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Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Sankofa United Elementary School
CDS Code: 1612590110254
Principal: Dennis Guikema
Date of this revision: 4/27/20

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

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

Contact: Dennis Guikema

Position: Principal

Address: 581 61st Street
Oakland, CA 94609

Telephone: 510-654-7787

Email: dennis.guikema@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/27/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Sankofa United Elementary School **Site Number:** 194

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 04/27/2022

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages Announcement at a public meeting Other (notices, ParentSquare blasts, etc.)

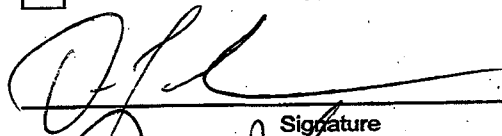
Signatures:

Dennis Guikema
Principal

Carmen Velasquez
SSC Chairperson

Kathleen Arnold
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning


Signature


Signature


Signature

4-27-2022

Date
4/27/22

Date
5.18.2022

Date
5/18/22

Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Sankofa United Elementary School **Site Number:** 194

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/14/2022	Sankofa United Staff	All staff meeting. In breakout groups, staff reflected on our 2021-22 SPSA to inform the annual review
2/15/2022	Sankofa United Instructional Leadership Team (ILT)	ILT reviewed the notes from the staff breakout groups and synthesized this information into a draft SPSA Review that will be presented to the School Site Council. ILT also began the needs assessment.
2/16/2022	Sankofa United School Site Council (SSC)	SSC reviewed and discussed Annual Review of 2021-22 SPSA and Needs Assessment of 2022-23. Link to slide deck.
3/14/2022	Sankofa United Staff	Staff discussion on 2022-23 SPSA strategies and actions
3/16/2022	Sankofa United SSC	SSC discussion on 2022-23 SPSA strategies and actions
4/27/2022	Sankofa United SSC	Final discussion and vote to approve 2022-23 budget and SPSA

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

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

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,320.00
Total Federal Funds Provided to the School from the LEA for CSI	\$11,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$466,343.04

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$57,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$14,580.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,520.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$133,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$3,800.00	TBD	After School Education and Safety Program (ASES #6010)	\$172,993.04	TBD
Comprehensive Support and Improvement (CSI #3182)	\$11,000.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$73,320.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$393,023.04	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$466,343.04
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Sankofa United Elementary School

School ID: 194

School Description

Sankofa United Elementary School opened in the Fall of 2020, blending the communities and legacies of Kaiser Elementary and Sankofa Elementary Schools on the beautiful and spacious campus that was originally Washington Elementary School. A design team of educators and families from both Kaiser and Sankofa captured the strengths of both programs and articulated a mission and vision that is equity centered. Sankofa United builds upon the rich music and arts enrichment at both schools and blends the demographics of the schools into a rich tapestry that is representative of our diverse North Oakland neighborhood. Our staff mirrors this diversity. Sankofa United is a community that honors and celebrates our students' cultures and is a safe space for LGBTQ students, families and staff.

School Mission and Vision

Mission

At Sankofa United Elementary School all students engage in a rigorous academic program, enriched with music and art. We meet students where they are and position them to excel. Through the development of social-emotional skills, students learn to be in positive, respectful relationships that celebrate our similarities and our differences. We are creating a learning environment that is welcoming and reflective of all students' and families' abilities, cultures, and identities.

Vision

The vision of Sankofa United Elementary School is to nurture well-rounded people who are advocates for themselves and their learning. The Sankofa United community reflects the diversity of Oakland. Our students understand they are connected to and feel responsible for their community, and they know they are part of something bigger than themselves.

