OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Sankofa Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Sankofa Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Sankofa Academy

0110254

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012).In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

History - Sankofa Academy opened during the 2004-05 school year. Our school was founded as a K-8 New Small Autonomous School in an effort to alleviate overcrowding and underachievement in the Oakland Unified School District. - Sankofa is an Akan word that means "return and fetch it." The essence of Sankofa is to embody and understand the following: "We must go back and reclaim our past so we can move forward; so we understand why and how we came to be who we are today. - In 2007, Sankofa transitioned from a K-8 school to a K-5 elementary school. Sankofa currently offers Programs for Exceptional Children/SDC in grades Pre-K-5th (Autism)in addition to General Education classes in grades PreK-6. On December 14, 2012 the OUSD Board of Education unanimously voted to expand Sankofa to a PreK-8. - In 2006, Sankofa's Academic Performance Index (API) score was 578. Today the school boasts an API of 773, nearing the state goal of 800. Theory of Action In the spirit of high expectations for all students at Sankofa Academy we are fully committed to three foundational practices: Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background. Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards. Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively. Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school that prepares students for success in college and beyond. Results African-American Students: API - In 2006, Sankofa's Academic Performance Index (API) score was 578. Today the school boasts an API of 750, nearing the state goal of 800. In 2011, our school grew 33 points, when compared to 2010 results. - In 2008, Sankofa?s API score increased 156 points, one of the most dramatic improvements in the district. - With the one of the largest concentration

of African-American students across all elementary schools in the District, Sankofa Academy outpaced OUSD's average API for African-American students by 74 points in 2010. This growth continued in 2011 where Sankofa?s African-American cohort performed at 61% in math and 43% in ELA. CST - In 2009, our California Standards Test (CST) scores had double-digit percentage-point growth into the Proficient and Advanced categories in both ELA and Math. Benchmark Assessments - 2010-11 benchmark data shows the largest increases in performance for 2nd-5th grade since the inception of the school. -In 2012, our API grew to 773. Sankofa Academy had the largest growth in the district for ELA at 12.2%. Sankofa met all AYP target and staved off PI 2 status. -2012 CST African-American out-performed all other sub groups in Math at 62% PROV/ADV. Teaching and Learning - Continuity of structure, skill-based instruction, culturally responsive curriculum, rigor and care.

VISION

At Sankofa Academy we will ensure that every student becomes a strong critical thinker who is a positive leader in our local and global community. Sankofa Academy emphasizes student empowerment and academic achievement. All our students are empowered to master literacy, numeracy, science, social studies, and technology. Through community-based projects, exhibitions, and arts-integrated lessons, we ensure that our students can demonstrate mastery of grade-level standards in a variety of ways. This is imperative in order for them to be competitive in an ever growing global economy. Guiding Principles - Respectful Individuals - Our students develop their character by learning to be Respectful Individuals. We explicitly teach and model being kind and polite, appreciating others, using conflict resolution skills to solve problems, and teamwork. - Responsible Leaders - We focus on student empowerment by showing students how to use their many skills and talents to contribute positively to their classroom, their family and their community. Through hands-on learning activities, arts-integrated lessons and projects, and opportunities to demonstrate what they know and can do, students become responsible for their own learning. - Reflective Achievers - At Sankofa Academy, we believe that every child can achieve at high levels when families and school staff work closely together. Teachers keep a sharp focus on the skills that are required at each grade level, and work with families and the Extended Day program to provide interventions for students who need extra help.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Grades: Pre-K-6 -2012-2013 Enrollment: 350 -Free/Reduced Lunch: 83% -Special Education: 11% -English Language Learners: 8% Enrollment by Ethnicity 2012: -African-American: 72% -Latino: 10% -Asian: 3% -Filipino: 4% -White: 2% -Multiple/No response: 9% Successes: -In 2012, our API grew to 773. Sankofa Academy had the largest growth in the district for ELA at 12.2%. Sankofa met all AYP target and staved off PI 2 status. -In 2011-2012 50% of our students scored proficient/advanced in ELA on CST; 59% of students scored proficient/advanced in math -In 2012 increased enrollment from 245 to 350 PreK-6 -Fall 2012 launched 6th grade expansion (29 students in 'legacy class') -On December 14, 2011 the OUSD School Board voted unamimously to expand Sankofa Academy to grow into a PreK-8 beginning in the 2012-2013 school-year -In 2010-2011 38% of our students scored proficient/advanced in ELA on CST; 59% of students scored proficient/advanced in math -In 2011, our API grew to 750 -In 2009-2010 39% of our students scored proficient/advanced in ELA on CST; 56% of students scored proficient/advanced in math -In 2010, our API remained at 717 -Due to the consecutive two year academic gains Sankofa Academy was removed from Program Improvement (PI) status in 2009 -In 2008-2009, 63% of students scored proficient or above on the Mid-Year Benchmark in mathematics -In 2008 28% of our students scored proficient/advanced in ELA on CST; 42% of students scored proficient/advanced in math -In 2008, our API increased 156 points to 691 consequetively Challenges: -Eventhough, we experienced growth in API of 773 from 750 (23 point increase)the school entered PI 1 status in 2011 -We opened our new school in 2005 with six grades and thus did not have the opportunity to "grow" our school from the bottom -In fall of 2007, we transitioned from a K-8 school to a K-5 elementary school and the decision to make this transition occurred in May 2007, resulting in a very small student population (118 students) -In 2008, only 28% of students in grades 2-5 scored proficient or above on the Mid-Year Benchmark in English Language Arts Accelerators will support the Theory of Action and will support in monitoring CSSSP goals: -More than 98% of our students participate in the Extended Day Program, receiving additional academic support from tutors. -Teachers work in the Extended Day Program, providing additional instruction and intervention -Through the use of TSAs and Interventionists position was created, providing 'pull-out' and 'push-in' support for struggling students scoring below and approaching on district benchmark assessments and Far Below and Below Basic on the CST -Lincoln Child Center (LCC) became a on-site MEDI-Cal provider counseling to students in need of emotional support from a licensed therapist -COST(COST) meets weekly as a body that includes RSP teacher, counselor from (LCC), LCC staff, and principal to review and support students who have had emotional and/or behavioral difficulties in school -Student Study Team (SST) meets weekly as a body that includes parent/family, classroom teacher, RSP teacher, counselor from (LCC), and principal to review and support students who have had academic and/or behavioral difficulties in school -Utilized funds to provide additional support from Instructional Assistant and substitute

teachers to provide targeted, small-group instruction -45 mentors from UC Berkeley work one-on-one with students in grades 4-6, providing additional academic and socio-emotional support -UC Build work one-on-one with students in grades 1-6, providing additional academic support -Temple Sinai volunteers work one-on-one with students in grades K-6, providing additional academic support -Experience Corps Tutors work one-on-one with students and/or small groups, whole class in grades K-6, providing additional academic support

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

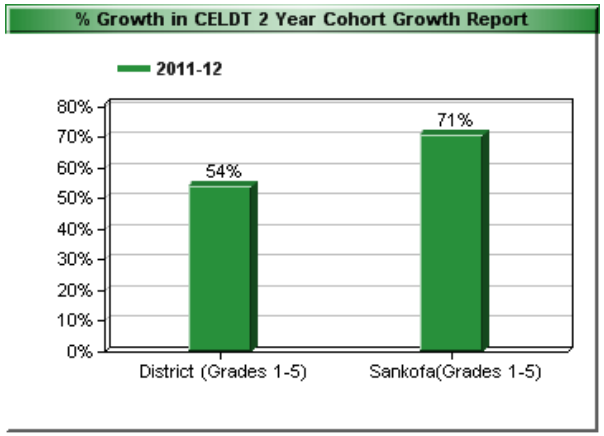
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

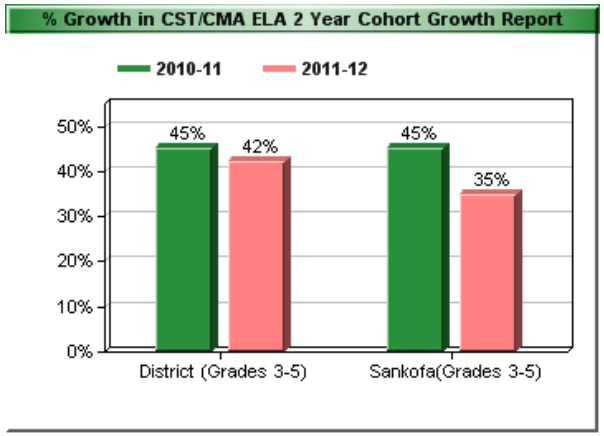
A quality school...

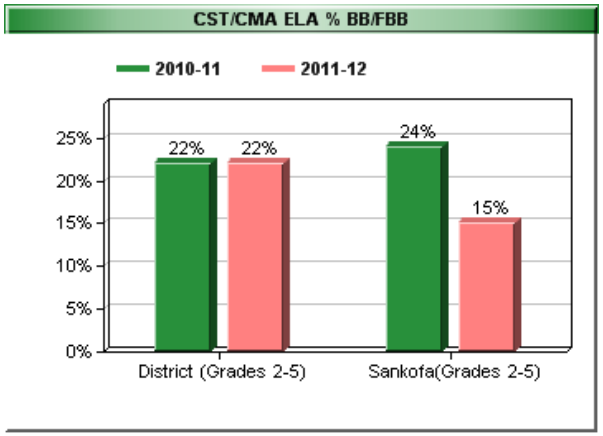
- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Not Applicable]

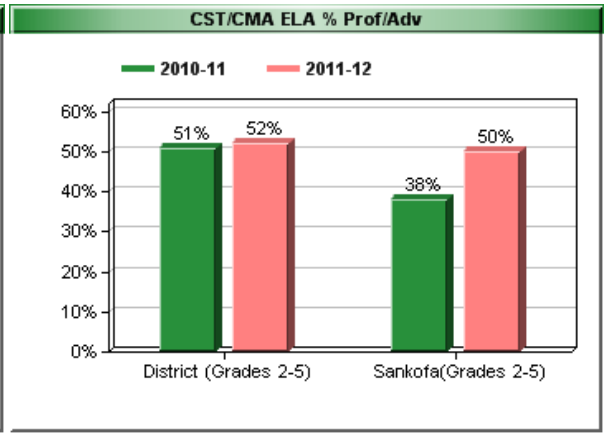
CELDT



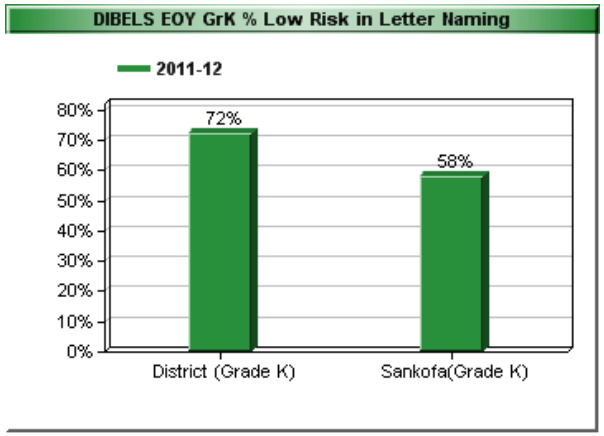
CST

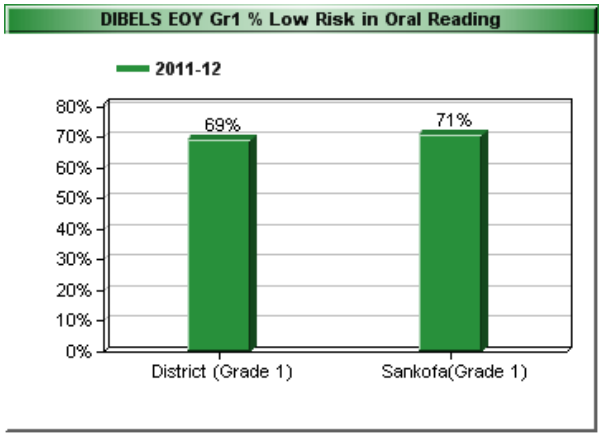




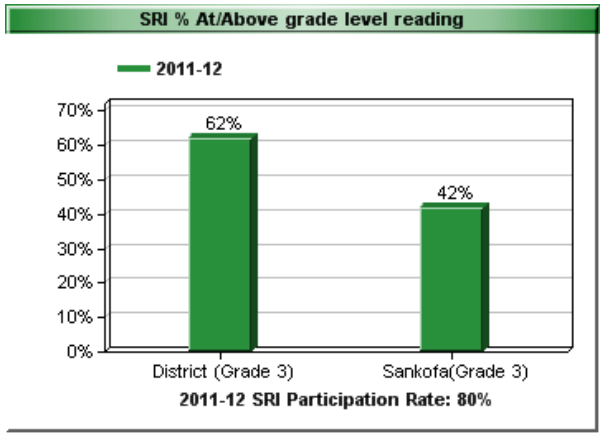


DIBELS





SRI



School Data

- With an API of 542 in 2007 Sankofa Academy has made steady gains on the CST, in 2011 had an API of 750, and in 2012 increased API 23 points to 773. Sankofa Academy had the largest gains in the district in 2012 in ELA at 12.2%.
- Sankofa Academy's API rose 156 points in 2008, and now stands at 773 nearing the statewide goal of 800. Sankofa Academy was selected for the 2012-2013 school year as a Balance Approach to Literacy (BAL) Cohort school.

Data Analysis

- In 2012 (ELA) CST, the overall percentage of students who scored PRO/ADV was 50% up from 38% in 2011. The 4th Grade cohort performed at 72% in 2012 with greatest gains from second through fifth grade (15.8% increase from 2011).
- In 2012 (ELA) CST 52% African-Americans and 25% Latino/a students scored PRO/ADV. Students with Disabilities scored 40% PRO/ADV. There is a significant achievement gap between our significant sub groups.
- In 2012 (ELA) CST a decrease in 2nd Grade (-17%), 3rd Grade (-2%), and 5th Grade (-21%) of students performing Far Below Basic and Below Basic. However, there was an increase in the 4th grade of students performing FBB and BB (8%) in 2012.
- The CST data and other assessment measures shows the longer we have students the better they perform on informal and formal assessments (our greatest gains are from the 4th and 5th grade cohorts.)
- To continue gains that we have made as we expand to a Pre-K-8 we must institutionalize 'Best Instructional Practices' to continue academic proficiency/mastery in all classrooms and across all grades.

Theory of Action

- Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.
- Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.
- Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively.
- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.
- Outcomes for All- ELL Redesignation at 33% is greater than district performance at 13%. Even though our multilingual students are a smaller sub-group; SA EL students performed PRO/ADV in ELA at 43% (+42.9%) and PRO/ADV in Math 57% (+17.1%).

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Enhance school-wide structures to support the implementation of a Balanced Approach to Literacy and Literacy Across the Curriculum	SRI	All Students	Monthly	Other	4/5/2013	191SQI1A2747	Professional Learning Community (PLC) focus on Balance Literacy Approach TK-7	3010-Title I	4310-SUPPLIES		0	$4,684.57
Continue reviewed objectives and standards with emphasis on students' use of Academic Language and content vocabulary in speaking and writing throughout the day	SRI	All Students	Monthly	Principal	4/5/2013	191SQI1A2762	Professional development on the use of Academic Language Development and Balance Approach to Literacy tenets	N/A			0	$0.00
Ensure independent reading throughout the day, with an emphasis on nonfiction texts	SRI	All Students	Monthly	Principal	4/5/2013	191SQI1A2765	PD focused on differentiated instruction	N/A			0	$0.00
Develop AED instruction with a social studies focus	Local assessments (benchmarks, PWA)	Ethnicity	Monthly	Principal	4/5/2013	191SQI1A2771	PD focused on small group differentiated instruction	N/A			0	$0.00
Develop ELL instruction with a ELA focus	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	4/5/2013	191SQI1A2772	PD focused on small group differentiated instruction	7091-EIA - LEP	4310-SUPPLIES		0	$3,534.98
Build and sustain writing across the curriculum in Science instruction	Local assessments (benchmarks, PWA)	All Students	Every Semester	Grade level team	4/5/2013	191SQI1A2782	PD on Science Journal writing	N/A			0	$0.00
TSA (ELA) to facilitate and monitor quality of ELA Response to Intervention (RTI) structure and strengthen Intervention PLC	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Other	4/5/2013	191SQI1A2793	Provide 'pull-out' and 'push-in' support for Tier 2 and Tier 3 (FBB and BB) students. Also, provide PD on implementing and using data from BPST, DIBELS, SRI that would help inform in-class instruction to whole and small groups.	3010-Title I		C10TSA0073	0.25	$14,964.17
Implement Tier 1 Intervention in classroom across grades 2-7 consistently using a systematic approach	Other (OCR, etc)	FBB, BB and BAS	Every Other Week	Other	4/5/2013	191SQI1A2805	Bi-monthly RTI PLC on Wednesdays	N/A			0	$0.00
Explore how GATE/Advance students will integrate reading and writing in project-based learning	Local assessments (benchmarks, PWA)	GATE	Weekly	Department Head	4/5/2013	191SQI1A2810	Extended PLC time for teacher/s, RSP, TSA to collaborate and plan in meeting the 'range of learners' in 2-7 classrooms	N/A			0	$0.00

