ambiente de aprendizaje cálido, seguro y afectuoso.

- Proporcionar asignaciones significativas de tareas diarias para reforzar y ampliar el aprendizaje (30 minutos para los grados 1-3 y 60 minutos para los grados 4-5).
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones en colaboración y trabajar constantemente con las familias y los compañeros de la escuela para hacer que las escuelas sean lugares accesibles y acogedores para las familias que ayuden a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Siga las prácticas de enseñanza para la instrucción de Nivel 1 como se describe en nuestra herramienta MTSS
- Tener una postura de aprendiz
- Respetar la escuela, los estudiantes, el personal y las familias.

Responsabilidades de los estudiantes:

Ejemplos:

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

Llegar a la escuela a tiempo todos los días.

Hacer mi tarea todos los días.

Pedir ayuda cuando la necesito.

Respetar a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.

Este acuerdo fue adoptado por ACORN Woodland Elementary (AWE) el en la primera reunión anual del Título I, y estará vigente durante el período del 27 de agosto de 2025 al 28 de mayo de 2026.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A el 30 de septiembre de 2025 o antes.

Principal's Name
Julissa Lambert-Yank

Signature of Principal
Julissa Lambert-Yank

Date



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

ACORN Woodland Elementary

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Ensuring the teaching of Common Core State Standards
- Oakland Unified School District's academic benchmark assessments and other localized reading assessments
- Monitoring reading proficiency levels students are expected to achieve
- Parent / teacher report card conferences
- Student learning goals meetings with teachers
- Monthly SSC Meetings
- Friday Workshops

The Community Schools Manager will work as a liaison to coordinate and integrate the Title 1 Parent Involvement standards in order to encourage and support parents to more fully participate in the education of their children. The Community Schools Manager will work to create academic workshops, develop family literacy, outreach to community partners, and promote healthy families.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Educating staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. We hold an annual professional development with teachers and parents to help find ways to better communicate and partner on best supporting our students.
- We train and hold professional development for Room Parents to interact and communicate with teachers so that parents can better support in the classrooms.

- We hold regular professional development around the Liberatory Design Cycle to ensure that our systems and practices are equitable for all parents and students.
- The school continually changes its systems to ensure anti-racist practices so that ALL students can thrive.
- At the beginning of the year, during minimum days, teachers must reach out to families, especially families closest to the pain, to do a wellness check through either a virtual or in-person home visit.
- Scheduling and participating in Coffee Chats where parents can have impromptu meetings with teachers to check on their child's progress.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Flyer
- Repeated announcements on Parent Square
- Principal Newsletter
- Coffee with the Principal

The school communicates to families about the school's Title I, Part A programs by:

- Monthly Meetings
- Robocalls
- Parent Square
- Monthly Coffee with the Principal.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Monthly SSC meetings
- Teacher/Parent Conferences
- Annual Title I meeting
- Coffee with the Principal

- Parent Workshops
- Parent/Teacher Report Card Meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Regular communication with families via monthly parent calendar, daily/weekly posts on Parent Square.
- The school uses **Robocalls** in Spanish/English to communicate with parents about meetings, school reports, and all other activities.
- Teachers and Administrators use Parent Square to communicate with parents on a daily basis around student behavior, activities, and supports

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Consistently reaching out to parents via Parent Square to volunteer as room parents
- Reaching out to ask for everyday help in the cafeteria or other areas of the school
- Help during Health and Safety Fair
- Help during Career and Professional Day
- Volunteer during Teacher Appreciation Week
- Volunteer for annual carnival

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Having an assigned SDTL to distribute and help parents with computers and hotspots.
- Friday Monthly Workshops where parents learn about our online platforms.
- Providing students with Clever Badges for home access

- CSM and SDTL work together to provide training and access to technology and online materials
- Back to School Night
- iReady training

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Back to School Night Volunteer sign up
- SSC

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding SSC meetings on the last ~~Thursdays~~ Wednesdays after school on zoom (Wednesdays)
- Coffee Chat once per month in person
- Coffee with the Principal once a month on in person
- Providing zoom option for parents
- Scheduling of parent conferences before and after school

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Going over it at the Beginning of the Year during the Title I meeting
- Presentation and table during Back to School Night
- Provide SSC meetings on the last Wednesdays of every month.
- Weekly Assemblies
- Asking for feedback and participation during SSC meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Needs of those parents are addressed and recognized during our SSC meetings.
- Provide information in various languages
- Provide translations for parent meetings
- Handicap accessible locations
- Spanish speaking principal provides meetings in both languages

The school provides support for parent and family engagement activities requested by parents by:

- Providing Monthly Workshops
- Coffee Chat
- Parenting, leadership, and academic workshops

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- COST Team convenes weekly to coordinate mental health services to community
- Beginning of the year parent/teacher Wellness Conferences

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the ACORN Woodland on and will be in effect for the period 8/21/25 through 5/29/26

The school will distribute this policy to all parents on or before September 30, of the current school year.