Core Values

- Equity
- Rigor
- Care
- Joy

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	67%	<i>not available until Fall 2022</i>	75%

i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	42%	<i>not available until Fall 2022</i>	75%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	61%	<i>not available until Fall 2022</i>	75%
English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-13.4	n/a	<i>not available until Fall 2022</i>	-8
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	20%	<i>not available until Fall 2022</i>	70%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-22.6	n/a	<i>not available until Fall 2022</i>	-17
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	70%
CAST (Science) at or above Standard	All Students	34%	n/a	<i>not available until Fall 2022</i>	40%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-91	n/a	<i>not available until Fall 2022</i>	-70.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-66.9	n/a	<i>not available until Fall 2022</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	<i>not available until Fall 2022</i>	38.9%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-106.7	n/a	<i>not available until Fall 2022</i>	-80.0

SBAC Math Distance from Standard Met *2018-19 baseline	African American Students	-81.2	n/a	not available until Fall 2022	-60.0
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Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	13%	0%	not available until Fall 2022	20%
LTEL Reclassification	Long-Term English Learners	n/a	n/a	not available until Fall 2022	n/a

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	92%	72%	not available until Fall 2022	90%
Out-of-School Suspensions	All Students	3%	n/a	not available until Fall 2022	0%
Out-of-School Suspensions	African American Students	6%	n/a	not available until Fall 2022	0%
Out-of-School Suspensions	Special Education Students	4%	n/a	not available until Fall 2022	0%
Chronic Absenteeism	All Students	12%	30%	not available until Fall 2022	20%
Chronic Absenteeism	African American Students	17%	44%	not available until Fall 2022	25%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	not available until Fall 2022	80.0%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	not available until Fall 2022	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Reading growth: iReady Beginning of Year to Mid Year growth. SIPPS implimentation	Prioritization of literacy in Professional Development, both on site and w/ district support
<i>LCAP Goal 2: Focal Student Supports</i>	Tiered academic intervention. (add iReady data for A-A & SpEd)	Strong theory of action and data driven approach. Equity lens. Staff dedicated to this priority (TSA, STIP, Early Lit tutors)
<i>LCAP Goal 3: Student/Family Supports</i>	SSC & PTA. Community events. Family classroom connections	Newly established PTA. Room reps. Consistency with SSC. Community building events. Weekly family messages from principal. Leadership of a strong CSM.
<i>LCAP Goal 4: Staff Supports</i>	Near 100% retention. Growing postive staff climate/culture	Circle up. PLC (grade level) collaboration time weekly.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Full implementation of EL Ed and SIPPS 23% of students multiple years below in ELA. 29% of students multiple years below in math.	New curriculum and professional learning trajectory. Quality of central PD.
<i>LCAP Goal 2: Focal Student Supports</i>	Opportunity gaps, while shrinking, persist, particularly between African American students and other students	Learning loss. Developing new school climate/culture
<i>LCAP Goal 3: Student/Family Supports</i>	Equitable engagement of all families.	Need to be more inclusive & welcoming in our outreach. Time.
<i>LCAP Goal 4: Staff Supports</i>	Unified equity driven school wide culture	Still in early stages of implamenting a new school climate and culture

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Prior to the creation of Sankofa United, there were highly inequitable learning outcomes between Kaiser and Sankofa Elementary Schools. All students will be supported in accessing grade level standards through robust intervention and differentiation as well as the implementation of EL Education English Language Arts curriculum.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Sankofa United Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

SEL curriculum and school wide practices were prioritized with time and resources, however, we continue to see inconsistent practices.

All students having access to technology and home has helped students access standards based instruction.

Language and literacy has been the biggest focal area of 2022-23: early lit, standards based instruction (EL Education), iReady, and tiered support.

Staff culture continues to grow. High rate of staff retention, many opportunities for collaboration, grade level PLC weekly

Our ELL student population, while still relatively small, is growing quickly, and would warrant more priority.

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

SEL curriculum was available to all grades and PD provided. Positive Behavior Intervention and Support (PBIS) best practices are built into our school practices. A staff handbook has been created to make this information easily accessible.

We have implemented a new ELA curriculum and a new model of early literacy instruction. Tiered intervention is available to support students to access grade level standards. Addressing different learning styles and individual needs.