Identify and purchase technology-based resources to support specific focus on literacy	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/5/2013	191SQI1A2818	Design PD schedule to provide training, collaboration, and planning time for Fast ForWord cohort teachers instruction and facilitate PD on implementing and using data from Fast ForWord with pilot cohort	N/A			0	$0.00
Implement Literacy focus area of Independent Reading and Conventions in After School Program	Local assessments (benchmarks, PWA)	All Students	Every Semester	After school program coordinator	4/5/2013	191SQI1A2833	PD for after school programs staff in collaboration with school day staff	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

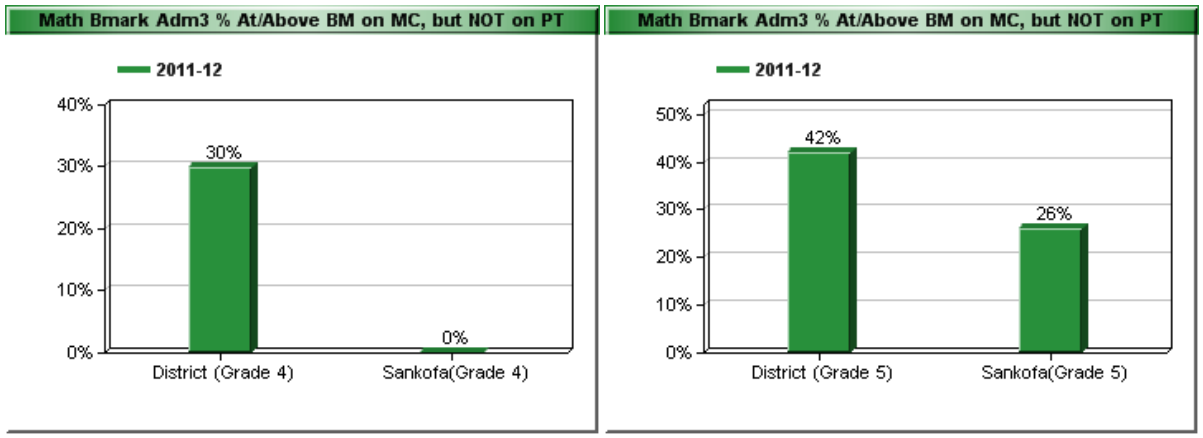
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

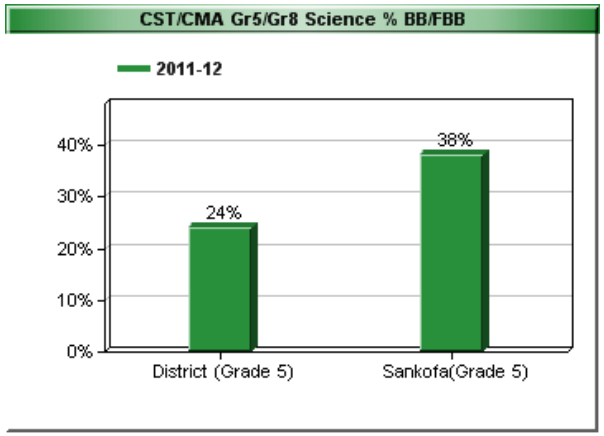
A quality school...

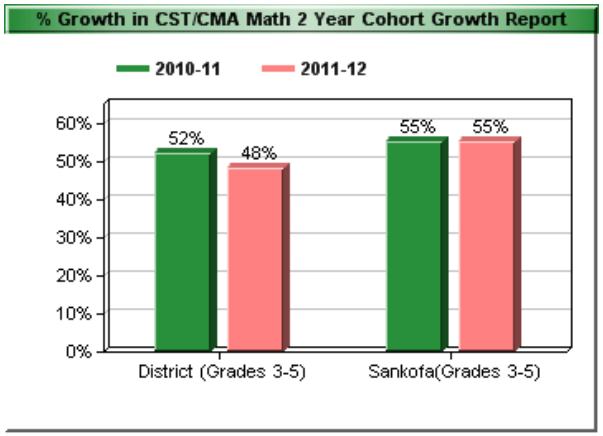
- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Not Applicable]

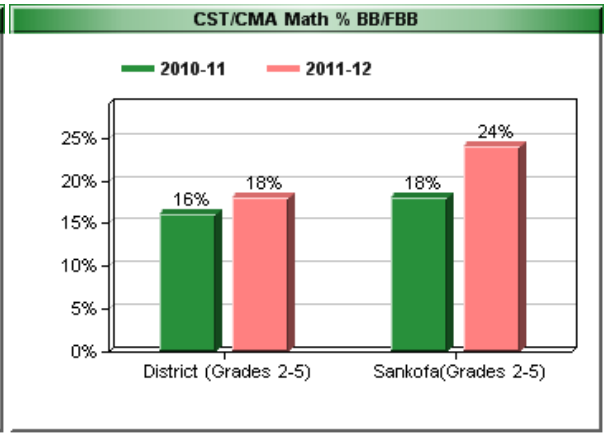
Benchmark

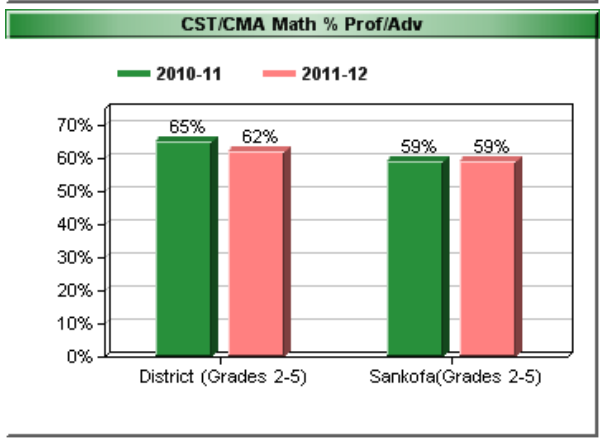


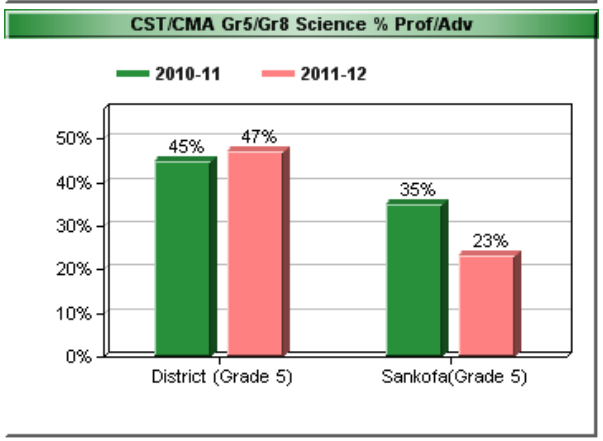
CST











School Data

- With an API of 542 in 2007 Sankofa Academy has made steady gains on the CST. Sankofa Academy in 2011 had an API of 750, and in 2012 increased API 23 points to 773.
- Sankofa Academy's API rose 156 points in 2008, and now stands at 773 nearing the statewide goal of 800.

Data Analysis

- In 2012 (Math) CST, the overall percentage of students who scored PRO/ADV was 59%. The 4th Grade performed at 80% in 2012 (13.8% decrease from 2011). The 5th Grade performed 73% in 2012 (13% increase from 2011).
- In 2012 (Math) CST 62% African-Americans males and 60% Latino students scored PRO/ADV. Students with Disabilities scored 30% PRO/ADV. There is a smaller achievement gap between our significant sub groups.
- In 2012 (Math) CST total percentage for FBB and BB in 2011 was 24%.
- Our greatest informal assessment gains continue to be from the 2nd, 4th, and 5th grade cohorts. Formal assessment gains continue to be from the 4th and 5th grades.
- A greater focus on the performance of 3rd grade students is imperative. They have the least amount of growth in the 2nd-5th testing cohort on both formal and informal assessment measures.

Theory of Action

- Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.
- Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.
- Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively.
- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.
- Outcomes for All- ELL Redesignation at 33% is greater than district performance at 13%. Even though our multilingual students are a smaller sub-group; SA EL students performed PRO/ADV in ELA at 43% (+42.9%) and PRO/ADV in Math 57% (+17.1%).

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for teachers to teach math curricula and to share effective STEM teaching strategies	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/5/2013	191SQI1B2898	Provide PD support to facilitate dailly math instruction for 90 minutes in every 1-7 classroom	7090-EIA - SCE			0	$2,974.03
Provide opportunities for teachers to collaborate and integrate STEM across the curriculum	Grades/GPA	All Students	Weekly	Principal	4/5/2013	191SQI1B2940	Teach science weekly for 90 minutes in every classroom and integrate with literacy	N/A			0	$0.00
Review math practices in forums such as PLCs and/or an electronic collaborative website	Local assessments (benchmarks, PWA)	All Students	Every Semester	Grade level team	4/5/2013	191SQI1B2948	Hold a least 3 math PDs	N/A			0	$0.00
Train and review science practices in forums such as PLCs and/or an electronic collaborative website	Grades/GPA	All Students	Every Semester	Grade level team	4/5/2013	191SQI1B2955	Hold at least 3 science PDs and teachers will meet with Science Instructor for planning once a month	N/A			0	$0.00
Enhance school-wide structures to support the implementation of STEM teaching and learning	Local assessments (benchmarks, PWA)	All Students	Weekly	Other	4/5/2013	191SQI1B2970	Provide differentiated STEM intervention in TK-7 grade classrooms	7090-EIA - SCE		C10TSA0006	0.4	$39,589.81

Review, discuss, and improve math instructional practices by analyzing data	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/5/2013	191SQI1B2976	Meet in school-wide, grade level teams, and in vertical teams (TK-K, 1-2, 3-4, 5-7) to discuss trends and set-up Action Plans for sub-group targets during PD/PLC meetings	N/A			0	$0.00
Identify and purchase technology-based resources to support specific focus on STEM instruction	Grades/GPA	All Students	Monthly	Principal	4/5/2013	191SQI1B2983	Train students in digital information and provide online tool to support student achievement, intervention, goal setting and monitoring	N/A			0	$0.00
Involve parents/families and community in the planning and implementation of the STEM curriculum	Grades/GPA	All Students	Every Marking Period	Principal	4/5/2013	191SQI1B3495	Support families and community in volunteering in classrooms, and participation in celebrations/exhibitions of student work	N/A			0	$0.00
Provide STEM career activities so that students are aware of future career choices and are knowledgeable about course choices in school	Survey data (CHKS, etc.)	All Students	Every Marking Period	Community Partner	4/5/2013	191SQI1B3496	Seminars presented by professionals in STEM focus areas	N/A			0	$0.00
TSA (STEM) to provide targeted and strategic math intervention	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Other	4/5/2013	191SQI1B3497	Allow time to do pull-out and push-in math intervention	3010-Title I		C10TSA0006	0.1	$9,897.45

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Not Applicable]

School Data

- Students in most classrooms are learning significant grade level academic content. Class routines maximize instructional time for content learning. Classroom routines train students in academic, "school behaviors", getting started as soon as class starts and working through to the very end, maintaining focus on academic work whether it is whole group, small group, partner, or individual, notes from a teacher lesson, reading silently, etc.
- Behavioral expectations in most classrooms and in Morning Circle are made explicit and are quickly, consistently, and effectively reinforced. These behaviors support the focused, safe, academic work students do in most classrooms. Students are being exposed to academic language and content specific vocabulary. Teachers push all students to learn grade level vocabulary words by teaching them, checking for understanding, having students practice using the words in speaking and writing in PreK-7.

Data Analysis

- 2012 SQR Findings- Across the school, curriculum is made meaningful and challenging. In 94% of classroom observations, students connected prior knowledge/skills/experiences to the new learning.
- 2012 SQR Findings- In 69% of classroom observations, students used some combination of remembering, understanding, applying, and analyzing. In 13% of classroomobservations, students used higher order thinking skills of evaluation and creation.
- 2012 SQR Findings- In most classrooms, there is a sense of urgency about learning and an academic push to prepare all students. In 71% of classroom observations, 85% or more of students were consistently engaged in the learning. ?h
- 2012 SQR Findings- During and observation of Sustained Silent Reading, every single student appeared to read for the entire time, even as the teacher pulled students one by one to do quick assessments and reading coaching with them.
- 2012 SQR Findings- Parents report that "students strive to impress staff and be a part of the school community."

Theory of Action

- Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction

with student knowledge, learning styles, and cultural background.

- Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.
- Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively.
- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunity for Early Childhood Education/Transitional Kindergarten/Kinder Teachers to collaborate to align instructional strategies/look at student work	Other (OCR, etc)	Pre-Kindergarten	Monthly	Principal	4/5/2013	191SQI1C3589	Conduct parent/family intake conference and baseline assessment for incoming Preschooler, TK students, Kinders in June; Provide summer learning information	N/A			0	$0.00
Provide opportunity for 6th Grade and 7th Grade Teachers/Instructor to collaborate to align instructional strategies/look at student work	Grades/GPA	All Students	Every Other Week	Principal	4/5/2013	191SQI1C3590	Conduct parent/family intake conference and baseline assessment for incoming 6th and 7th graders in June; Provide summer learning information	N/A			0	$0.00
Engage parents/families and community in transition activities for Pre-K, TK, and Kindergarten students	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Principal	4/5/2013	191SQI1C3591	"Sankofa Academy School Success Launch" events Begins in Preschool, TK, and K Workshop first week of school	N/A			0	$0.00
Engage parents/families and community in transition activities for 6th grade students	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/5/2013	191SQI1C3594	"Sankofa Academy School Success Launch" events Begin 6th Grade Workshop first week of school	N/A			0	$0.00
TSA to support Sankofa Academy Early Childhood Initiative	Local assessments (benchmarks, PWA)	All Students	Weekly	Other	4/5/2013	191SQI1C3684	TSA will support Pre-K, TK and 1st grade classrooms	3010-Title I		C10TSA0009	0.5	$28,943.56

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

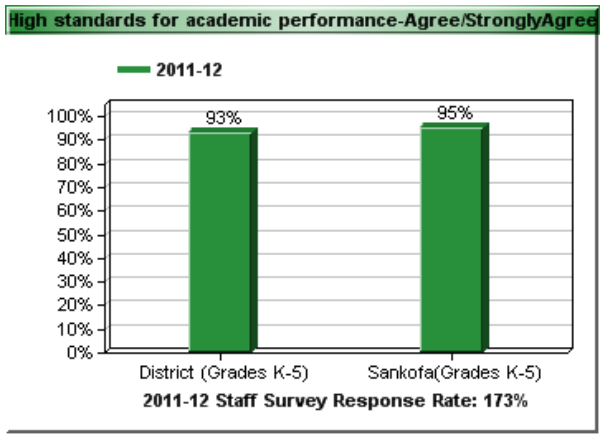
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

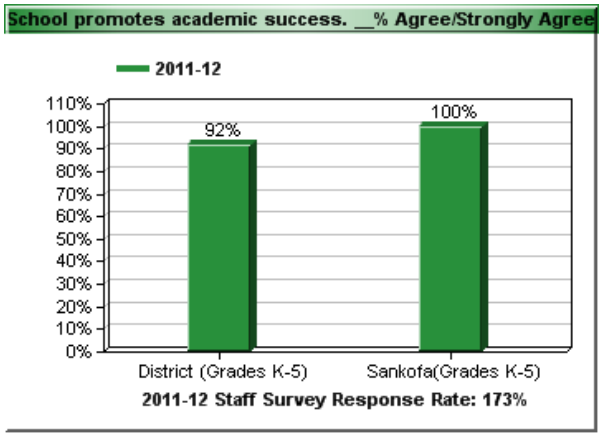
A quality school...