Julissa Lambert-Yank
Name of Principal

Julissa Lambert-Yank
Signature of Principal

Date: 8/21/2025

Please attach the School-Parent Compact to this document.

Título I, Parte A

Política de Participación de Padres y Familias de la Escuela

Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con la colaboración de, y distribuida a, todos los padres y familiares. Esta

política describe los medios para llevar a cabo los requisitos designados de participación de padres y familias del Título I, Parte A.

ACORN Woodland Elementary

acuerda implementar las siguientes prácticas de participación, de acuerdo con los Estándares de Participación Significativa de Familias del Distrito Escolar Unificado de Oakland (OUSD):

Estándar de Participación Familiar de OUSD 1: Programa de Educación para Padres/Cuidadores

Las familias reciben apoyo en las habilidades de crianza y educación de los hijos, comprensión del desarrollo infantil y adolescente, y el establecimiento de condiciones en el hogar que apoyen a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda apoyo a los padres para comprender los estándares académicos estatales, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos mediante:

- *Asegurar la enseñanza de los Estándares Estatales Common Core*
- *Evaluaciones de referencia académicas de OUSD y otras evaluaciones locales de lectura*
- *Monitoreo de los niveles de dominio de lectura que se espera que los estudiantes alcancen*
- *Conferencias de boletas de calificaciones entre padres y maestros*
- *Reuniones de metas de aprendizaje con los maestros*
- *Reuniones mensuales del SSC (Consejo Escolar del Sitio)*
- *Talleres de los viernes*

El Gerente de Escuelas Comunitarias servirá como enlace para coordinar e integrar los estándares de participación de padres del Título I, a fin de alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos. El Gerente de Escuelas Comunitarias trabajará en la creación de talleres académicos, el desarrollo de la alfabetización familiar, la vinculación con socios comunitarios y la promoción de familias saludables.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela mediante:

- *Capacitar al personal, con la ayuda de los padres de Título I, sobre el valor de las contribuciones de los padres y cómo trabajar con ellos como socios iguales. Celebramos un desarrollo profesional anual con maestros y padres para encontrar mejores formas de comunicarnos y apoyar a nuestros estudiantes.*
- *Capacitar y brindar desarrollo profesional a los “Padres de Aula” para interactuar y comunicarse con los maestros, de manera que los padres puedan apoyar mejor en las aulas.*
- *Realizar desarrollo profesional regular sobre el Ciclo de Diseño Liberador para garantizar que nuestros sistemas y prácticas sean equitativos para todos los padres y estudiantes.*
- *Cambiar continuamente los sistemas escolares para garantizar prácticas antirracistas que permitan que TODOS los estudiantes prosperen.*
- *Al inicio del año, durante los días mínimos, los maestros deben comunicarse con las familias, especialmente aquellas con mayores dificultades, para realizar una visita de bienestar de manera virtual o presencial en el hogar.*
- *Programar y participar en “Coffee Chats” donde los padres puedan tener reuniones informales con los maestros para revisar el progreso de sus hijos.*

Estándar de Participación Familiar de OUSD 2: Comunicación con Padres y Cuidadores

Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias la Política de Participación de Padres y Familias mediante:

- *Una reunión anual, en un horario conveniente, a la que se invita y anima a todos los padres a asistir, para informar sobre la participación de la escuela en el Título I, Parte A y*

explicar los requisitos del programa y el derecho de los padres a involucrarse.

- *Folletos*
- *Anuncios repetidos en Parent Square*
- *Boletín de la directora*
- *Café con la directora*

La escuela comunica a las familias los programas de Título I, Parte A mediante:

- *Reuniones mensuales*
- *Llamadas automatizadas (Robocalls)*
- *Parent Square*
- *Café mensual con la directora*

La escuela comunica a las familias sobre el currículo, las evaluaciones y los niveles de dominio esperados mediante:

- *Reuniones mensuales del SSC*
- *Conferencias entre padres y maestros*
- *Reunión anual de Título I*
- *Café con la directora*
- *Talleres para padres*
- *Conferencias de boletas entre padres y maestros*

La escuela distribuye información relacionada con programas, reuniones, informes y otras actividades en formatos y lenguajes que los padres comprendan mediante:

- *Distribución oportuna de información en el idioma que los padres entiendan a través del calendario mensual para padres y publicaciones diarias/semanales en Parent Square.*
- *Llamadas automatizadas en español/inglés sobre reuniones, informes escolares y actividades.*
- *Comunicación diaria en Parent Square por parte de maestros y administradores sobre conducta estudiantil, actividades y apoyos.*