ILT plans PD that is highly collaborative with a feedback/planning cycle. Weekly grade level PLC time in addition to weekly teacher PD. Staff community and trust building work was facilitated by an outside organization.

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

Improved and more consistent PBIS & SEL classroom and school wide best practices. More structured recess activities, resources, and systems. More cross grade level and SDC/gen ed "buddy" opportunities. More student leadership opportunities. Student performances, concerts, etc.

More PD priority for math. PD focus on continuum of key standards across grade levels. More family learning nights and engagement. Accessible information for families to support student learning.

With a growing number of English Language Learners, we should increase differentiated support.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
STIP	College/Career Readiness	Tiered academic interveniton. Coverage for teachers for conferences, meetings and absences.	Very reliable & dedicated STIP. SIPPS foundational literacy support for upper students. Extra responsibilities as Covid Safety Lead limited some of these supports begining in January, 2022.	We will continue to prioritize this position and investment. We will continue to prioritize tiered literacy intervention support. While we have had progress in closing opportunity gaps, there is still much work to do.
Supplies for Parent Education and Outreach	Student Connectedness to School	Resources for our Family Center and for famiy engagement under the leadership of our Community School Manager	High level of family satisfaction. Need for more equitable engagement.	Covid restrictions made in-person parent outreach very limited, however, there were many other avenues for engagement and outreach.
"Family Night" workshops	College/Career Readiness	We have literacy and math family night workshops planned for March, 2022	Due to Covid restrictions, in-person family workshops have been postponed. We, however, offered monthly community building opportunities both through weekend open playground and morning coffees.	It is important to prioritize family workshops.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Sankofa United Elementary School

School ID: 194

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:

Build school wide systems, rooted in shared values, to support positive school wide expectations and to meet the socio emotional needs of all students.

School Theory of Change:

If we build a strong MTSS, rooted in shared values, then we will produce consistent, predictable and successful conditions for student learning.

Related Goal:

Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	<p>Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders.</p> <p>Teachers will include class meeting, at least twice weekly</p>	<p>Professional development for all staff for support of SEL curriculum</p> <p>SEL leadership includes: -Culture and Climate team led by CSM -Counselors and interns -ILT -P.E. or Recess Coaches</p>	<p>-Increase small groups and mentoring for disproportionality students using URF/Suspension and attendance data</p> <p>-Master schedule with morning meetings and class meetings, PDs for SEL curriculum scheduled</p> <p>-Information re: SEL curriculum is shared with parents/families: i.e., during coffee with the principal, flyers shared on Talking Points, sent out in weekly newsletters</p>	<p>Unified equity driven school wide culture</p>	

1-2	<p>Trauma informed practices</p> <ul style="list-style-type: none"> -Understand trauma and stress -Anti-racist practices -Resilience and SEL -Safety and Predictability -Calm down corner provided for all students -Routines and rituals consistently practiced 	<p>Increase all staff education related to bias and anti-racism work.</p> <p>Professional development on trauma and de-escalation</p> <p>Support staff self care and support with the stress of teaching students impacted by trauma</p> <p>Multi-Tiered Systems of Support (MTSS) clearly articulated to staff and families.</p> <p>COST and Culture & Climate Teams will review data and recommend actions.</p>	<p>PD scope and sequence includes understanding of trauma and trauma-informed interventions</p> <p>Building strong school-family partnerships through home visits</p> <p>Calm down corners present in all classrooms and available to all students as a preventative or supportive intervention</p>	Unified equity driven school wide culture	
1-3	<p>Build strong relationships with families through ongoing 2-way communication and contact</p> <ul style="list-style-type: none"> -Provide flexible scheduling for families for conferences -Use ParentSquare for communication -Monitor for opportunities for parents to provide feedback 	<p>Teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled</p> <p>Monthly coffee chat with the principal, coordinate with CSM & network partners to provide relevant workshops for parents</p> <p>Provide academic data (i.e., iReady, SBAC, EL snapshot) and standards in family-friendly language with actionable steps for support and improvement</p> <p>Support opportunities for meaningful family leadership (SSC, PTA, committees) and social engagements</p>	<p>High level of family engagement.</p> <p>At least twice/monthly teacher newsletters</p> <p>At least monthly teacher individual family outreach.</p> <p>Weekly principal family messages.</p> <p>Weekly CSM family messages.</p> <p>Significant family involvement in events, representative of our school's demographics.</p>	Equitable engagement of all families.	