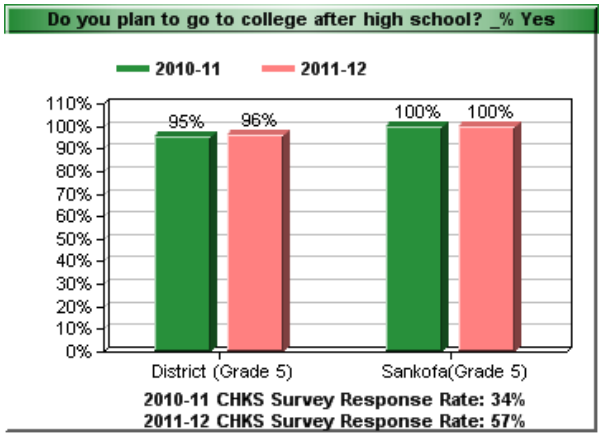
- provides students with curriculum that is meaningful and challenging to them [2011-2012: Developing]
- ensures that students know what they're learning, why they're learning it and how it can be applied [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Not Applicable]

Survey - High Standards



Survey - Success





Theory of Action

- Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.
- Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.
- Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively.
- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for students to build awareness on the variety of careers available and to begin identifying areas of interest	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/5/2013	191SQI1D3598	Establish goal setting practices school wide by class and by students. In 5th, 6th and 7th grade help students identify a 10-year plan.	N/A			0	$0.00
Grow Pathway/academies at school site based on student and teacher interest and labor market opportunities	Survey data (CHKS, etc.)	All Students		Department Head	4/5/2013	191SQI1D3599	6th-8th graders visit colleges/universities, jobsite/office space to tour and ask questions of current college students, professors, and/or employees.	N/A			0	$0.00
							Imbed within the content curriculum with 'everyday/real life'					

Provide opportunities for students to build awareness of college and college requirements	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Department Head	4/5/2013	191SQI1D3600	connections and experiences so that students can see that there are ways ELA, science, math, history (politics) 21st century skills, etc. are relevant.	N/A			0	$0.00
Ensure that students are aware of their progress towards high school graduation and college enrollment (Specific focus in the 6th-8th grades)	Survey data (CHKS, etc.)	All Students		Department Head	4/5/2013	191SQI1D3601	Teach college-going culture lessons monthly in every classroom.	N/A			0	$0.00
Hold annual career fair. Career Fair ideally will consist of adult speakers who will share about their path into their current career (education requirements, etc.) and also engage students in asking questions, etc. Invite families to participate- either to support their students or to be the presenters.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/5/2013	191SQI1D3597	Take students on a culminating field trip in 5th-7th grade, where they visit a jobsite/office space to tour and ask questions of current employees. Ask students for input about where they may like to visit and ask families for opportunities at their places of work.	N/A			0	$0.00
Hold 2-3 college info assemblies for students & families on campus (evening and/or on weekends or during school-wide events) to learn about how they can be preparing now for college and/or career	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/5/2013	191SQI1D3596	Incorporate "college knowledge vocabulary" into all aspects of school curriculum -ex: personal statement in ELA, financial aid/saving for college in math; using college visuals to decorate the school to create a 'we're all collegebound!' atmosphere; and giving college/university names in classrooms.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [2011-2012: Sustaining]

Theory of Action

- Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.
- Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.
- Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively.
- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Identify, plan for and support targeted student group(s)	Local assessments (benchmarks, PWA)	All Students	Every Semester	Leadership Team	4/5/2013	191SQI1E3608	Examine student work using Student Consultancy Protocol, review and analyze learning targets in each classroom	N/A			0	$0.00
Identify the available							All TK-7th graders will have a weekly visit in the day and/or extended day from their Mentor/Tutor from the UC Build Program, University of California Berkeley (CAL)-					

resources, internal and external, school, family, academic liaisons, role models needed/wanted to support targeted student group	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/5/2013	191SQI1E3607	Sage Mentorship Program, Experience Corps, or Temple Sinai for both the Fall and Spring semesters. The Mentors will provide one-on-one tutorials as well as highlight the important of college and the necessary prerequisite skills needed to attend UC and state system.	N/A			0	$0.00
Develop an individualized contract for success for each targeted student with timelines and measureable outcomes	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Grade level team	4/5/2013	191SQI1E3606	Use Student-Led/Teacher facilitated Academic Conferences in the 2nd-7th grades.	N/A			0	$0.00
Recognize students when measurable outcomes are met	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/5/2013	191SQI1E3605	Hold 'Sankofa Academy Achievement' events 3 times a year	N/A			0	$0.00
Support and increase student voice and involvement	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/5/2013	191SQI1E3604	Create lunch time Sankofa Academy Student Council and Peacemakers Posse Club to provide incentive for students instead of detention.	N/A			0	$0.00
Academic Intervention using Response to Intervention (RTI)	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Other	4/5/2013	191SQI1E3609	(TSA) to provide academic intervention for low-performing students.	N/A			0	$0.00
Academic Intervention for ELL students	CELDT	English Learners	Weekly	Grade level team	4/5/2013	191SQI1E3610	Provide daily ELD instruction (small group) that supplements and enhances core content learning.	N/A			0	$0.00
Academic Intervention for AED students	Local assessments (benchmarks, PWA)	Ethnicity	Weekly	Grade level team	4/5/2013	191SQI1E3611	Provide weekly AED instruction (small group) that supplements and enhances core content learning.	N/A			0	$0.00
Provide greater access to Project-Base learning	Local assessments (benchmarks, PWA)	All Students	Monthly	Grade level team	4/5/2013	191SQI1E3612	Deepen students understanding of content standards through implementation of project-based learning, in order to increase student achievement.	N/A			0	$0.00
Provide additional intervention support in the Extended Day Program	State tests (CST/STAR, PFT)	FBB, BB and BAS		Community Partner	4/5/2013	191SQI1E3613	Collaborate with Extended Day Program to provide before and after school acceleration for underperforming students.	N/A			0	$0.00
Provide students support in meeting their	Local assessments	All	Every				Support students learning					

differentiated learning needs	(benchmarks, PWA)	Students	Semester	Other	4/5/2013	191SQI1E3686	needs	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

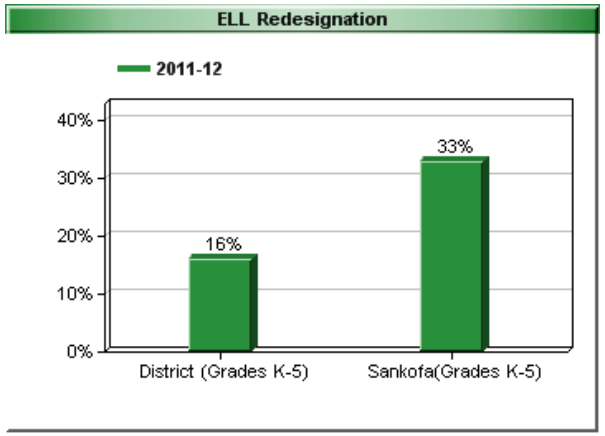
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

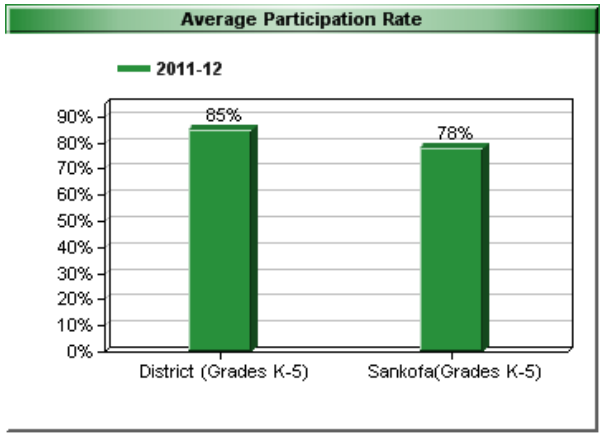
A quality school...

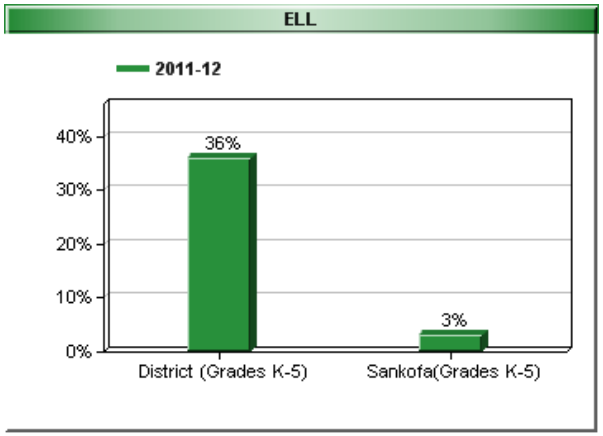
- provides academic intervention and broader enrichment supports before, during, and after school [2011-2012: Sustaining]

After School Program- Student Impact

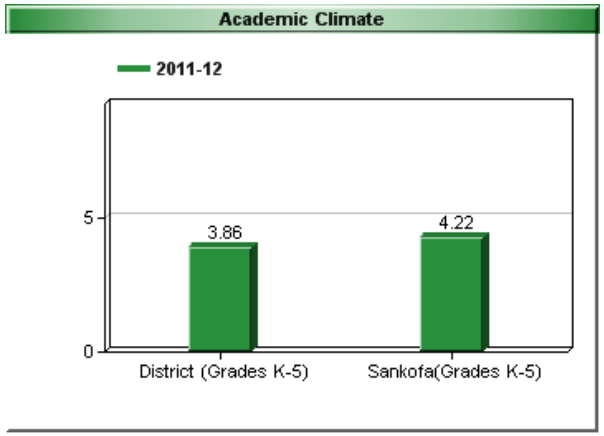


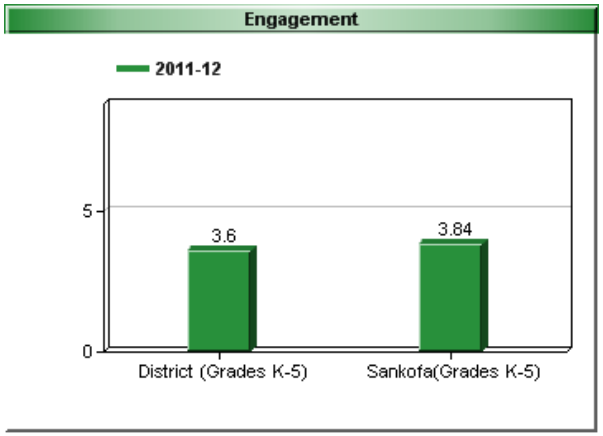
After School Program- Participation

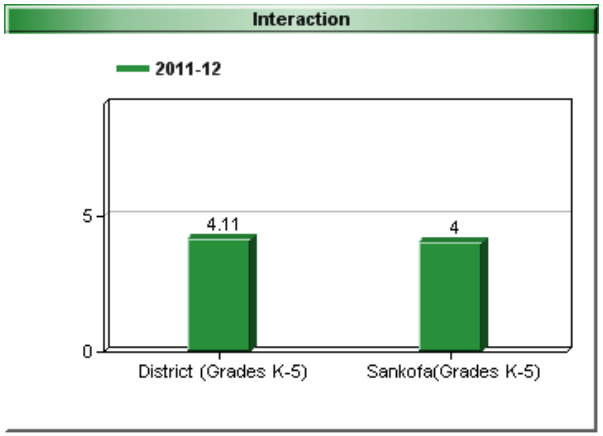


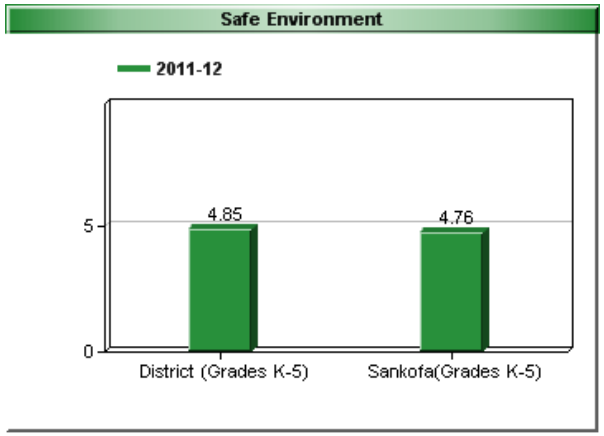


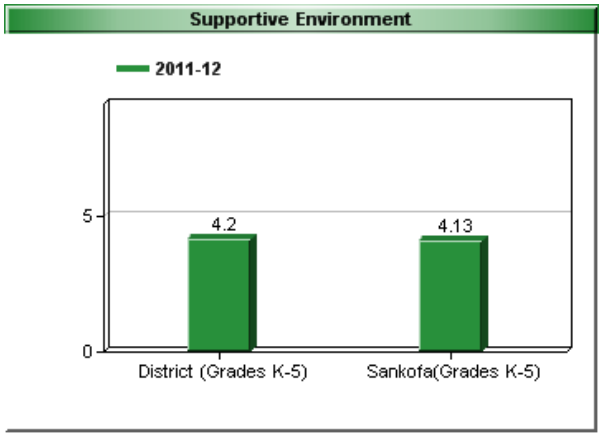
After School Program- Point of Service Quality [Scale of 1-5 (low to high)]











School Data

- The Sankofa Academy Program provides enrichment opportunities through classes/workshops like Destiny Arts, Drama, Computers, Poetry, Tennis, Girls

Inc., Girls Leadership, and Boys Leadership. Mentoring is provided to 4th-6th grade students (UC Sage Mentor Program). Tutoring occurs for 1st-6th students through UC Builds and Temple Sinai.

- 'Seamless' connection through Day and Extended Day Programs have led to greater academic achievement in our teaching and learning community. There has been three years of consecutive growth in CST scores: 2010- 717, 2011- 750, and 2012- 773. Careful planning and strategic partnership with Lead Agency BACR has helped with attaining improved CST scores.

Data Analysis

- Selected as a member of the After School Knowledge (ASK) Soda Foundation Educational Think Tank to improve the quality of OUSD After-school programs (2 year cohort).
- Voted in 2010-2011 as the "Most Improved" After-school Program by Lead Agency Bay Area Community Resource (BACR).
- ELL Redesignation at 33% is greater than district performance at 13%. Even though our multilingual students are a smaller sub-group; SA EL students performed PRO/ADV in ELA at 43% (increase 42.9%) and PRO/ADV in Math 57% (increase 17.1%) on the CST.

Theory of Action

- Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.
- Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.
- Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively.
- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Afterschool programs will create an inclusive, welcoming and caring community through Social and Emotional Learning strategies, Provide mentoring, peer learning opportunities and youth leadership opportunities to increase systems of support for students? success and well-being	Health data	All Students	Weekly	After school program coordinator	4/5/2013	191SQI1F3614	After-school Lead Agency will work directly with Day Program Teachers and Staff to maximize affective and cognitive supports for students in the Extended Day Program.	N/A			0	$0.00
Afterschool Program provides opportunities for students to learn career-related skills and to develop 21st century work habits (e.g., through career mentors, CAL Sage Mentors, Temple Sinai Mentors)	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	After school program coordinator	4/5/2013	191SQI1F3615	Mentors will provide one-on-one tutorials as well as highlight the important of college and the necessary prerequisite skills needed to attend UC and state system.	N/A			0	$0.00
Provide extended learning opportunities												

during summer prep and afterschool to students transitioning into kindergarten and middle school and performing below benchmark	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/5/2013	191SQI1F3616	Staff will provide support for FBB, BB, and Basic (Tier 3) performing students during after-school program.	N/A			0	$0.00
Imploy RTI strategies during After-School Program	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	After school program coordinator	4/5/2013	191SQI1F3617	Academic Liaison will provide support for FBB, BB, and Basic (Tier 3) performing students during after-school program.	N/A			0	$0.00
After school and Summer Prep programs identify at-risk and ELL students and intervene to help students through academic intervention and academic literacy supports.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	After school program coordinator	4/5/2013	191SQI1F3618	Identify FBB, BB, and Basic students that need further academic support.	N/A			0	$0.00
After School Program provides family supports in conjunction with other school service providers to address needs of family in order to increase attendance	Attendance	All Students	Weekly	After school program coordinator	4/5/2013	191SQI1F3619	Spring recruitment of students for the after school programs will target those students whose attendance falls below 98%.	N/A			0	$0.00
Provide monthly professional development for Afterschool staff regarding activities that support safe and healthy school climates	Health data	All Students	Monthly	After school program coordinator	4/5/2013	191SQI1F3620	Identify targeted students behavioral needs. Incorporate student feedback (formal and informal) into after school program.	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To reduce student conflict/s physical altercations by 50%.

- Strategy 1.1: Use Positive Behavior Intervention and Supports (PBIS) for school-wide discipline and use Second Step curricula PreK-7 to promote strategies for positive conflict resolution.
- Strategy 1.2: Use PBIS Office Referral reflection and PBIS Student Reflection to facilitate progressive discipline model, and call,and speak to a family prior to suspension.

Goal 2: Increase student engagment and attachment to school; reduce student conflicts especially on the playground.

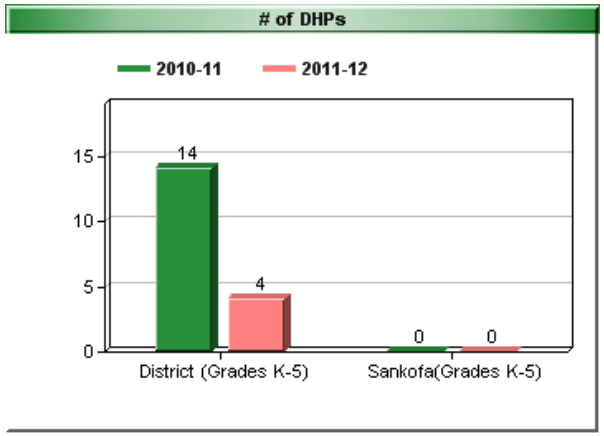
- Strategy 2.1: Use school-wide moring 'Community Circle', 'Community Meeting', and 6th and 7th Grade Advisories to discuss school rules, guiding pronciples, discipline, and behavior expectations.
- Strategy 2.2: PreK-7 implementation of Second Step, 'Buddy Classrooms' for short time-outs, and using the 'Stillness Center'/Dentention Hall for more severe beaviors during lunch and recess time.

School Quality Standards relevant to this Strategic Priority

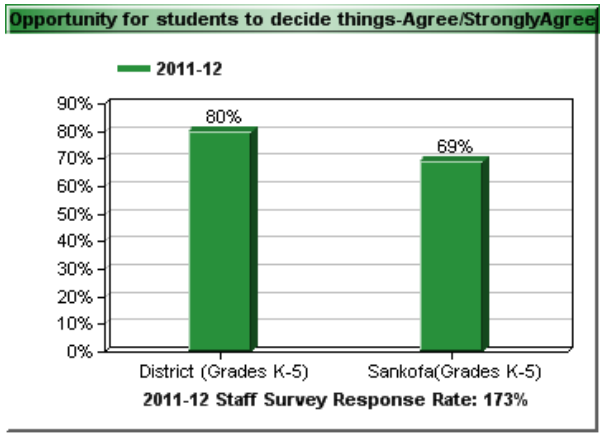
A quality school...