Estándar de Participación Familiar de OUSD 3: Programa de Voluntariado de Padres

Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades de voluntariado mediante:

- *Solicitudes constantes a través de Parent Square para ser “Padres de Aula”*
- *Solicitudes de ayuda diaria en la cafetería u otras áreas de la escuela*
- *Apoyo durante la Feria de Salud y Seguridad*
- *Apoyo durante el Día de Carrera y Profesiones*
- *Voluntariado durante la Semana de Apreciación a los Maestros*
- *Voluntariado en el carnaval anual*

Estándar de Participación Familiar de OUSD 4: Aprendizaje en el Hogar

Las familias participan con sus hijos en actividades de aprendizaje en casa, incluyendo tareas escolares y actividades vinculadas al currículo.

La escuela apoya a los padres con materiales y capacitación para mejorar el rendimiento académico de sus hijos mediante:

- *Un SDTL asignado para distribuir y ayudar a padres con computadoras y hotspots.*
 - *Talleres mensuales los viernes donde los padres aprenden sobre nuestras plataformas en línea.*
 - *Provisión de credenciales Clever para el acceso en casa.*
 - *Colaboración entre el CSM y el SDTL para brindar capacitación y acceso a tecnología y materiales en línea.*
 - *Noche de Regreso a Clases*
 - *Capacitación en iReady*
-

Estándar de Participación Familiar de OUSD 5: Poder Compartido y Toma de Decisiones

Las familias y el personal escolar son socios iguales en decisiones que afectan a los niños y familias, creando juntos políticas, prácticas y programas.

La escuela, con ayuda de los padres:

- *Educa al personal en el valor de la contribución de los padres y en cómo trabajar con ellos como socios iguales (por ejemplo, inscripción de voluntarios en la Noche de Regreso a Clases, SSC).*
- *Ofrece reuniones regulares en horarios flexibles que permiten la participación de los padres, tales como:*
 - *Reuniones del SSC los últimos miércoles de cada mes por Zoom*
 - *Coffee Chat una vez al mes en persona*
 - *Café con la Directora una vez al mes en persona*

- *Opción de Zoom para padres*
- *Conferencias antes y después del horario escolar*

La escuela involucra a los padres en la planificación, revisión y mejora de los programas de Título I mediante:

- *Revisión en la reunión de inicio de año de Título I*
- *Presentación y mesa informativa durante la Noche de Regreso a Clases*
- *Reuniones mensuales del SSC*
- *Asambleas semanales*
- *Solicitud de retroalimentación y participación en el SSC*

La escuela garantiza la participación de todos los padres, incluidos los de dominio limitado de inglés, padres con discapacidades y padres migrantes, mediante:

- *Reconocimiento de sus necesidades en reuniones del SSC*
- *Información en varios idiomas*
- *Traducciones en reuniones de padres*
- *Espacios accesibles para discapacitados*
- *Directora bilingüe que brinda reuniones en ambos idiomas*

La escuela apoya actividades de participación solicitadas por los padres mediante:

- *Talleres mensuales*
- *Coffee Chat*

- *Talleres de crianza, liderazgo y académicos*
-

Estándar de Participación Familiar de OUSD 6: Colaboración y Recursos Comunitarios

La escuela coordina recursos y servicios para familias y estudiantes con empresas, agencias y otros grupos.

La escuela coordina e integra el programa de participación de Título I con otros programas y actividades mediante:

- *Equipo COST que se reúne semanalmente para coordinar servicios de salud mental para la comunidad*
 - *Conferencias de Bienestar entre padres y maestros al inicio del año*
 - *Si el Plan Escolar de Título I no satisface a los padres, estos pueden presentar comentarios al Departamento de Planificación de Recursos Estratégicos*
-

Adopción

*Esta política fue desarrollada y adoptada conjuntamente por **ACORN Woodland** el **21 de agosto de 2025** y estará vigente del **21/08/25 al 29/05/26**.*

*La escuela distribuirá esta política a todos los padres en o antes del **30 de septiembre** del año escolar en curso.*

Julissa Lambert-Yank

Nombre de la Directora

Julissa Lambert-Yank

Firma de la Directora

Fecha: 21/08/2025

Por favor adjuntar el Acuerdo Escuela-Padres a este documento.



Strategic Resource Planning (SRP)

Acorn Woodland ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Rosa Malagon
Vice Chairperson:	Maricruz Reyes
Secretary:	Eva Gonzalez

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Julissa Lambert	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharon Hernandez-Delgado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Soltsi Contreras	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tania Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Eva Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Rosa Malagon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Estela Avalos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Maricruz Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Last Wednesday of the Month @ 4:30
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SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members