1-4	<p>Individualized plans for students with symptoms related to trauma</p> <p>-Sensory breaks scheduled for students with regulation challenges</p> <p>-Progress monitoring for students receiving tier 3 mental health services</p>	<p>Sensory stations available to all students in class and in communal spaces (hallway, office, playground)</p> <p>COST team tracks progress monitoring</p> <p>Support from behavioral health network partners</p>	<p>"Peace Corner" and other sensory supports in all classes.</p> <p>Check In/Check Out plans for select students</p> <p>Increasing attendance and academic performance</p> <p>Decrease in behavior referrals</p>	<p>Opportunity gaps, while shrinking, persist, particularly between African American students and other students</p>	
1-5	<p>Provide all students with weekly PE, and art. Music and garden/health education every other week.</p>	<p>Leverage resources, support staff, and schedules to support enrichment</p> <p>Provide professional development for arts integration and garden/health.</p>	<p>Student art on display.</p> <p>Music performances.</p> <p>Music, art, PE, garden, and library in the weekly schedule for all classes.</p> <p>Students are healthy and happy.</p>	<p>Unified equity driven school wide culture</p>	
1-6	<p>Structured cooperative recess activities, aligned with SEL best practices</p>	<p>Training and clear expectations for all staff who supervise students</p>	<p>Observation of recess activities demonstrates consistent structured cooperative activities facilitated by recess supervisors.</p> <p>Few discipline issues during recess.</p> <p>High level of engagement in cooperative recess activities.</p>	<p>Unified equity driven school wide culture</p>	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Standards based Math curriculum
School Theory of Change:	If we implement a strong standards based Math curriculum that includes a clear and consistent scope and sequence, consistent progress monitoring, and accelerated support for students multiple years below then we will be able to track the individual needs of each student and differentiate our supports in order to both close the learning gap and position all students to excel.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will participate in a monthly Math PLC	Math PLC lead by ILT, the Math Lead and TSA	Full implementation of new math curriculum. Academic gains as measured by iReady Math and SBAC	29% of students multiple years below in math.	
2-2	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	Teachers will have opportunities to engage in collaborative data analysis and planning.	Continued narrowing of historic academic achievement gaps.	Opportunity gaps, while shrinking, persist, particularly between African American students and other students	
2-3	After school Math Intervention Team & Family Engagement (Math night)	Funding Math Intervention program	Academic gains as measured by iReady Math and SBAC	Equitable engagement of all families.	
2-4	Math night family engagement	Provide resources for math night	High level of family involvement that mirrors the demographic of our school community.	Unified equity driven school wide culture	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Lessons grounded in complex texts and explicit language instruction.
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School Theory of Change:		<p>If we have rigorous standards-based multi-tiered English Language Arts instruction and intervention in all grades, then students will either be at or above grade level or will have 1.5 years or more of accelerated growth annually</p> <p>Tier 1: CORE Complex text, vocabulary instruction, academic language through EL Ed; all K-2 students are going to receive SIPPS (after Kinder PA/Letter naming)</p> <p>Tier 2: Small group/differentiated SIPPS instruction; identifying the lower groups/struggling students and adding on to multi-sensory strategies (Tutor PD around), with increased frequency (double up with SIPPS HFW/Fluency)</p> <p>Tier 3: 1:1 supports as assigned through COST and SST.</p>			
Related Goal(s):		<p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.</p>			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction through EL Education and SIPPS.	<ul style="list-style-type: none"> -Establish the expectation that teachers provide daily instruction grounded in EL Education, -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data 	<p>Master schedule demonstrates differentiated foundational skills instructional block in each classroom</p> <p>Differentiated instruction observed through learning walks and regular classroom observations</p> <p>Students are progressing through levels of SIPPS master tests</p>	<p>Full implementation of EL Ed and SIPPS</p> <p>23% of students multiple years below in ELA.</p>	