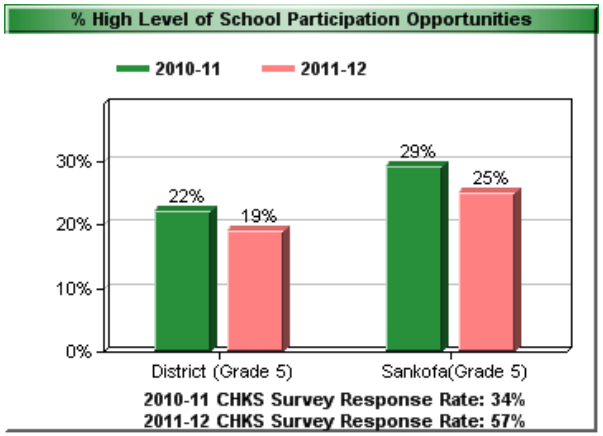
- is a safe and healthy center of the community, open to community use before, during, and after the school day [2011-2012: Sustaining]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [2011-2012: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [2011-2012: Sustaining]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences [2011-2012: Refining]

DHP

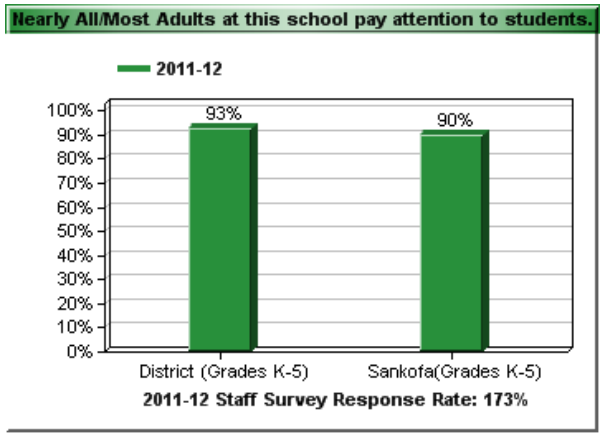


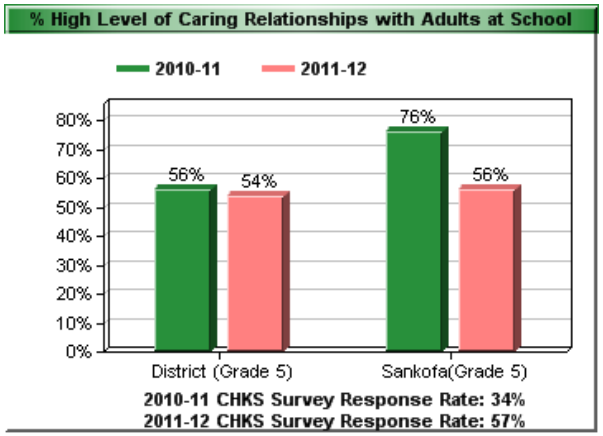
Survey - Engagement



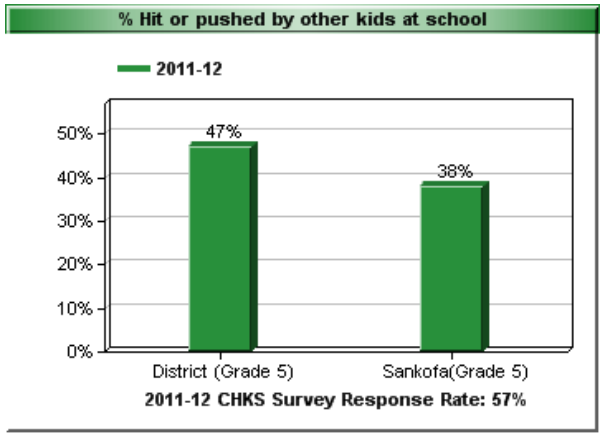


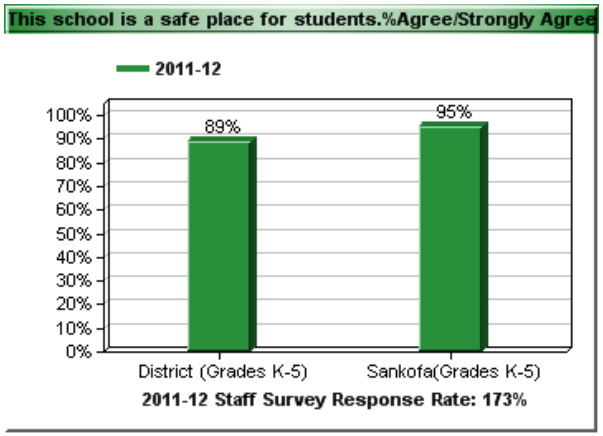
Survey - Relationships

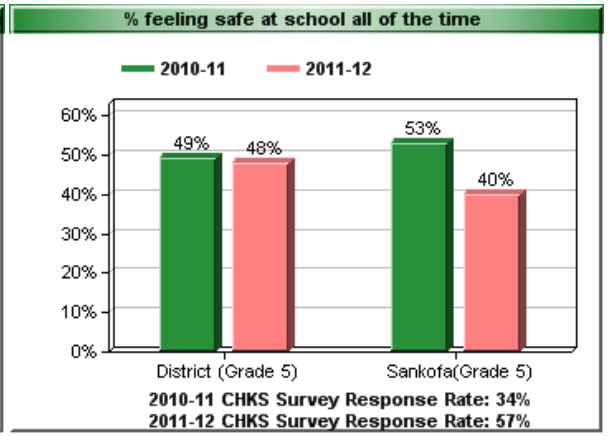




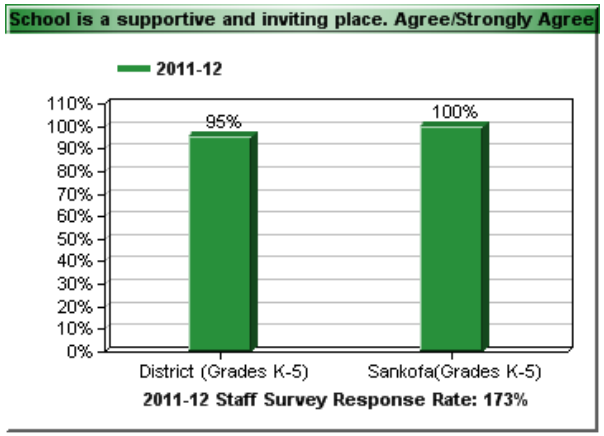
Survey - Safety



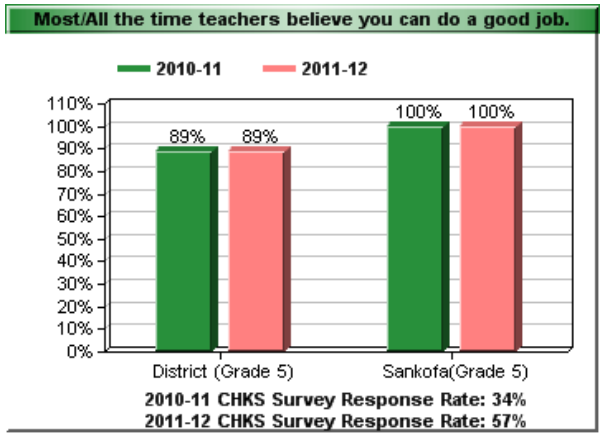




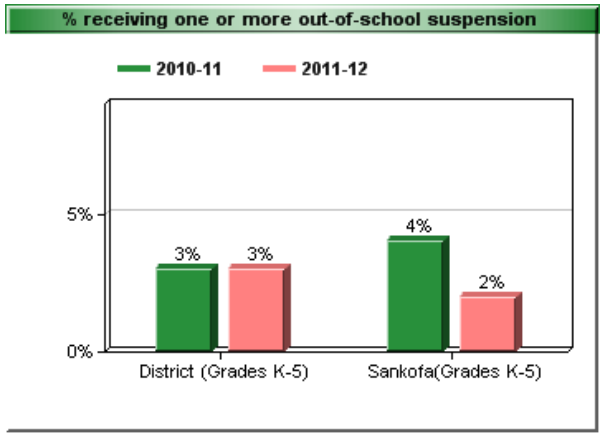
Survey - Welcoming



Survey- Beliefs



Suspensions



Theory of Action

- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement meaningful opportunities for students to participate							Use Guiding Principle Awards: Respectful Individual, Responsible Leader, Reflective Achievers, In-It-to-Win-					

in defining and reinforcing school rules, values, and norms and associated positive incentives	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	4/5/2013	191SQI2A3621	Data, Caught You Being Caring, 'Playtime with the Principal', Teacher-Student 'Lovely Lunch', and other recognition programs to motivate students.	N/A			0	$0.00
Facilitate social curricula	Survey data (CHKS, etc.)	All Students	Weekly	Grade level team	4/5/2013	191SQI2A3622	PreK-7th Grade Teachers teach scope and sequence of Second Step until completion and revisit lessons/themes when a applicable	N/A			0	$0.00
Facilitate behavior managment system	Discipline/CSC	All Students	Weekly	Leadership Team	4/5/2013	191SQI2A3623	Principal, Teachers, and Staff implement fully Positive Behavioral Intervention and Supports (PBIS)	N/A			0	$0.00
Implement school based behavioral health services	Health data	All Students	Weekly	Community Partner	4/5/2013	191SQI2A3624	Hold regular Coordination of Service Team Meetings	N/A			0	$0.00
Improve school safety & climate to facilitate positive school climate	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI2A3625	Form a school safety & climate team to facilitate positive school climate initiatives	N/A			0	$0.00
Use Behavioral Health Coaches district and Lincoln Child Center (LCC) for students	Health data	All Students	Monthly	Community Partner	4/5/2013	191SQI2A3626	Implement healing process for community building and conflict resolution.	N/A			0	$0.00
Provide differentiated and expanded opportunities for GATE students in STEM content area/s	Local assessments (benchmarks, PWA)	GATE	Every Other Week		4/22/2013	191SQI2A5926	Extended PLC time for teacher/s, RSP, TSA to collaborate and plan in meeting the 'range of learners' in 2-7 classrooms	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

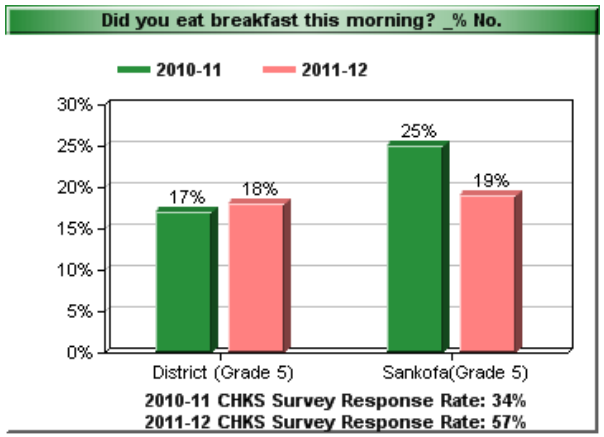
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

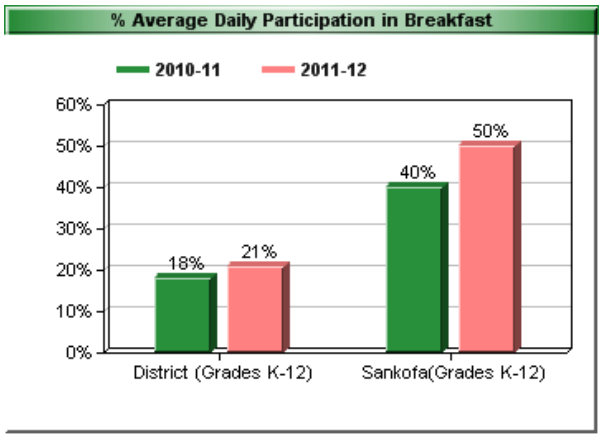
School Quality Standards relevant to this Strategic Priority

A quality school...

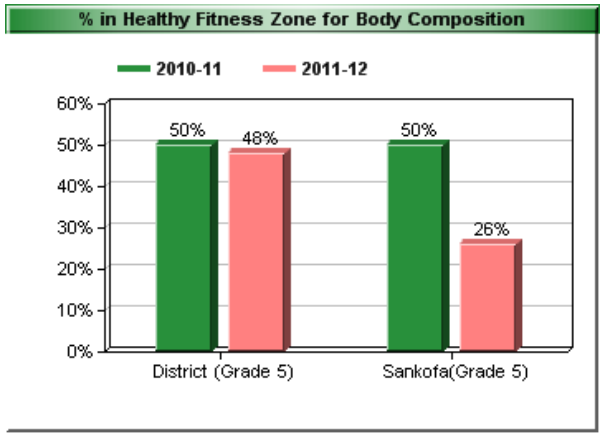
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [2011-2012: Sustaining]

Breakfast

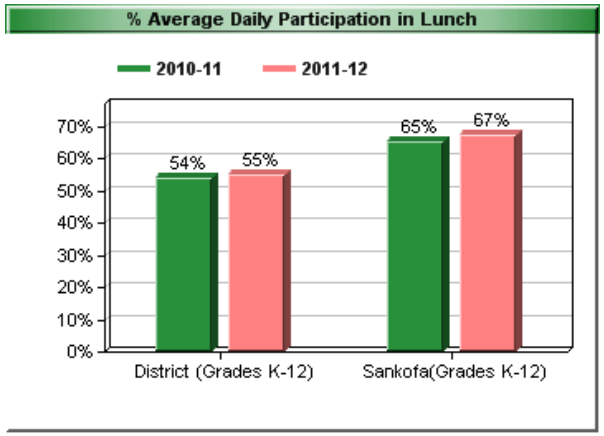




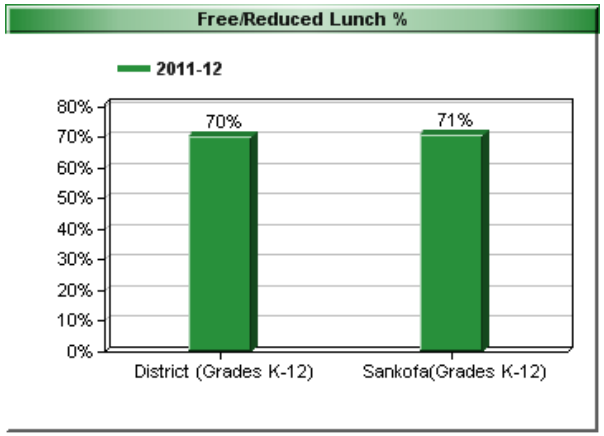
Fitness



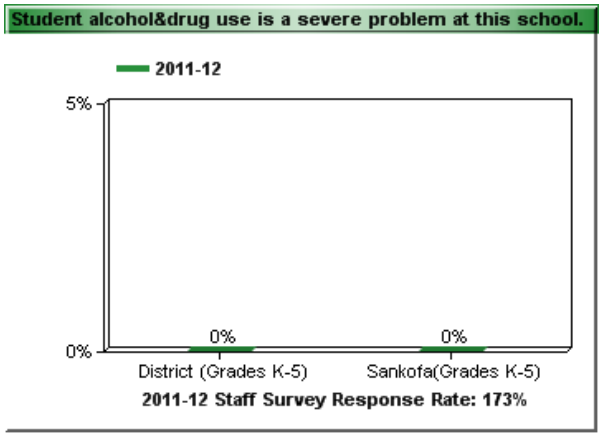
Lunch

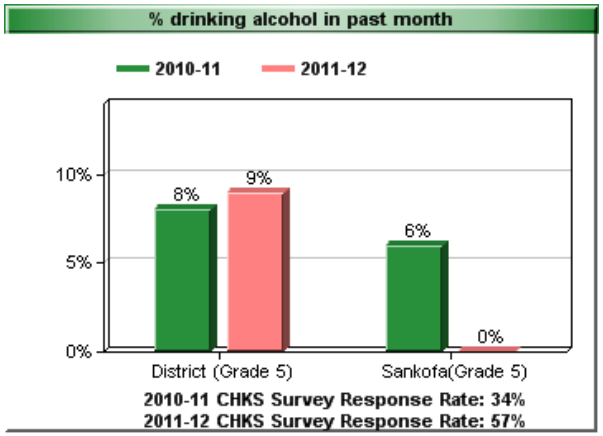


Socio Economics



Survey - Drugs / Alcohol





Theory of Action

- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services	Health data	All Students	Weekly	Community Partner	4/5/2013	191SQI2B3627	Hold regular Coordination of Service Team Meetings	N/A			0	$0.00
Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gardening; reproductive health; healthy relationships; social emotional learning) through OUSD staff or community partners, CPR, use of 911	Survey data (CHKS, etc.)	All Students	Every Semester	Community Partner	4/5/2013	191SQI2B3628	OUSD staff or community partners will train Sankofa Academy teachers, staff, students, and families.	N/A			0	$0.00
Provide high quality health & mental health services through district and community partners	Health data	All Students	Weekly	Community Partner	4/5/2013	191SQI2B3629	Ensure that appropriate site staff receive centrally provided PD around student health/behavioral health topics.	N/A			0	$0.00
Provide required PE minutes by a credentialed teacher	Health data	All Students	Weekly	Department Head	4/5/2013	191SQI2B3630	Hire a 1.0 FTE PE teacher for grades TK-7	N/A			0	$0.00
Promote the school breakfast program &	Survey data	All	Weekly	Principal	4/5/2013	191SQI2B3631	Provide free school breakfast program from	N/A			0	$0.00

provide alternative breakfast opportunities	(CHKS, etc.)	Students					7:45-8:10					
Promote school wellnes programs & provide alternative opportunities to have access to high-quality and healthy food choices	Survey data (CHKS, etc.)	All Students		Principal	4/5/2013	191SQI2B3632	Continue salad bar program and 'produce market'	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