3-2	<p>Progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff of Early Lit tutors and STIP Subs to provide foundational skills instruction in small groups daily using SIPPS/ 3-5 I-Ready and SIPPS</p>	<p>Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students</p>	<p>-Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool) -Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress -All teachers have foundational skills instruction on their weekly schedules. -All lit tutors and STIP subs have a regular schedule for small group foundational skill instruction</p>	<p>Full implementation of EL Ed and SIPPS 23% of students multiple years below in ELA. 29% of students multiple years below in math.</p>	
3-3	<p>All teachers provide daily, explicit language and literacy instruction grounded in EL Education, planning lessons and assigning tasks to ensure that students are purposefully reading, building knowledge of academic language and content over time, and writing and speaking grounded in textual evidence</p>	<p>Establish expectation of implementation of EL Education and SIPPS curriculum, including regular I-Ready assessments. -Provide Professional development and learning for implementation of the EL Education curriculum and strategies -Support & monitor use of foundational skills curriculum across K-2 classrooms and all grade levels to ensure instructional alignment. -Partner with District Literacy coordinators to ensure all teachers are trained in use of the EL Education curriculum across classrooms and grade levels to ensure instructional alignment.</p>	<p><u>-Learning walk data to provide evidence of:</u> <u>--> Students engaged in academic discussions during reading and before writing</u> <u>-->Teachers' lesson plans utilizing the Before, During & After framework (Provided by curriculum or OUSD resource)</u></p>	<p>Full implementation of EL Ed and SIPPS 23% of students multiple years below in ELA.</p>	

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority:	Building teacher capacity to serve every student through strong, focused, data driven PLCs with an ongoing equity/anti-racist framework				
School Theory of Change:	By creating strong PLCs we will foster safe spaces for teachers to take risks and try new strategies; by continually returning to our equity/anti-racist focus, we will ensure that these strategies are relevant and helpful for all children at our school with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R)				
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will work in Grade Level Teams and/or PLCs to develop and test strategies to benefit struggling students with a special focus on students with disabilities, ELLs, and low income students.	Principal and ILT will develop PD Calendar around Inquiry Cycles	Calendared PLC times and agendas	Opportunity gaps, while shrinking, persist, particularly between African American students and other students	
4-2	Teachers will consistently implament Tier 1 Whole Class strategies (eg. Community Circle, Positive Discipline, PBIS) and be able to describe what they are doing in their classrooms for struggling students. Teachers will utilize and document in-class strategies, interventions and tools (eg. Behavior Plans, outreach to families, preferred seating, daily check ins) before referring to COST.	ILT leading training on Tier 1 Intervention Strategies run by ILT members; COST will meet weekly to collaborate on meeting the needs of struggling students; ILT, CSM & network partners will provide PD on SEL risk factors including foster care and homelessness Mental Health supports.	Scheduled walkthroughs and Peer observations Feedback documentation Observation tools	Unified equity driven school wide culture	

4-3	Teachers will lead and actively participate in robust professional development	<p>Prioritize time and resources for ILT and teacher leadership.</p> <p>Maintain a feedback cycle that helps guide professional development.</p> <p>Align observation and feedback to professional development</p>	<p>Evidence of attendance at 2nd Wednesday PD and follow up at site based PLCs</p> <p>Evidence of attendance at site based professional development, with teachers/ILT members facilitating sections of PD</p>	Unified equity driven school wide culture	
4-4	Engage in facilitated anti-racist staff trust building	Partner with an outside expert facilitator	Calendared and implemented at beginning and throughout the school year	Unified equity driven school wide culture	

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Safe & Sense of Belonging: Black well-being should be defined to include social emotional and intellectual support through honoring and valuing our Black Black students and families. This indicator measures Black Black students and families engagement at the classroom, school site and central office level that intentionally incorporates Black student/family voice and is made visible through school and community connections.				
School Theory of Change:	If we create the conditions in which Black students, families, staff, and community are welcomed, valued, and empowered, then Black students will thrive academically and socio emotionally at Sankofa United.				
Related Goals:	<p>All students graduate college, career, and community ready.</p> <p>Focal student groups demonstrate accelerated growth to close our equity gap.</p> <p>Students and families are welcomed, safe, healthy, and engaged.</p>				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	<p>Observations</p> <p>Participate in central PD</p> <p>Reading fluency for Black students</p> <p>Proficiency rates on local and state assessments</p>	Unified equity driven school wide culture	Tier 1

5-2	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Task of focal AA students Informal or Formal Learning Walk Data PD	Opportunity gaps, while shrinking, persist, particularly between African American students and other students	Tier 2
5-3	Teachers ensure Black students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Focal AA students Informal or Formal Learning Walk Data Coaching cycle	Full implementation of EL Ed and SIPPS	Tier 1
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time is embedded into school calendar, PD time for family engagement is scheduled.	Focal AA students Informal or Formal Learning Walk Data Coaching cycle	Equitable engagement of all families.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	All English Language Learners who are at Sankofa United for 3 or more years will be reclassified as Fluent.				
School Theory of Change:	As Sankofa United has a small ELL population (under 5%) we can provide differentiated instruction and academic intervention to support all ELLs to maximize learning and academic growth.				
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	<p>Teachers engage students in academic discussion via structures and equitable participation strategies. Teachers provide students with language resources and other scaffolds to support their understanding. Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. Teachers provide opportunities for students to learn how language works to make meaning.</p>	<p>ILT will provide ensure that professional development builds teachers capacity to support these actions.</p> <p>Obervation & debrief</p>	<p>PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators -- academic discussion, academic language, how language works -- with debriefs and next steps</p>		
6-2	<p>Teachers lead parent engagement to build understanding around literacy practices to support all families.</p>	<p>Fund stipends for teachers leaders to prepare and facilitate parent Info Nights.</p>			

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

After School Program Contract	\$62,970	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact -Provide flexible scheduling for families for conferences -Use ParentSquare for communication -Monitor for opportunities for parents to provide feedback	194-1
10-Month Teacher on Special Assignment (TSA)	\$34,469	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7906	10-Month Classroom TSA	0.25	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff of Early Lit tutors and STIP Subs to provide foundational skills instruction in small groups daily using SIPPS/ 3-5 I-Ready and SIPPS	194-2
10-Month Teacher on Special Assignment (TSA)	\$48,256	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7906	10-Month Classroom TSA	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will participate in a monthly Math PLC	194-3
Attendance Specialist	\$32,223	LCFF Supplemental	2205	Classified Support Salaries		Attendance Specialist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will lead and actively participate in robust professional development	194-4
Books	\$32,924	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will consistently implement Tier 1 Whole Class strategies (eg. Community Circle, Positive Discipline, PBIS) and be able to describe what they are doing in their classrooms for struggling students. Teachers will utilize and document in-class strategies, interventions and tools (eg. Behavior Plans, outreach to families, preferred seating, daily check ins) before referring to COST.	194-5