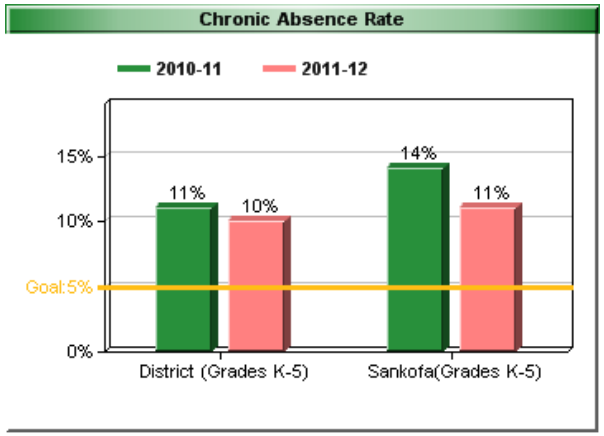
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

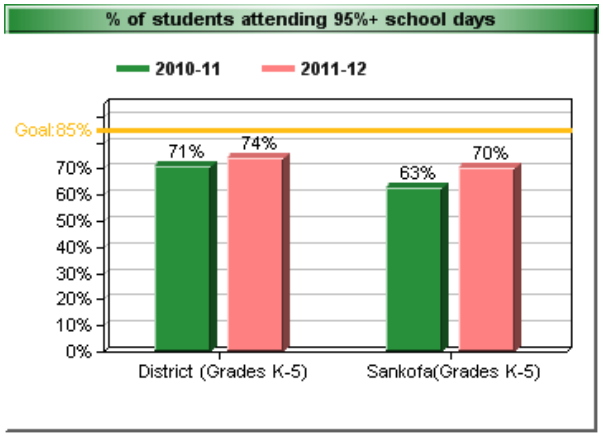
1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

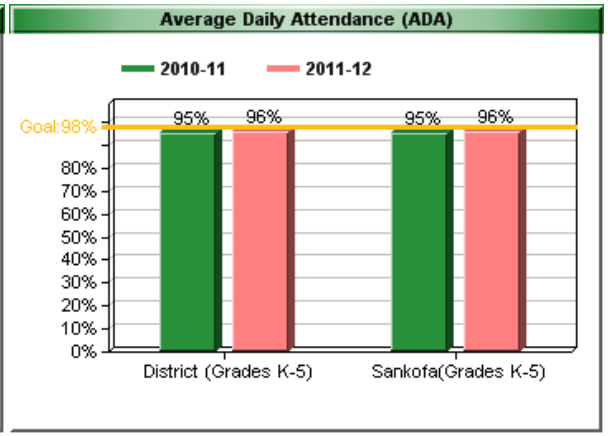
School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [2011-2012: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [2011-2012: Sustaining]







Theory of Action

- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.
- If we consistently utilize the ABI attendance system to monitor student attendance, and if we put in place an Attendance Committee including the COST coordinator, attendance clerk, school therapist, and the principal
- If we met on biweekly basis to review student attendance data and strategize on individualized intervention, including home visits, parent conferences, conduct student-led conferences to help teachers build strong relationships with students
- And find out the root causes of the absences, then students will feel motivated and inspired to come to school consistently

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create an atmosphere where students want to come to school	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/5/2013	191SQI2C3633	Engage school's stakeholders in supporting student attendance improvement initiative	N/A			0	$0.00
Reach out to parents/families of students with chronic absence with a focus on K-1 students. Reach out through site attendance team, home visits and calls home, and reflect on challenges.	Attendance	Pre-Kindergarten	Weekly	Grade level team	4/5/2013	191SQI2C3634	Teachers contact family members for whom students they have attendance concern from the week	N/A			0	$0.00
Reach out to parents/families of students with chronic absence	Attendance	Pre-Kindergarten	Weekly	Principal	4/5/2013	191SQI2C3635	Staff conduct home visits for chronic absence-focus on K-1 students	N/A			0	$0.00
Reach out to parents/families of students with chronic absence	Attendance	All Students	Monthly	Grade level team	4/5/2013	191SQI2C3636	Classroom teachers make 3 contacts/week about student with for whom they have attendance concerns	N/A			0	$0.00
Conduct Group SART and follow up for Chronically Absent students	Attendance	All Students	Weekly	Attendance Team	4/5/2013	191SQI2C3637	Form Site Attendance Team	N/A			0	$0.00
Engage parents/families and community in supporting student attendance improvement initiative	Attendance	All Students	Every Semester	Principal	4/5/2013	191SQI2C3638	All family members at Back In School Night read and sign Attendance expectations that teachers review as part of the evening	N/A			0	$0.00
Engage parents/families and community in			Every				Recognize students with perfect attendance monthly at Community					

supporting student attendance improvement initiative	Attendance	All Students	Semester	Principal	4/5/2013	191SQI2C3639	Meeting and for trimester perfect attendance at Sankofa Academy Achievement events	N/A			0	$0.00
Engage parents/families and community in supporting student attendance improvement initiative	Attendance	All Students	Every Marking Period	Attendance Team	4/5/2013	191SQI2C3640	Conduct parent education workshops on the importance of attendance	N/A			0	$0.00
Provide weekly updates of class progress for teachers	Attendance	All Students	Weekly	Attendance Team	4/5/2013	191SQI2C3641	Update weekly attendance postings next to classroom door and announce and recognize classes that meet 97% for the 2 weeks at Community Meeting	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

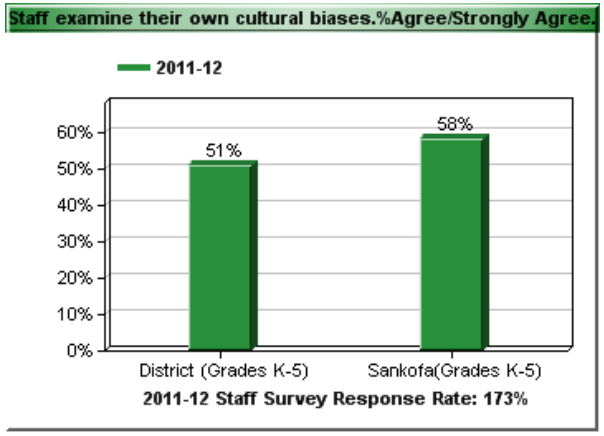
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress [2011-2012: Developing]
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning [2011-2012: Sustaining]
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice [2011-2012: Sustaining]

Survey - Professional Learning



School Data

- 2012 SQR Findings- There is time built into the weekly schedule for teachers to work individually or in teams or groups on curriculum and data (Wednesdays from 1:15 to 2:45pm). There is an expectation that all meetings have an agenda and evaluation for each meeting is in place. There is a teacher leader whose role is to be the eyes/ears for the needs and concerns of the staff around professional development. Teachers involve themselves in data inquiry (data summits).
- 2012 SQR Findings- Curricula mapping takes place during collaboration time. Discussion about student work is included in the topics of whole group collaboration. A teacher shared during a focus group, ?when a teacher is passionate about her pedagogy, there's never enough time [to collaborate]. This exemplifies how the majority of staff feels about collaboration.

Data Analysis

- 2012 SQR Findings- Experience Corps (intervention program focused on K-3 Literacy through mentoring) volunteers collaborate with General Ed teachers through their scheduled mid-year review when they talk about how students are progressing.
- 2012 SQR Findings- After school program communicates with teachers daily regarding the needs of students. During these check-ins- teachers identify who needs extra attention and reviews homework.
- 2012 SQR Findings- Per teacher interview, this is well established and carried by teachers at the school. "It helps to see what tracks students are on and show where the gaps could be for a student or the kinds of questions that they miss."
- Sankofa has a strong culture of looking at data and of adjusting teaching to address the gaps identified by the data. Teachers look together at CST data, DIBELS data, OUSD benchmark data, and SRI reading lexile scores.
- Implementation of Data Summits: Teachers analyze assessment data together several times a year with the explicit purpose of determining student groupings, interventions needed, and areas of re-teaching.

Theory of Action

- Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create a pathway for shared 'horizontal leadership'	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI3A3642	Lead and support regular teacher collaboration in PLC's	N/A			0	$0.00
Facilitate shared 'horizontal leadership'	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/5/2013	191SQI3A3643	Provide written and oral feedback from classroom and/or Educational Leadership Team visits	N/A			0	$0.00
Shared instructional leadership practices	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	191SQI3A3644	Ensure dedicated collaboration time during the school day for grade level, vertical teacher teams to engage in effective PLC practices	N/A			0	$0.00
Support Teacher-Led	Local						Provided coaching support for this					

Professional Development opportunities	assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	191SQI3A3645	collaboration, and monitor the collaboration to maximize its effectiveness	N/A			0	$0.00
The Strategic Planning Team will be responsible for creating a site-specific induction plan	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/5/2013	191SQI3A3646	Create a New Teacher team. This team will be responsible for: Tour of school and neighborhood, Develops staff binder about school procedures, departments, school culture	N/A			0	$0.00
Monthly Check-ins with New Teacher Cohort	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI3A3647	Principal works with BTSA/Intern staff to ensure matching of teacher, Lunch with Principal for questions and answers, and provides monthly feedback to Principal about new teacher issues	N/A			0	$0.00
Create a pathway for shared 'horizontal leadership'	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	191SQI3A3648	Strategic Planning Team (SPT) will have Balance Approach to Literacy Inquiry Cohort and PBIS attend at least 1x/month	N/A			0	$0.00
Create a pathway for shared 'horizontal leadership'	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/5/2013	191SQI3A3649	SPT meets weekly for 1.5 hours, 3 retreats/year	N/A			0	$0.00
Facilitate shared 'horizontal leadership'	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI3A3650	SSC Meets monthly	N/A			0	$0.00
Shared leadership practices	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/5/2013	191SQI3A3651	Weekly Meeting w/ school Administrative Assistant	N/A			0	$0.00
Shared leadership practices	Attendance	All Students		Principal	4/5/2013	191SQI3A3652	Bimonthly Meeting with Attendance Clerk	N/A			0	$0.00
Shared leadership practices	Survey data (CHKS, etc.)	All Students	Every Other Week	Principal	4/5/2013	191SQI3A3653	Bimonthly meeting with Family Liaison	N/A			0	$0.00
Shared leadership practices	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/5/2013	191SQI3A3655	Weekly Meeting with After School Director	N/A			0	$0.00
Monthly meetings with Extended Day Staff	Local assessments (benchmarks, PWA)	All Students	Monthly	After school program coordinator	4/5/2013	191SQI3A3656	Provide monthly professional development for Afterschool staff regarding instructional and behavior management practices	N/A			0	$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

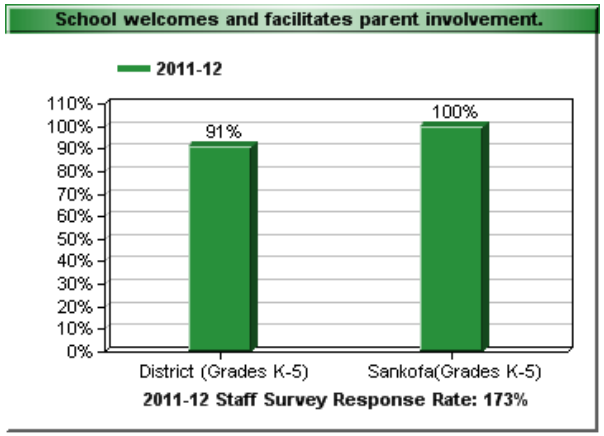
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership [2011-2012: Developing]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [2011-2012: Developing]
- builds effective partnerships by using principles of student and family/community engagement [2011-2012: Not Applicable]

Survey - Welcoming



School Data

- There are many opportunities for parents and students to participate in decision making at the school. School Site Council brings parents, teachers, staff, and principal together to make decisions about budget and program. Student Council brings 3rd-6th graders together to take leadership on activities that are important to them. United Sankofa ? Is a Parent Teacher Organization, that educate and organize parents to support classrooms and the school community.
- The school's School Site Council (SSC) has a solid active group of parents who are knowledgeable about the school. They are ready to advocate for their school and seek the resources the school needs. Topics during SSC include: budget overviews, test data, intervention program, expansion issues, facilities and programmatic concerns due to the expansion plans. Parents have a chance to participate in the planning and raise their concerns about the expansion plans.

Theory of Action

- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide differentiated and expanded opportunities for GATE students in STEM content area/s	Local assessments (benchmarks, PWA)	GATE	Every Other Week		4/22/2013	191SQI4A5926	Extended PLC time for teacher/s, RSP, TSA to collaborate and plan in meeting the 'range of learners' in 2-7 classrooms	N/A			0	$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via robocall, fliers, home visits)	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI4A3657	Create a logistics support plan for teacher engagement with families	N/A			0	$0.00
Increase family leadership through team structures, like United Sankofa US/PTO, and coordinated by the Family Liaison	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI4A3658	Create job descriptions for a Room Guardian and a Room Guardian Structure	N/A			0	$0.00
Support parent/family leadership and involvement	Grades/GPA	All Students	Every Marking Period	Principal	4/5/2013	191SQI4A3659	Increase college and career readiness/awareness with students and families. Family members organize a college visit day, community violence forum, Teacher Appreciation Fundraising events	N/A			0	$0.00
							Provide academic language and literacy					

Facilitate direct and active engagement	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	191SQI4A3660	instruction to parents through the monthly Family Literacy program (Friday Fun Family Reading Project) to support children's academic progress	N/A			0	$0.00
Facilitate direct and active family and community engagement					4/12/2012	191SQI4A3661	Expand academic involvement thru SSC/PTO	N/A			0	$0.00
Facilitate direct and active family and community engagement	Survey data (CHKS, etc.)	All Students	Every Semester		4/5/2013	191SQI4A3662	Hold content workshops (eg. Math, Literacy, Science Nights)	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,389.13
Create a framework for classroom presentations on college and careers	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/5/2013	191SQI4A3663	Hold a pride and etiquette/courtesy event college awareness, careers	N/A			0	$0.00
Increase understanding of grade level mastery and high academic achievement	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/5/2013	191SQI4A3664	Hold Progress Report Parent/Family Conference in November for every child	N/A			0	$0.00
Increase understanding of grade level mastery and high academic achievement	Grades/GPA	All Students	Every Marking Period	Principal	4/5/2013	191SQI4A3665	Send home Progress Reports after Benchmark assessments	N/A			0	$0.00
Promote and cultivate 'college-bound' culture					4/12/2012	191SQI4A3666	Each class chooses one college/university to study	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Sankofa Academy **Principal:** MONIQUE BRINSON

From OUSD Strategic Plan:

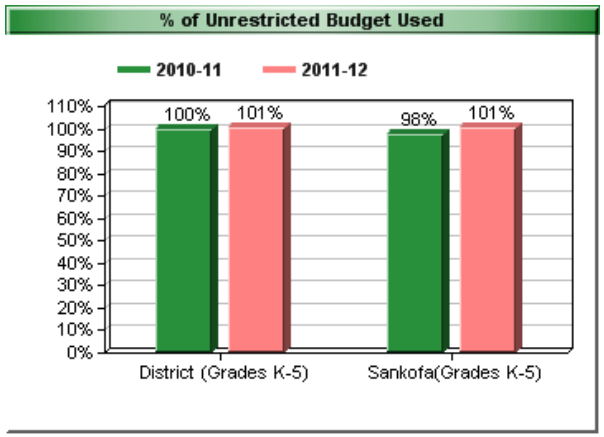
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

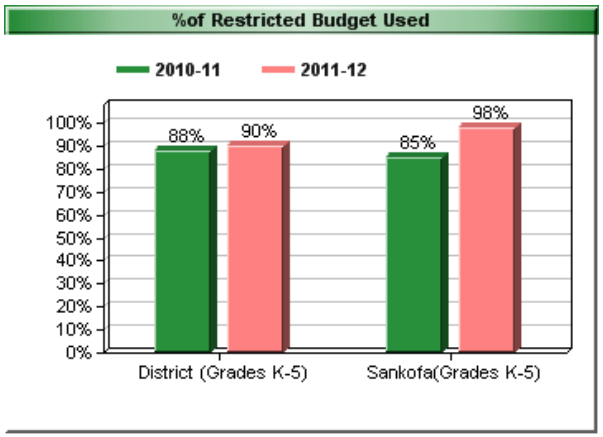
School Quality Standards relevant to this Strategic Priority

A quality school...