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

Community School Manager	\$123,572	Comprehensive Support & Improvement (CSI) Grant	2305	Classified Supervisors' and Administrators' Salaries	7949	Program Mgr Community School	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will consistently implement Tier 1 Whole Class strategies (eg. Community Circle, Positive Discipline, PBIS) and be able to describe what they are doing in their classrooms for struggling students. Teachers will utilize and document in-class strategies, interventions and tools (eg. Behavior Plans, outreach to families, preferred seating, daily check ins) before referring to COST.	194-6
Copier Maintenance	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	194-7
ET/OT teachers	\$1,067	Comprehensive Support & Improvement (CSI) Grant	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Chronic Absenteeism	Build strong relationships with families through ongoing 2-way communication and contact -Provide flexible scheduling for families for conferences -Use ParentSquare for communication -Monitor for opportunities for parents to provide feedback	194-8
Extended Contracts for Teachers	\$715	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Provide all students with weekly PE, and art. Music and garden/health education every other week.	194-9
Extended Contracts for Teachers	\$1,020	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teachers will consistently implement Tier 1 Whole Class strategies (eg. Community Circle, Positive Discipline, PBIS) and be able to describe what they are doing in their classrooms for struggling students. Teachers will utilize and document in-class strategies, interventions and tools (eg. Behavior Plans, outreach to families, preferred seating, daily check ins) before referring to COST.	194-10

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

Library Technician	\$39,076	Measure G: Library	2205	Classified Support Salaries	7907	Library Technician	0.75	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	All teachers provide daily, explicit language and literacy instruction grounded in EL Education, planning lessons and assigning tasks to ensure that students are purposefully reading, building knowledge of academic language and content over time, and writing and speaking grounded in textual evidence	194-11
Prep/Enrichment Teacher	\$39,154	LCFF Supplemental	1105	Certificated Teachers' Salaries	4217	Teacher Education Enhancement	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	All teachers provide daily, explicit language and literacy instruction grounded in EL Education, planning lessons and assigning tasks to ensure that students are purposefully reading, building knowledge of academic language and content over time, and writing and speaking grounded in textual evidence	194-12
Substitute Teacher Incentive Plan (STIP) Teacher	\$9,933	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	6257	STIP Teacher	0.15	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide all students with weekly PE, and art. Music and garden/health education every other week.	194-13
Substitute Teacher Incentive Plan (STIP) Teacher	\$56,285	Title I: Basic	1105	Certificated Teachers' Salaries	6257	STIP Teacher	0.85	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	194-14
Supplies	\$11,580	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Prioritize time and resources for ILT and teacher leadership. Maintain a feedback cycle that helps guide professional development. Align observation and feedback to professional development	194-15
Supplies	\$13,817	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	ILT will provide ensure that professional development builds teachers capacity to support these actions. Observation & debrief	194-16
Supplies for Art & Music	\$2,000	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide resources for math night	194-17

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

Supplies for Fam Resource Room	\$500	Title I: Parent Participation	4310	School Office Supplies	n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff of Early Lit tutors and STIP Subs to provide foundational skills instruction in small groups daily using SIPPS/ 3-5 I-Ready and SIPPS	194-18
Technology	\$1,800	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	194-19
After School Learning Consultants	\$172,993	After School Education & Safety (ASES)	5825	After School Contracts	After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Structured cooperative recess activities, aligned with SEL best practices	194-20



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy for 2021-2022

Sankofa United
ELEMENTARY SCHOOL

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Regular communication between teachers and families, including newsletters, Google Classroom, and conferences.
- Family education workshops.
- School website: www.ousd.org/sankofaunited and OUSD's Family Central website.

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

- School Site Council (SSC)
- Parent-Teacher Association (PTA)
- A variety of volunteer committees

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

The school communicates to families about the School Parent and Family Engagement Policy and the school's Title I, Part A programs by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

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

- Regular communication between teachers and families, including newsletters, Google Classroom, and conferences.
- Family education workshops.
- School website: www.ousd.org/sankofaunited and OUSD's Family Central website.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Partnering with Oakland Public Education Fund for volunteer clearance
- Messaging classroom and school-wide volunteer opportunities via Talking Points, email, website, and robocalls.
- Soliciting family input about meaningful volunteer opportunities.