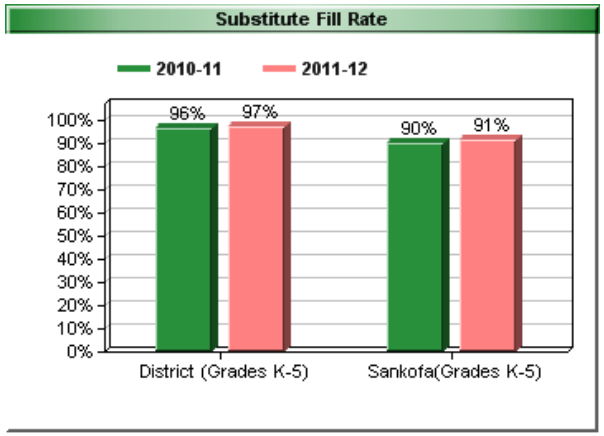
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities. [2011-2012: Refining]
- guides and supports the development of quality instruction across the school [2011-2012: Sustaining]
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. [2011-2012: Sustaining]
- is distributed, through professional learning communities, collaborative planning teams, and select individuals [2011-2012: Developing]

Budget





Sub Fill Rate



School Data

-
- Sankofa Academy was designed intentionally to address and interrupt the historic patterns of inequities in educational outcomes form African American students. Everything that happens in the building intentionally and explicitly supports this. School practices and routines (morning circle, progressive discipline plan, support services, classroom instruction, etc.) support students to access a strong academic program.
- Sankofa is a vision driven school, and everything is done intentionally in support of that vision. Specific and explicit clarity about "what we do, why we do it, where we're going?" is shared and articulated by adults throughout the building and across roles (parents, volunteers, teachers, instructional support staff, administrative support staff, administration, partners).

Theory of Action

- Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.
- Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.
- Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively.
- Serve the Whole Child: Full-service community school that serves the needs of our students, families, and communities. Intentional, comprehensive instruction, services, programs, and partnerships that drive a safe, healthy, and supportive school.

;

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use data and an inquiry cycle to support collaborative decision-making about resource allocations, including surveys and study sessions to build two-way understanding of priorities and constraints	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/5/2013	191SQI5A3667	Hold regular meetings with teachers, other staff, parents/families, students, and community members to review data	N/A			0	$0.00
Use instructional time (master schedule),												

collaboration time, and other professional development time to guide and support quality instructional practices	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	191SQI5A3668	Use consensus-building strategies to build understanding and get agreement on key decisions	N/A			0	$0.00
Ensure materials and facilities are available and functioning at all times	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI5A3669	Implement a clear system for requesting and distributing supplies in a timely fashion	N/A			0	$0.00
Provide operational supports	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI5A3670	Implement a clear system for reporting facilities repair requests	N/A			0	$0.00
Provide operational supports	Survey data (CHKS, etc.)	All Students	Monthly	Clerical staff	4/5/2013	191SQI5A3671	Implement a clear system for reporting technology repair requests	N/A			0	$0.00
Provide operational supports	Survey data (CHKS, etc.)	All Students	Monthly	Clerical staff	4/5/2013	191SQI5A3672	Train and meet with Attendance Clerk	N/A			0	$0.00
Provide operational supports	Other (OCR, etc)	All Students		Community Partner	4/5/2013	191SQI5A3673	Train and meet with Library Clerk	N/A			0	$0.00
Provide Montlhy PLC meeting for Classified Staff	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI5A3674	Form a monthly Classified Meeting	N/A			0	$0.00
Conduct needs/assets assessment to determine professional development topics and scheduling	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	191SQI5A3675	Develop a broad agenda rhythm for the school year for PDs, SPT and Faculty Meeting, SSC	N/A			0	$0.00
Create systems to support consistent classroom staffing	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/5/2013	191SQI5A3676	Design teaching assignments and class sizes to ensure highest-need students are assigned to teachers most able to meet their needs in classrooms with students with mixed ability	N/A			0	$0.00
Implement a school safety plan and convene a productive, engaged safety committee	Discipline/CSC	All Students	Weekly	Principal	4/5/2013	191SQI5A3677	Conduct regular safety walkthroughs to proactively identify challenges and suggest solutions	N/A			0	$0.00
Extend student learning time	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/5/2013	191SQI5A3678	Identify student characteristics (academic performance level, health needs, experiential learning interests, etc.) that may require or benefit from specific teaching skills or strategies and match assignments accordingly	N/A			0	$0.00
Provide operational supports for teachers	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/5/2013	191SQI5A3680	Work with TSAs to provide weekly staff bulletin and updated calendar to help people plan and coordinate	N/A			0	$0.00

Support and facilitate New Teacher, Staff, and Guest Teacher Induction	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI5A3681	Offer an orientation packet, buddy system, and campus tour for all new Teachers and Guest Teachers (Subs)	N/A			0	$0.00
Build and sustain a safe and caring school culture and community	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	191SQI5A3682	Hold trainings for all staff, parents/families and community, and students on specific Safety-related topics (conflict mediation, emergency preparedness, trauma, etc.)	N/A			0	$0.00

;

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$42,563.84	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$3,534.98	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$46,098.82	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$58,489.75	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,389.13	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$59,878.88	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: Sankofa Academy
Site Number: 191

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- ☑ Title I School-Wide Program
- ☐ Title I Targeted Assistance Program
- ☑ EIA/State Compensatory Education
- ☑ EIA/Limited English Proficient
- ☐ QEIA
- ☐ SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on N/A.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/25/13.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

SSC Chairperson's Signature	Carolyn D. Harris Muchell SSC Chairperson's Name (printed)	4-25-2013 Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
Principal Signature	Monique Atkinson Principal's Name (printed)	4/25/13 Date
Executive Officer's Signature	Sondra Aguilera Executive Officer's Name (printed)	5/8/13 Date
Director, State & Federal Compliance Signature	Susana Ramirez Director, State & Federal's Name (printed)	6/5/13 Date

AGENDA ITEM
2015-1004

[illegible]

[illegible]

[illegible]

School Site Council Membership Roster – Elementary/Middle School

School Name: Sankofa Academy **School Year** 2012-2013

Chairperson: Carolyn Harris-Muchell	**Vice Chairperson: Shawn Acree**
Secretary: Anthony Hall	**DAC Representative: Carolyn Harris-Muchell**

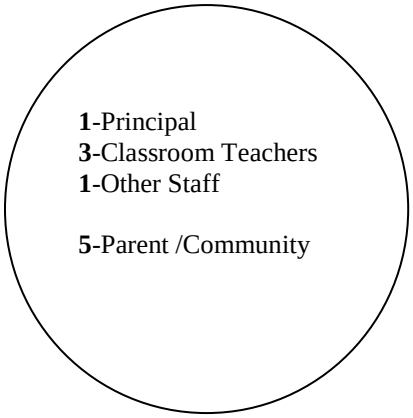
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Monique Brinson	581 61st Street Oakland, CA 94619	X			
Carolyn Harris-Muchell	" "				X
Shawn Acree	" "				X
Anthony Hall	" "				X
Pernell Bailey	" "				X
Paul Green	" "				X
Jill Guerra	" "		X		
Ailina Mattson	" "		X		
Erika Rawlins	" "		X		
Antoinette Holland	" "			X	
DAC Representative	Carolyn Harris-Muchell				X
Home Ph.	Email:				

Meeting Schedule	**3rd Thursdays 3:30-4:30**

SSC Legal Requirements:

(1) Members MUST be selected/elected by peer groups;
(2) There must be an equal number of school staff and parent/community members;
(3) Majority of school staff membership must be classroom teachers;
(4) Parent/community members cannot be OUSD employees at the site.



Sankofa Academy Parental Involvement Policy

Part 1. General Expectations

Sankofa Academy agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
>
> - That parents play an integral role in assisting their child's learning
> - That parents are encouraged to be actively involved in their child's education at school
> - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
> - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

1) Sankofa Academy will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Gather and disseminate to parents the current involvement policy and family-school partnership agreement
- Hold meetings to build consensus on family-school partnership plan
- Solicit both written and oral input from families via surveys and focus groups
- Share student achievement data with families via newsletters and parent meetings

2) Sankofa Academy will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
    - Include the Family Involvement Policy in the Family Handbook
    - Distribute the Family Involvement Policy at Family Meetings and Events
    - Post the Family Involvement Policy around the school
    - Include discussions of the Family Involvement Policy in Family Meetings

3) Sankofa Academy will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

    - Monthly review of Family Involvement toward our goal of 95%
    - SSC reviews Family Involvement Policy regularly to address safety and school improvement issues as they arise

4) Sankofa Academy will convene an annual meeting to inform parents of the following:
    - That their child's school participates in Title 1
    - About the requirements of Title 1
    - Of their rights to be involved
    - Of their right to participate in the development of the District's Title 1 Plan
    - About their school's participation in Title 1

The annual meeting will be advertised through flyers, posters and phone calls. The meeting will be scheduled at a time convenient for parents, close to the dismissal of the Extended Day Program.

5) Sankofa Academy will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:
    - All teachers conduct at least 5 Home Visits per year
    - Family Resource Center open during school and afterschool hours for parents to meet together with the Community Relations Assistant
    - Evening and Saturday meetings and events
    - Some daytime events for parents
    - Daily morning Community Circle

6) Sankofa Academy will provide information about Title 1 programs to parents of participating children in a timely manner:
    - Monthly newsletter
    - Phone calls from school staff
    - Postings in the Family Resource Center and on bulletin board
    - Flyers sent home with students

7) Sankofa Academy will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
    - This information will be provided in the Family Handbook as well as in introductory letters sent home by teachers

8) Sankofa Academy will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

    - Regular meetings in the Family Resource Center
    - Monthly SSC meetings
    - Monthly PTA/FTA meetings
    - Opportunities to meet with the Community Relations Assistant as desired

9) Sankofa Academy will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

    - Information will be gathered by the Community Relations Assistant and passed on to the Principal

- Principal will submit the parent comments to the district in a timely manner

Part 3. Shared Responsibilities for High Student Academic Achievement

1) Sankofa Academy will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - Regular trainings and workshops for parents organized by the Community Relations Assistant
    - Trainings during SSC meetings
    - Focus groups organized in the Family Resource Center
    - Development of Parent leadership group via external partnerships

2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

    - All entering families sign the Family-School Partnership which outlines the complementary roles of the staff, students, and families

3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

    - The State of California's academic content standards
    - The State of Califonia's student academic achievement standards
    - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
    - The requirements of Title 1
    - How to monitor their child's progress
    - How to work with educators

4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as

literacy training, and using technology , as appropriate, to foster parent involvement, by:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center
- Development of Parent leadership group via external partnerships

5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- Development of Equity-Centered Professional Learning Community
- Workshops organized by the Family Resource Center
- Advertise external workshops organized by community partners
- Home Visits Training for all new teachers

6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center
- Development of Parent leadership group via external partnerships
- Partnership with local Early Childhood Education Center

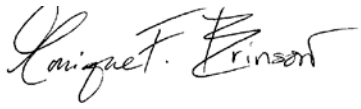
7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- All notifications will be sent home in English as well as any other languages identified by family members (with family assistance for translation)
- Information will be sent home with students and relayed in monthly newsletter
- Lead parents in each classroom will make phone calls to further ensure delivery of information

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by leadership of Family/Community Coordinator and School Site Council Meetings.

The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 1, 2012. It will be made available to the local community on or before November 1, 2012. Sankofa Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



10/28/11

(principal's signature) (date)

Family-School Partnership Expectations

Sankofa Families agree to ...

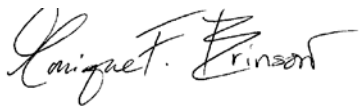
- Make sure your students are at school on time every day
- Support your students' need to be healthy by ensuring an early bedtime, nutritious meals and snacks, and regular exercise
- Monitor student homework and progress reports
- Contribute 10 hours per year to the school to help improve student achievement
- Attend all conferences, exhibitions and parent meetings
- Enforce the school uniform policy
- Uphold the Sankofa Academy principles and code of conduct

Sankofa Students agree to ...

- Come to school on time everyday, ready to learn
- Follow all school and classroom rules and procedures
- Complete all classwork and homework
- Work hard every day to achieve excellence
- Participate in daily Community Circles
- Demonstrate the Sankofa Academy principles
- Wear the school uniform daily

Sankofa Educators agree to ...

- Make introductory phone calls to every family
- Send home regular updates on student progress
- Make monthly phone calls to discuss student progress
- Participate in daily Community Circles
- Demonstrate and emphasize the Sankofa Academy principles
- Use instructional strategies to accommodate the learning styles of diverse learners
- Maintain classrooms that are inviting and conducive to learning



_____

Monique F. Brinson, Principal

Sankofa Academy Parental Involvement Policy

Part 1. General Expectations

Sankofa Academy agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
>
> - That parents play an integral role in assisting their child's learning
> - That parents are encouraged to be actively involved in their child's education at school
> - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
> - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

10) Sankofa Academy will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Gather and disseminate to parents the current involvement policy and family-school partnership agreement
- Hold meetings to build consensus on family-school partnership plan
- Solicit both written and oral input from families via surveys and focus groups
- Share student achievement data with families via newsletters and parent meetings

11) Sankofa Academy will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
    - Include the Family Involvement Policy in the Family Handbook
    - Distribute the Family Involvement Policy at Family Meetings and Events
    - Post the Family Involvement Policy around the school
    - Include discussions of the Family Involvement Policy in Family Meetings

12) Sankofa Academy will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

    - Monthly review of Family Involvement toward our goal of 95%
    - SSC reviews Family Involvement Policy regularly to address safety and school improvement issues as they arise

13) Sankofa Academy will convene an annual meeting to inform parents of the following:

    - That their child's school participates in Title 1
    - About the requirements of Title 1
    - Of their rights to be involved
    - Of their right to participate in the development of the District's Title 1 Plan
    - About their school's participation in Title 1

The annual meeting will be advertised through flyers, posters and phone calls. The meeting will be scheduled at a time convenient for parents, close to the dismissal of the Extended Day Program.

14) Sankofa Academy will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:
    - All teachers conduct at least 5 Home Visits per year
    - Family Resource Center open during school and afterschool hours for parents to meet together with the Community Relations Assistant
    - Evening and Saturday meetings and events
    - Some daytime events for parents
    - Daily morning Community Circle

15) Sankofa Academy will provide information about Title 1 programs to parents of participating children in a timely manner:
    - Monthly newsletter
    - Phone calls from school staff
    - Postings in the Family Resource Center and on bulletin board
    - Flyers sent home with students

16) Sankofa Academy will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
    - This information will be provided in the Family Handbook as well as in introductory letters sent home by teachers

17) Sankofa Academy will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

    - Regular meetings in the Family Resource Center
    - Monthly SSC meetings
    - Monthly PTA/FTA meetings
    - Opportunities to meet with the Community Relations Assistant as desired

18) Sankofa Academy will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

    - Information will be gathered by the Community Relations Assistant and passed on to the Principal

- Principal will submit the parent comments to the district in a timely manner

Part 3. Shared Responsibilities for High Student Academic Achievement

8) Sankofa Academy will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

    - Regular trainings and workshops for parents organized by the Community Relations Assistant
    - Trainings during SSC meetings
    - Focus groups organized in the Family Resource Center
    - Development of Parent leadership group via external partnerships

9) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

    - All entering families sign the Family-School Partnership which outlines the complementary roles of the staff, students, and families

10) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

    - The State of California's academic content standards
    - The State of Califonia's student academic achievement standards
    - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
    - The requirements of Title 1
    - How to monitor their child's progress
    - How to work with educators

11)The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center
- Development of Parent leadership group via external partnerships

12)The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- Development of Equity-Centered Professional Learning Community
- Workshops organized by the Family Resource Center
- Advertise external workshops organized by community partners
- Home Visits Training for all new teachers

13)The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center

- Development of Parent leadership group via external partnerships
- Partnership with local Early Childhood Education Center

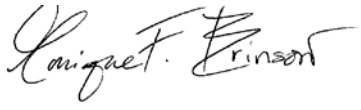
14) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- All notifications will be sent home in English as well as any other languages identified by family members (with family assistance for translation)
- Information will be sent home with students and relayed in monthly newsletter
- Lead parents in each classroom will make phone calls to further ensure delivery of information

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by leadership of Family/Community Coordinator and School Site Council Meetings.

The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 1, 2012. It will be made available to the local community on or before November 1, 2012. Sankofa Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



10/30/12

(principal's signature) (date)

Family-School Partnership Expectations

Sankofa Families agree to ...

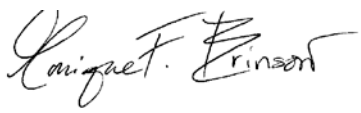
- Make sure your students are at school on time every day
- Support your students' need to be healthy by ensuring an early bedtime, nutritious meals and snacks, and regular exercise
- Monitor student homework and progress reports
- Contribute 10 hours per year to the school to help improve student achievement
- Attend all conferences, exhibitions and parent meetings
- Enforce the school uniform policy
- Uphold the Sankofa Academy principles and code of conduct

Sankofa Students agree to ...

- Come to school on time everyday, ready to learn
- Follow all school and classroom rules and procedures
- Complete all classwork and homework
- Work hard every day to achieve excellence
- Participate in daily Community Circles
- Demonstrate the Sankofa Academy principles
- Wear the school uniform daily

Sankofa Educators agree to ...

- Make introductory phone calls to every family
- Send home regular updates on student progress
- Make monthly phone calls to discuss student progress
- Participate in daily Community Circles
- Demonstrate and emphasize the Sankofa Academy principles
- Use instructional strategies to accommodate the learning styles of diverse learners
- Maintain classrooms that are inviting and conducive to learning



_____

Monique F. Brinson, Principal

Home School Compact and Parent Involvement Policy

Sankofa Academy – Parent/Family Home-School Compact

Sankofa Academy and the parents/families of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2011-2012 school year.

School Responsibilities - Sankofa Academy will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- *Maintain classrooms that are engaging and conducive to learning*
- *Provide at least 2 hours of standards-based instruction in literacy, and at least 1 hour of standards-based instruction in mathematics daily*
- *Use instructional strategies to accommodate the learning styles of diverse learners*
- *Provide intervention and additional support for struggling students*
- *Demonstrate and emphasize the Sankofa Academy guiding principles*
- *Work collaboratively with staff in the Extended Day program to meet student needs*

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent-teacher conferences are held at the end of each trimester. All families are invited to attend at least two conferences (first and third trimester), with the second trimester conferences focused on those students in need of the most support to achieve academic goals.

3) Provide parents with frequent reports on their children's progress.

The school will provide report cards to parents at the end of each trimester (November, March, and June). In addition, teachers will maintain regular (at least monthly) informal communication with families about student progress.

4) Provide parents reasonable access to staff.

All staff members are available to meet with families daily. Parents may schedule appointments with staff members before school, after school, or on their preparation period. Staff are expected to respond to messages/request for conferences from parents/families within 24 hours.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents/families are always welcome to observe classroom activities at any time. Regular communication between teachers and parents outlines additional times and ways that parents may volunteer and participate in the classroom. Monthly school-wide family events and Parent/Family Leadership Committee meetings are scheduled to provide additional opportunities for parent/family involvement at the school.

<u>Parent Responsibilities</u> –

We, as parents will support our children's learning in the following ways:

- *Monitoring attendance, ensuring students attend school daily and on time*
- *Supporting students' need to be healthy by ensuring an early bedtime, nutritious meals and snack, and regular exercise*
- *Monitoring amount of television viewing time*
- *Make sure homework is completed and review progress reports from teachers*
- *Attend all conferences, exhibitions, and parent meetings*
- *Enforce the school uniform policy*
- *Promoting positive use of child's out of school time*

<u>Student Responsibilities –</u>

We, as students, will share the responsibility to improve out academic achievement and achieve the State of California's academic standards. We will:

- *Come to school on time everyday, ready to learn*
- *Follow all school and classroom rules and procedures*
- *Do all my class work and homework every day*
- *Work hard ever day to achieve excellence*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*
- *Demonstrate the Sankofa Academy guiding principles*
- *Wear the school uniform colors daily*

Sankofa Academy Parental/Family Involvement Policy

Part 1. General Expectations

Sankofa Academy agrees to implement the following statutory requirements:

- The school will jointly develop with parents/families, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents/families about the School Parental/Family Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental/Family Involvement Policy available to the local community.
- The school will periodically update the School Parental/Family Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental/Family Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
>
> - That parents play an integral role in assisting their child's learning
> - That parents are encouraged to be actively involved in their child's education at school
> - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
> - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

19) *Sankofa Academy* will take the following actions to involve parents in the joint development and joint agreement of its School

Parental/Family Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

We hold regular meetings (monthly School Site Council Meetings, and Annual Title I Meeting) to disseminate Title I information to families and to gather their input on:

- student achievement data
- Family Involvement Policy
- Family-School Compact
- Teacher Status
- School goals and Priorities

20) *Sankofa Academy* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- distribute in take-home packets and newsletters
- distribute in start-of-school registration packets
- post on school bulletin boards
- share during monthly family events

21) *Sankofa Academy* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- Based on family surveys and other data collected in family meetings, the SSC will make revisions to the Family Involvement Policy and Site Plan as needed. Reviews of Family Involvement Policy will occur at least once per trimester.

22) *Sankofa Academy* will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan
- About their school's participation in Title 1
- Families will be notified of the meeting via newsletter, take-home flyers, announcements at "Community Circle," "Community Meeting," and monthly family events, and phone calls. Refreshments and child care will be available at the evening meeting.

23) *Sankofa Academy* will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits,

paid for with Title 1 funding as long as these services relate to parental involvement:

- Our family meetings are held at a variety of times that are conducive to families – we have opportunities in the morning (before, or just after, the start of school), in the early afternoon, in the evening and on Saturdays.
- Our teachers and staff participate in Home Visits
- We coordinate many family meetings with other events, such as student arts performances
- We provide refreshments and child care

24) *Sankofa Academy* will provide information about Title 1 programs to parents of participation children in a timely manner:
    - Monthly newsletters
    - Weekly take-home flyers
    - Postings in the school
    - Phone calls

25) *Sankofa Academy* will provide to parents/families of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

    - At Back to School Night and Open House, teachers formally present their academic program
    - Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
    - At monthly family events, families may participate in activities carefully aligned to the classroom academic program
    - In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month

26) *Sankofa Academy* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

    - Invitations published in newsletters
    - Invitation re-iterated at monthly Family Friday event
    - Family-School Meetings and Conferences

27) *Sankofa Academy* will submit to the district any parent comments if the school-wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

- Written notification will be sent to the Network Executive Officer with a plan for addressing the unsatisfactory portions of the plan

Part 3. Shared Responsibilities for High Student Academic Achievement

15) *Sankofa Academy* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

    - Effective School Site Council, trained in data-analysis and strategic planning and monitoring
    - Effective PTA/FTA
    - Volunteer opportunities for families to support the school
    - Family Literacy, Math, and Arts Nights throughout the year, where families will learn strategies to support student learning

16) The school will incorporate the School-Parent/Family Compact as a component of its School Parental Involvement Policy:

    - Family-School Partnership Agreement distributed and explained as part of registration and throughout the year in newsletters and family events

17) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

    - The State of California's academic content standards
    - The State of Califonia's student academic achievement standards
    - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
    - The requirements of Title 1
    - How to monitor their child's progress
    - How to work with educators

18) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:

- Community Relations Assistant will coordinate with Adult Education and other community resource providers to bring workshops on site for families
- During monthly family events, families will be trained in activities to use at home to strengthen students' academic skills

19) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- All staff participate in regular professional development workshops on working with families
- All teachers participate in training on the Home Visit Program

20) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Working with neighboring Early Childhood Education Center to align curricular programs and provide seamless transition
- Coordinate family involvement events with local community partners

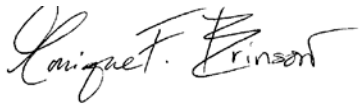
21) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- Information is sent home in newsletters and flyers, in family-friendly language
- Information is presented orally at Community Circle, Community Meeting, and monthly family events
- Translated information is available to families who require it

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by Annual Title I Meeting.

This policy was adopted by the Sankofa Academy School Site Council on October 30, 2013 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 1, 2012. It will be made available to the local community on or before November 1, 2012. Sankofa Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



10/30/12

_____ _____

(principal's signature) (date)

Home School Compact and Parent Involvement Policy

Sankofa Academy – Parent/Family Home-School Compact

Sankofa Academy and the parents/families of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2011-2012 school year.

School Responsibilities - Sankofa Academy will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- *Maintain classrooms that are engaging and conducive to learning*
- *Provide at least 2 hours of standards-based instruction in literacy, and at least 1 hour of standards-based instruction in mathematics daily*
- *Use instructional strategies to accommodate the learning styles of diverse learners*
- *Provide intervention and additional support for struggling students*
- *Demonstrate and emphasize the Sankofa Academy guiding principles*
- *Work collaboratively with staff in the Extended Day program to meet student needs*

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent-teacher conferences are held at the end of each trimester. All families are invited to attend at least two conferences (first and third trimester), with the second trimester conferences focused on those students in need of the most support to achieve academic goals.

3) Provide parents with frequent reports on their children's progress.

The school will provide report cards to parents at the end of each trimester (November, March, and June). In addition, teachers will maintain regular (at least monthly) informal communication with families about student progress.

4) Provide parents reasonable access to staff.

All staff members are available to meet with families daily. Parents may schedule appointments with staff members before school, after school, or on their preparation period. Staff are expected to respond to messages/request for conferences from parents/families within 24 hours.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents/families are always welcome to observe classroom activities at any time. Regular communication between teachers and parents outlines additional times and ways that parents may volunteer and participate in the classroom. Monthly school-wide family events and Parent/Family Leadership Committee meetings are scheduled to provide additional opportunities for parent/family involvement at the school.

<u>Parent Responsibilities</u> –

We, as parents will support our children's learning in the following ways:

- *Monitoring attendance, ensuring students attend school daily and on time*
- *Supporting students' need to be healthy by ensuring an early bedtime, nutritious meals and snack, and regular exercise*
- *Monitoring amount of television viewing time*
- *Make sure homework is completed and review progress reports from teachers*
- *Attend all conferences, exhibitions, and parent meetings*
- *Enforce the school uniform policy*
- *Promoting positive use of child's out of school time*

<u>Student Responsibilities –</u>

We, as students, will share the responsibility to improve out academic achievement and achieve the State of California's academic standards. We will:

- *Come to school on time everyday, ready to learn*
- *Follow all school and classroom rules and procedures*
- *Do all my class work and homework every day*
- *Work hard ever day to achieve excellence*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*
- *Demonstrate the Sankofa Academy guiding principles*
- *Wear the school uniform colors daily*

Sankofa Academy Parental/Family Involvement Policy

Part 1. General Expectations

Sankofa Academy agrees to implement the following statutory requirements:

- The school will jointly develop with parents/families, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents/families about the School Parental/Family Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental/Family Involvement Policy available to the local community.
- The school will periodically update the School Parental/Family Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental/Family Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
>
> - That parents play an integral role in assisting their child's learning
> - That parents are encouraged to be actively involved in their child's education at school
> - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
> - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

1) *Sankofa Academy* will take the following actions to involve parents in the joint development and joint agreement of its School

Parental/Family Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

We hold regular meetings (monthly School Site Council Meetings, and Annual Title I Meeting) to disseminate Title I information to families and to gather their input on:

- student achievement data
- Family Involvement Policy
- Family-School Compact
- Teacher Status
- School goals and Priorities

2) *Sankofa Academy* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- distribute in take-home packets and newsletters
- distribute in start-of-school registration packets
- post on school bulletin boards
- share during monthly family events

3) *Sankofa Academy* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- Based on family surveys and other data collected in family meetings, the SSC will make revisions to the Family Involvement Policy and Site Plan as needed. Reviews of Family Involvement Policy will occur at least once per trimester.

4) *Sankofa Academy* will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan
- About their school's participation in Title 1
- Families will be notified of the meeting via newsletter, take-home flyers, announcements at "Community Circle," "Community Meeting," and monthly family events, and phone calls. Refreshments and child care will be available at the evening meeting.

5) *Sankofa Academy* will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits,

paid for with Title 1 funding as long as these services relate to parental involvement:

- Our family meetings are held at a variety of times that are conducive to families – we have opportunities in the morning (before, or just after, the start of school), in the early afternoon, in the evening and on Saturdays.
- Our teachers and staff participate in Home Visits
- We coordinate many family meetings with other events, such as student arts performances
- We provide refreshments and child care

6) *Sankofa Academy* will provide information about Title 1 programs to parents of participation children in a timely manner:
   - Monthly newsletters
   - Weekly take-home flyers
   - Postings in the school
   - Phone calls

7) *Sankofa Academy* will provide to parents/families of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

   - At Back to School Night and Open House, teachers formally present their academic program
   - Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
   - At monthly family events, families may participate in activities carefully aligned to the classroom academic program
   - In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month

8) *Sankofa Academy* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

   - Invitations published in newsletters
   - Invitation re-iterated at monthly Family Friday event
   - Family-School Meetings and Conferences

9) *Sankofa Academy* will submit to the district any parent comments if the school-wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

- Written notification will be sent to the Network Executive Officer with a plan for addressing the unsatisfactory portions of the plan

Part 3. Shared Responsibilities for High Student Academic Achievement

1) *Sankofa Academy* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

    - Effective School Site Council, trained in data-analysis and strategic planning and monitoring
    - Effective PTA/FTA
    - Volunteer opportunities for families to support the school
    - Family Literacy, Math, and Arts Nights throughout the year, where families will learn strategies to support student learning

2) The school will incorporate the School-Parent/Family Compact as a component of its School Parental Involvement Policy:

    - Family-School Partnership Agreement distributed and explained as part of registration and throughout the year in newsletters and family events

3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

    - The State of California's academic content standards
    - The State of Califonia's student academic achievement standards
    - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
    - The requirements of Title 1
    - How to monitor their child's progress
    - How to work with educators

4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:

- Community Relations Assistant will coordinate with Adult Education and other community resource providers to bring workshops on site for families
- During monthly family events, families will be trained in activities to use at home to strengthen students' academic skills

5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

    - All staff participate in regular professional development workshops on working with families
    - All teachers participate in training on the Home Visit Program

6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

    - Working with neighboring Early Childhood Education Center to align curricular programs and provide seamless transition
    - Coordinate family involvement events with local community partners

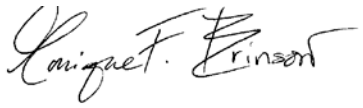
7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

    - Information is sent home in newsletters and flyers, in family-friendly language
    - Information is presented orally at Community Circle, Community Meeting, and monthly family events
    - Translated information is available to families who require it

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by Annual Title I Meeting.

This policy was adopted by the Sankofa Academy School Site Council on October 30, 2013 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 1, 2012. It will be made available to the local community on or before November 1, 2012. Sankofa Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



10/30/12

_____ _____

(principal's signature) (date)

Sankofa Academy Parental Involvement Policy

Part 1. General Expectations

Sankofa Academy agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
>
> - That parents play an integral role in assisting their child's learning
> - That parents are encouraged to be actively involved in their child's education at school
> - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
> - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

10) Sankofa Academy will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Gather and disseminate to parents the current involvement policy and family-school partnership agreement
- Hold meetings to build consensus on family-school partnership plan
- Solicit both written and oral input from families via surveys and focus groups
- Share student achievement data with families via newsletters and parent meetings

11) Sankofa Academy will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
    - Include the Family Involvement Policy in the Family Handbook
    - Distribute the Family Involvement Policy at Family Meetings and Events
    - Post the Family Involvement Policy around the school
    - Include discussions of the Family Involvement Policy in Family Meetings

12) Sankofa Academy will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

    - Monthly review of Family Involvement toward our goal of 95%
    - SSC reviews Family Involvement Policy regularly to address safety and school improvement issues as they arise

13) Sankofa Academy will convene an annual meeting to inform parents of the following:
    - That their child's school participates in Title 1
    - About the requirements of Title 1
    - Of their rights to be involved
    - Of their right to participate in the development of the District's Title 1 Plan
    - About their school's participation in Title 1

The annual meeting will be advertised through flyers, posters and phone calls. The meeting will be scheduled at a time convenient for parents, close to the dismissal of the Extended Day Program.

14) Sankofa Academy will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:
    - All teachers conduct at least 5 Home Visits per year
    - Family Resource Center open during school and afterschool hours for parents to meet together with the Community Relations Assistant
    - Evening and Saturday meetings and events
    - Some daytime events for parents
    - Daily morning Community Circle

15) Sankofa Academy will provide information about Title 1 programs to parents of participating children in a timely manner:
    - Monthly newsletter
    - Phone calls from school staff
    - Postings in the Family Resource Center and on bulletin board
    - Flyers sent home with students

16) Sankofa Academy will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
    - This information will be provided in the Family Handbook as well as in introductory letters sent home by teachers

17) Sankofa Academy will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

    - Regular meetings in the Family Resource Center
    - Monthly SSC meetings
    - Monthly PTA/FTA meetings
    - Opportunities to meet with the Community Relations Assistant as desired

18) Sankofa Academy will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

    - Information will be gathered by the Community Relations Assistant and passed on to the Principal

- Principal will submit the parent comments to the district in a timely manner

Part 3. Shared Responsibilities for High Student Academic Achievement

8) Sankofa Academy will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - Regular trainings and workshops for parents organized by the Community Relations Assistant
    - Trainings during SSC meetings
    - Focus groups organized in the Family Resource Center
    - Development of Parent leadership group via external partnerships

9) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

    - All entering families sign the Family-School Partnership which outlines the complementary roles of the staff, students, and families

10) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

    - The State of California's academic content standards
    - The State of Califonia's student academic achievement standards
    - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
    - The requirements of Title 1
    - How to monitor their child's progress
    - How to work with educators

11) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as

literacy training, and using technology , as appropriate, to foster parent involvement, by:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center
- Development of Parent leadership group via external partnerships

12) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- Development of Equity-Centered Professional Learning Community
- Workshops organized by the Family Resource Center
- Advertise external workshops organized by community partners
- Home Visits Training for all new teachers

13) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center
- Development of Parent leadership group via external partnerships
- Partnership with local Early Childhood Education Center

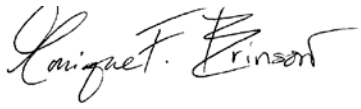
14) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- All notifications will be sent home in English as well as any other languages identified by family members (with family assistance for translation)
- Information will be sent home with students and relayed in monthly newsletter
- Lead parents in each classroom will make phone calls to further ensure delivery of information

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by leadership of Family/Community Coordinator and School Site Council Meetings.

The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 1, 2012. It will be made available to the local community on or before November 1, 2012. Sankofa Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



10/28/11

(principal's signature) (date)

Family-School Partnership Expectations

Sankofa Families agree to ...