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Building on our best practices developed during distance learning to connect children and families to learning at home. This includes multiple platforms, such as Google Classrooms, ST Math, Raz-Kids, Seesaw, and more.
- Family training and support for creating structured home learning routines.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Maintaining engagement trackers
- Participating in anti-bias training.
- Soliciting family feedback

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

- School Site Council (SSC)
- Parent-Teacher Association (PTA)
- A variety of volunteer committees

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

- Hosting an annual Title I meeting
- School Site Council Meetings
- Soliciting family feedback throughout the year

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

- Providing translation services
- Ensuring ADA accessibility
- Connecting families to district and community resources through our Community School Manager.

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

- School Site Council (SSC)
- Parent-Teacher Association (PTA)
- A variety of volunteer committees

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Prioritizing the funding of a Community School Manager position
- Taking a school-wide approach to service and care, grounded in our mission, vision, and values.

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

Adoption

This policy was adopted by Sankofa United on September 15, 2021, and will be in effect for the period August 1, 2021 through May 31, 2122.

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

Dennis Guikema
Name of Principal

Dennis Guikema
Signature of Principal

September 15, 2021
Date

Please attach the School-Parent Compact to this document.



School-Family Compact 2021-2022

School Responsibilities

Sankofa United agrees to carry out the following responsibilities to the best of our ability:

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

- Implement a Common Core standards aligned curriculum to give access to grade level complex texts to all students.
- Implement a Common Core standards aligned math curriculum.
- Implement the Next Generation Science Standards curriculum for science.
- Implement Designated and Integrated English Language Development (ELD).

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

- Parent-Teacher conferences will be the week of October 4, 2021 and February 22, 2021
- Teachers will schedule other conferences as necessary.

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

- Families will receive progress reports after each trimester.
- The SST (Student Success Team) process will provide support to students with special needs.

4) Provide families reasonable access to staff.

- Teachers will send communication through calls, ParentSquare or emails.

- Principal will send frequent communication and make appointments available to meet with families.

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

- Families can observe their child's classroom by contacting the teacher in advance. (Temporarily unavailable due to Covid Safety protocols.)
- Families may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirements (more info at www.oaklandedfund.org/programs/volunteer)
- Families may volunteer to go on student field trips.

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

- During Family-Teacher conferences, teachers will provide families guidance (and material when warranted) on how to work with children.
- Holding various family education and involvement events which include Back to School Night, Family-Teacher Conferences, family training, family education nights, etc. We do outreach via email, ParentSquare, Robo-Call, website, backpacked messages.

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

- Teachers will have opportunities for training and workshops during our regularly scheduled PD's.
- Resources and materials will be made available to teachers and staff.

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

- Providing families with information and school reports, in the family's home language. We offer translation services, when it is necessary in meetings, whole school functions, and at any time families need to access information about their child's education.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and families.
- Strive to address the individual needs of each student.
- Provide a safe, positive and healthy learning environment

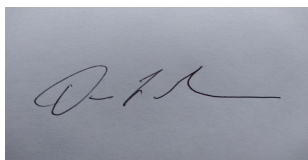
Family Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Provide a quiet place at home for my child to do homework.
- Attend as many parent involvement and educational opportunities as possible throughout the year.

This Compact was adopted by SANKOFA UNITED ELEMENTARY SCHOOL on September 15, 2021 and will be in effect for the 2021-22 school year.

The school will distribute the draft of this Compact to all parents and family members by September 30, 2021



Dennis Guikema, Principal

September 15, 2021



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Sankofa United
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Carmen Valezquez
Vice Chairperson:	Marin Moran
Secretary:	Nicci Abrams

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Dennis Guikema	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Erika Macklin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Mary Grace McGhee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Peter Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Traci Grizzle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Carmen Velazquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Valerie Manchester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Dana Garrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Marin Moran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Nicci Abrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Every 3rd Wed of each month at 6:00 PM
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members