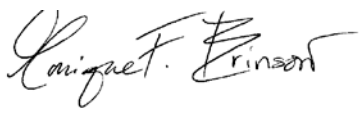
- Make sure your students are at school on time every day
- Support your students' need to be healthy by ensuring an early bedtime, nutritious meals and snacks, and regular exercise
- Monitor student homework and progress reports
- Contribute 10 hours per year to the school to help improve student achievement
- Attend all conferences, exhibitions and parent meetings
- Enforce the school uniform policy
- Uphold the Sankofa Academy principles and code of conduct

Sankofa Students agree to ...

- Come to school on time everyday, ready to learn
- Follow all school and classroom rules and procedures
- Complete all classwork and homework
- Work hard every day to achieve excellence
- Participate in daily Community Circles
- Demonstrate the Sankofa Academy principles
- Wear the school uniform daily

Sankofa Educators agree to ...

- Make introductory phone calls to every family
- Send home regular updates on student progress
- Make monthly phone calls to discuss student progress
- Participate in daily Community Circles
- Demonstrate and emphasize the Sankofa Academy principles
- Use instructional strategies to accommodate the learning styles of diverse learners
- Maintain classrooms that are inviting and conducive to learning



_____

Monique F. Brinson, Principal

Sankofa Academy Parental Involvement Policy

Part 1. General Expectations

Sankofa Academy agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
>
> - That parents play an integral role in assisting their child's learning
> - That parents are encouraged to be actively involved in their child's education at school
> - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
> - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

19) Sankofa Academy will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Gather and disseminate to parents the current involvement policy and family-school partnership agreement
- Hold meetings to build consensus on family-school partnership plan
- Solicit both written and oral input from families via surveys and focus groups
- Share student achievement data with families via newsletters and parent meetings

20) Sankofa Academy will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
    - Include the Family Involvement Policy in the Family Handbook
    - Distribute the Family Involvement Policy at Family Meetings and Events
    - Post the Family Involvement Policy around the school
    - Include discussions of the Family Involvement Policy in Family Meetings

21) Sankofa Academy will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

    - Monthly review of Family Involvement toward our goal of 95%
    - SSC reviews Family Involvement Policy regularly to address safety and school improvement issues as they arise

22) Sankofa Academy will convene an annual meeting to inform parents of the following:

    - That their child's school participates in Title 1
    - About the requirements of Title 1
    - Of their rights to be involved
    - Of their right to participate in the development of the District's Title 1 Plan
    - About their school's participation in Title 1

The annual meeting will be advertised through flyers, posters and phone calls. The meeting will be scheduled at a time convenient for parents, close to the dismissal of the Extended Day Program.

23) Sankofa Academy will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:
    - All teachers conduct at least 5 Home Visits per year
    - Family Resource Center open during school and afterschool hours for parents to meet together with the Community Relations Assistant
    - Evening and Saturday meetings and events
    - Some daytime events for parents
    - Daily morning Community Circle

24) Sankofa Academy will provide information about Title 1 programs to parents of participating children in a timely manner:
    - Monthly newsletter
    - Phone calls from school staff
    - Postings in the Family Resource Center and on bulletin board
    - Flyers sent home with students

25) Sankofa Academy will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
    - This information will be provided in the Family Handbook as well as in introductory letters sent home by teachers

26) Sankofa Academy will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

    - Regular meetings in the Family Resource Center
    - Monthly SSC meetings
    - Monthly PTA/FTA meetings
    - Opportunities to meet with the Community Relations Assistant as desired

27) Sankofa Academy will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

    - Information will be gathered by the Community Relations Assistant and passed on to the Principal

- Principal will submit the parent comments to the district in a timely manner

Part 3. Shared Responsibilities for High Student Academic Achievement

15) Sankofa Academy will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center
- Development of Parent leadership group via external partnerships

16) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

- All entering families sign the Family-School Partnership which outlines the complementary roles of the staff, students, and families

17) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State of California's academic content standards
- The State of Califonia's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

18)The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center
- Development of Parent leadership group via external partnerships

19)The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- Development of Equity-Centered Professional Learning Community
- Workshops organized by the Family Resource Center
- Advertise external workshops organized by community partners
- Home Visits Training for all new teachers

20)The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Regular trainings and workshops for parents organized by the Community Relations Assistant
- Trainings during SSC meetings
- Focus groups organized in the Family Resource Center

- Development of Parent leadership group via external partnerships
- Partnership with local Early Childhood Education Center

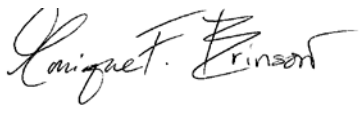
21) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- All notifications will be sent home in English as well as any other languages identified by family members (with family assistance for translation)
- Information will be sent home with students and relayed in monthly newsletter
- Lead parents in each classroom will make phone calls to further ensure delivery of information

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by leadership of Family/Community Coordinator and School Site Council Meetings.

The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 1, 2012. It will be made available to the local community on or before November 1, 2012. Sankofa Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



10/30/12

(principal's signature) (date)

Family-School Partnership Expectations

Sankofa Families agree to ...

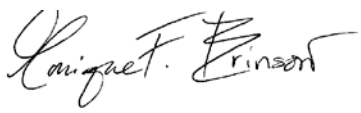
- Make sure your students are at school on time every day
- Support your students' need to be healthy by ensuring an early bedtime, nutritious meals and snacks, and regular exercise
- Monitor student homework and progress reports
- Contribute 10 hours per year to the school to help improve student achievement
- Attend all conferences, exhibitions and parent meetings
- Enforce the school uniform policy
- Uphold the Sankofa Academy principles and code of conduct

Sankofa Students agree to ...

- Come to school on time everyday, ready to learn
- Follow all school and classroom rules and procedures
- Complete all classwork and homework
- Work hard every day to achieve excellence
- Participate in daily Community Circles
- Demonstrate the Sankofa Academy principles
- Wear the school uniform daily

Sankofa Educators agree to ...

- Make introductory phone calls to every family
- Send home regular updates on student progress
- Make monthly phone calls to discuss student progress
- Participate in daily Community Circles
- Demonstrate and emphasize the Sankofa Academy principles
- Use instructional strategies to accommodate the learning styles of diverse learners
- Maintain classrooms that are inviting and conducive to learning



_____

Monique F. Brinson, Principal

Sankofa Academy / SA

California Department of Education

Academic Program Survey—Elementary School Level

March 2013

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	**1.1** The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students. • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/ or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.	Objective: 1.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Instructional Program Materials** All students are ✓ assessed, ✓ placed, and ✓ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials. **Number of Students:** ✓ All Students. ___ ELs. ___ SWDs. **Use** Identify all that apply: ✓ Basic core and/or CCSS-aligned materials are used as designed. ✓ Ancillary materials are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	**1.2** The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment.	Objective: 1.2 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Instructional Program Materials** All EL students are appropriately ✓ assessed, ✓ placed, and ✓ provided appropriate locally-adopted, standards-aligned, instructional program materials. **Appropriate Use** _____ Materials/ELD components are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. **Instructional Program**	**1.3** The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.	

Objective	Fully	Substantially	Partially	Minimally
1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ✓ assessed, ✓ placed, and ✓ provided appropriate intervention program materials.

Number of Intensive Intervention Students	Gr. 4	Gr. 5	Gr. 6
All Intensive learners			
All Intensive ELs			
All Intensive SWDs			

Number/Percentage Provided Intensive Intervention	Grade 4	Grade 5	Grade 6
Total Intensive Students			
Intensive ELs			
Intensive SWDs			

Appropriate Use
✓ Materials are used as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom basic core materials.

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. **Instructional Program**	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. • At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	Objective: 1.4 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Instructional Program Materials** All students are ✓ assessed, ✓ placed, and ✓ provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials. **Number of Students:** ✓ All Students. ____ ELs. ____ SWDs. **Appropriate Use** Identify all that apply: ✓ Basic core and/or CCSS-aligned materials are used as designed. ✓ Ancillary materials are used as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		
Attach publisher PO documentation for sets of classroom basic core materials.		

SA

California Department of Education

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. **Instructional Program**	**1.5** The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ✓ assessed, ✓ placed, and ✓ provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:

Number of Intensive Intervention Students	Gr. 4	Gr. 5	Gr. 6
All Intensive learners			
All Intensive Els			
All Intensive SWDs			

Appropriate Use
✓ Materials are used as designed.

Documentation	Mathematics
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Additional Comments

Attach publisher PO documentation for sets of classroom basic core materials.

California Department of Education
Academic Program Survey—Elementary School Level

March 2013
SA

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions.	

Objective	Fully	Substantially	Partially	Minimally
2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time

✓ Time is given priority and protected from interruptions.

Identify the number of instructional minutes (length of periods) offered at each grade level.

Number of instructional minutes at each grade level	K	1	2	3	4	5	6	7	8
All Students									
ELs									
SWDs									

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	

Objective	Fully	Substantially	Partially	Minimally
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time

✓ Time is given priority and protected from interruptions.

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students

	K	1	2	3	4	5	6	7	8
Additional time provided identified Strategic students									
Additional time provided identified Strategic ELs									
Additional time provided identified Strategic SWDs									

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... • ELs who are also identified as SWDs must receive ELD instruction.	

Objective	Fully	Substantially	Partially	Minimally
2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Instructional Time
Identify all that apply:
✓ Time is given priority and protected from interruptions.
✓ ELD instruction is additional time in the schedule.

Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.

Proficiency Levels	Levels 1–2	Level 3	Level 4–5
Number of Students			
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)			

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

March 2013
SA

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students. • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. • The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time.	Objective: 2.4 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Allocation of Instructional Time** ✓ Time is given priority and protected from interruptions. **Indicate total length (minutes) designated for intensive intervention:** Number of instructional minutes at each grade level

	4	5	6	7	8
All Intensive learners					
Intensive Els					
Intensive SWDs					

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. • This time is given priority and is protected from interruptions.	Objective: 2.5 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Allocation of Instructional Time** ✓ Time is given priority and protected from interruptions. **Identify number of instructional minutes offered at each grade level:**

Number of instructional minutes at each grade level	K	1	2	3	4	5	6	7	8
All Students									
ELs									
SWDs									

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.	

Objective	Fully	Substantially	Partially	Minimally
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Instructional Time

✓ Time is given priority and protected from interruptions.

Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.

Number of students at each grade level	K	1	2	3	4	5	6	7	8
All Strategic									
All Strategic ELs									
All Strategic SWDs									

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students	K	1	2	3	4	5	6	7	8
Additional time provided to strategic students									
Additional time provided to identified EL strategic students									
Additional time provided to identified SWD strategic students									

California Department of Education
Academic Program Survey—Elementary School Level

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

SA

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. **For districts using the 2007 SBE-adoption**: • The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. **For districts using the 2001 and 2005 SBE-adoptions:** • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program.	Objective 2.7: **Fully** 4 (100%) / Substantially 3 (At least 75%) / Partially 2 (At least 50%) / Minimally 1 (Less than 50%) **Key Components** **Allocation of Instructional Time** ✓ Time is given priority and protected from interruptions. **Indicate total number of additional minutes:**

Number of additional instructional minutes at each grade level					
	4	5	6	7	Pre-algebra/ Alge-bra Readiness
All Intensive Learners					
All Intensive ELs					
All Intensive SWDs					

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

SA

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/ assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/ re-teaching; and 4) time to address specific skill needs of students.	Objective: 3.1 Fully: 4 (100%) Substantially: 3 (At least 75%) Partially: 2 (At least 50%) Minimally: 1 (Less than 50%) **Key Components** **Instructional/Assessment Pacing Guides** ✓ Distributed to each grade level. ✓ In use at every grade level. **Pacing Guide Use Monitored** ✓ Principal monitors use.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District/School Pacing Plan by Grade Level:		
Attach appropriate documents.		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/ assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	Objective: 3.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Instructional/Assessment Pacing Guides** ✓ Distributed to each grade level. ✓ In use at every grade level. **Pacing Guide Use Monitored** ✓ Principal monitors use.

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally- adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/ exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	Objective: 4.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Principal** ✓ Training in RLA/ELD. ✓ Coaching, as resources permit. **Vice Principal(s)** N/A Training in RLA/ELD. N/A Coaching, as resources permit.

Suggested Documentation		Additional Comments
	RLA/ELD	

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned, mathematics basic core and intervention program materials, including CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The current locally-adopted, standards-aligned mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	Objective: 4.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 59% Minimally: 1 — Less than 50% **Key Components** **Principal** ✓ Training in Mathematics. ✓ Coaching, as resources permit. **Vice Principal(s)** N/A Training in Mathematics. N/A Coaching, as resources permit.

Suggested Documentation		Additional Comments
	Mathematics	

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support **may** include: • Development, use, and monitoring of classroom observation protocols to include: – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI^2) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	Objective: 4.3 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)**

California Department of Education
Academic Program Survey—Elementary School Level

Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

SA

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective: 5.1 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** _____ **Percentage of fully credentialed, highly-qualified teachers.**

Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school. The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include: • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/ monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or

Implementation Status and Key Components
Review and identify which key components apply. Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	2	✓	✓
Grade 2	2	✓	✓
Grade 3	2	✓	✓
Grade 4	1.5	combo ✓	✓
Grade 5	1.5	✓	✓
Grade 6	1	✓	✓
Grade 7			
Grade 8			

California Department of Education
Academic Program Survey—Elementary School Level

Documentation		Additional Comments	
	RLA/ELD		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school. The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include: • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: weekly/ monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson.	

Objective	Fully	Substantially	Partially	Minimally
5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Indicate number of teachers at each grade level engaged in professional development.

	Number of Teachers	Training	Classroom Support
Grade 1	2	✓	✓
Grade 2	2	✓	✓
Grade 3	2	✓	✓
Grade 4	1.5	✓	✓
Grade 5	1.5	✓	✓
Grade 6	1	✓	✓
Grade 7			
Algebra 1			
Pre-algebra/ Alge-bra Readiness			

California Department of Education

Academic Program Survey—Elementary School Level

Documentation		Additional Comments	
	Mathematics		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	Objective: 6.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Coaches/content experts/specialists** ✓ Type of instructional assistance. ✓ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** ✓ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** ✓ Provided with materials-based training. **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:**

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	Objective: 6.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Coaches/content experts/specialists:** ✓ Type of instructional assistance. ✓ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** ✓ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** ✓ Provided with materials-based training. **Describe type of training/ support planned and/or provided for coaches/content experts/ specialists:**

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	Objective: 7.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Ongoing Assessment and Monitoring System** ✓ District supported electronic data management system. ✓ District-wide reporting and analysis of assessment results. ✓ School-wide reporting and analysis of assessment results. ✓ Timely data from assessments available to and easily accessible by administrators and teachers. ✓ Common curriculum embedded/formative assessments in use school-wide. **Training on Accessing and Using Electronic Data System** ✓ Staff trained on using and accessing data from the electronic data system. **Using Formative Assessment Results** ✓ Common curriculum embedded/formative assessments administered frequently. ✓ School-wide assessment calendar developed and used. ✓ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation	Additional Comments
Reading/Language Arts/ELD	
Example of Curriculum Embedded Assessments:	
Sample report of assessment at the following levels	
Classroom: / District	
Attach appropriate documents.	

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	Objective: 7.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Ongoing Assessment and Monitoring System** ✓ District supported electronic data management system. ✓ District-wide reporting and analysis of assessment results. ✓ School-wide reporting and analysis of assessment results. ✓ Timely data from assessments available to and easily accessible by administrators and teachers. ✓ Common curriculum embedded/formative assessments in use school-wide. **Training on Accessing and Using Electronic Data System** ✓ Staff trained on using and accessing data from the electronic data system. **Using Formative Assessments Results** ✓ Curriculum embedded/formative assessments administered frequently. ✓ School-wide assessment calendar developed and used. ✓ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation	Additional Comments
Mathematics	
Example of Curriculum Embedded Assessments:	
Sample report of assessment at the following levels	
Classroom: / District	
Attach appropriate documents.	

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/ district assessments: - Entry-level placement and/or diagnostic; - Progress monitoring, including frequent formative and curriculum-embedded; and - Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.	Objective: 8.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Scheduled Structured Collaboration Meetings** ✓ Number per month. ✓ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ✓ Meetings are structured; protocols/tools are developed and used. ✓ Training for collaboration meeting protocols provided to teachers. ✓ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ✓ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. **Collaborative Meeting Discussion Content** ✓ Using and analyzing timely student common assessment results from all students. ✓ Strengthening program implementation. ✓ Designing and improving lessons and instruction. ✓ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:		
Attach appropriate documents.		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/ course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/ district assessments: – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.	Objective: 8.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Scheduled Structured Collaboration Meetings** 2 Number per month. ✓ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ✓ Meetings are structured; protocols/tools are developed and used. ✓ Training for collaboration meeting protocols provided to teachers. ✓ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ✓ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. **Collaborative Meeting Discussion Content** ✓ Using and analyzing timely student common assessment results from all students. ✓ Strengthening program implementation. ✓ Designing and improving lessons and instruction. ✓ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

SA

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	Objective: 9.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Allocation of Funds** ✓ District and site categorical and general funding are aligned to support EPC implementation. **Coordination of Funds** ✓ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Plan uses all revenues appropriately.		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	Objective: 9.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Allocation of Funds** ✓ District and site categorical and general funding are aligned to support EPC implementation. **Coordination of Funds** ✓ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation		Additional Comments
	Mathematics	
Plan uses all revenues appropriately.		
Attach appropriate documents.		