

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahyoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Sankofa Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, 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 SPSA 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 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century After School Programs
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Sankofa Academy.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Sankofa Academy
CDS Code: 1612590110254
Principal: Monique Brinson
Date of this revision: 5/16/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact: Monique Brinson
Address: 581 61st Street
Oakland, CA 94609

Position: Principal
Telephone: 510-654-7787
monique.brinson@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Sankofa Academy

Site Number: 191

- | | |
|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant |
| | <input checked="" type="checkbox"/> 21st Century |

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/16/2016

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

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|---|--|--|
| <input type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|---|--|--|

Signatures:

<u>Monique F. Brinson</u> Print name of School Principal	<u></u> Signature	<u>5/20/16</u> Date
<u>Kristin A. Smith</u> Print name of SSC Chairperson/Vice chairperson	<u></u> Signature	<u>5/20/16</u> Date
<u>Wesley Jacques</u> Print name of Network Superintendent	<u></u> Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u></u> Signature	<u>5-26-16</u> Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: Sankofa Academy

Site Number: 191

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/9/2016	SSC	Reviewed Sankofa/191 OUSD 2016-2017 Budget Development Budget Allocation Worksheet Comparison, Sankofa SSC Teacher Voice Survey, Sankofa Budget Development Survey Overview and Graph, SPSA 2014-2015
4/20/16 & 4/27/16	Faculty/Staff	Title 1 and SPSA review, discussion, and work-time to submit feedback from Faculty/Staff
4/24/2016	SSC	Title 1 Priorities voted on and approved, as well as SPSA Priorities reviewed and discussed
4/30/2016	Community Outreach	Received feedback and input about school needs and priorities
5/10/2016	SSC	SPSA (Draft) available for input and discussion
5/16/2016	SSC	Review, discussion, vote, and approval of SPSA (Final)

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$58,767.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$162,267.29	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$127,794.39	TBD
TOTAL:	\$348,828.68	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$65,340.99	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,674.95	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$72,096.18	TBD
TOTAL:	\$139,112.12	\$0.00

ABOUT THIS SCHOOL

School Description

Sankofa Academy is a Pre-K-8 school. In 2012-2013 school year Sankofa Academy began its Middle School expansion. Sankofa also provides a Transitional Kindergarten Program (TK) and a Program for Exceptional Children (PEC) for students in grades Pre-K-5. Our school's Guiding Principles:

1. 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. 2. 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. 3. 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 intervention/acceleration for students who need extra help. Our aim is through modeling from staff, teachers, parents and families that our scholars become strong critical thinkers and positive leaders in our local and global communities.

History:

-Sankofa Academy opened during the 2004-05 school year (Planning Year 2004-2005, School Opening 2005-2006). 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 Pre-K-8. On December 14, 2012 the OUSD Board of Education unanimously voted to expand Sankofa to a Pre-K-8.

Theory of Action: In the spirit of high expectations for all students at Sankofa Academy we are fully committed to the five foundational practices: 1. Personalization: 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. 2. 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. 3. Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services are clear and monitored. Services are coordinated effectively. 4. 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. 5. Teaching and Learning: Continuity of structure, skill-based instruction, culturally responsive curriculum, rigor and care.

School Mission and 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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Rigorous Common Core Instruction
Major Improvement Priority #2:	Positive School Culture & Student/Family Engagement
Major Improvement Priority #3:	Personalized Learning & Continuous Acceleration

MAJOR IMPROVEMENT PRIORITY #1: Rigorous Common Core Instruction

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
EL Reclassification: 15.4% of English Learners were reclassified as fluent English proficient in 2014-2015	Only 10.6% of elementary students met or exceeded standards on the SBAC ELA and only 8.7% Middle School students
2014-2015: SRI Middle School students 25% proficient/advance (6th-8th) outperformed elementary students 21% proficient/advance proficient. 2015-2016: SRI Mid-year 20.5% all grades tested grew from 10.2% SRI Fall. Only 2.4% points from 2014-2015 SRI Spring.	Only 2.7% of elementary students met or exceeded standards on the SBAC Math and only 7.2% of Middle School students
2015-2016: On Fountas & Pinnell (F&P) 24.3% were Above Benchmark and 14.1% were At Benchmark in Elementary and Middle school	Only 21% of elementary students performed proficient or advanced proficient on the SRI and only 25% of Middle School students

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Needed Improvements: Additional Instructional Time - focused on increased student achievement outcomes

Targeted professional development and growth for teachers and teacher support staff

Targeted acceleration strategies - for all students with specific emphasis on those students furthest from academic success

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Our instructional practices needs to be more rigorous and aligned to Common Core Standards and grade-level expectations. Observation/Feedback from Instructional Leadership Team (ILT), In-House Learning Walks, District Staff Walk-Throughs/Extended Visits, and formal Teacher Growth and Development Observations show although teachers are using Objectives and Agendas/Schedules instruction is not rigorous enough to met grade-level mastery, expectations, and demands. Teachers have improved in implementing Reader's Workshop. However, the quality of implementation varies at grade levels and classrooms. Current Math instruction does not follow OUSD curricula outlined scope and sequence, adopted textbooks, and Common Core Standards in most grade levels. Improved lesson planning and design needs to occur in both Literacy and Math instruction in the Elementary and Middle School programs. Improved lesson planning and design, and instruction in Science needs to occur in Middle School.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase 10 percentance points of 2nd through 8th graders who are reading at or above grade level, as measured by SRI. All students who are not proficient will grow at least one level.	SRI	All Students	16%	30%	40%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Elementary program growth goal 20% from 10.6%; African-American students will grow 15%. Middle School growth goal 15% from 8.7%.	SBAC ELA	All Students	10.6%/MS 8.7%	20%	20%/MS 15%	2: Students are proficient in state academic standards.
Academic	Elementary program growth goal 10% from 2.7%; African-American students will grow 10%. Middle School growth goal 15% from 7.2%; African African MS students will grow 15%.	SBAC Math	All Students	2.7%/MS 7.2%	10%/MS 15%	15%/MS 20%	2: Students are proficient in state academic standards.

Academic	Elementary program growth goal 30% from 21.3%; African-American students will grow 30%. Middle School growth goal 30% from 25%; African-American students will grow 30%.	SRI	All Students	21%	30%	35%	3: Students are reading at or above grade level.
Academic	Increase 10 percentage points of 3rd through 8th graders who are performing math at or above grade level, as measured by SMI. All students who are not proficient will grow at least one level.	SMI	All Students	N/A	20%	30%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1	
Major Improvement Strategy for this priority:	<i>Rigorous Common Core/NGSS Tasks: Teachers design or implement Depth of Knowledge (DOK) 2-4 tasks that require students to use academic language, academic discussion, to read complex text, write with evidence, and discuss across curriculum (math tasks require procedural, conceptual, and applicational understanding). Standards-Driven Planning: Teachers use CC/NGSS standards to backward plan instructional units, assessments and lesson plans.</i>

KEY PRACTICES FOR PRIORITY #1		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will design Common Core lessons and plan tasks that will elevate 'depth of knowledge' in ELA. ELA shifts in writing and speaking, with evidence, informational and complex texts will be taught and facilitated.	TSA (CCTL) to facilitate and monitor quality of ELA structures and strengthen Intervention/Acceleration PLC every six to eight weeks	Enhance school-wide structures to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons.
Common Core objectives and standards with emphasis on students' use of Academic Language, Academic Discussion, and content vocabulary in speaking and writing throughout the day	Purchase books other than textbooks, materials, supplies, equipment, and transportation/admission fees for field trips to expose students to rich use of academic language and discourse to build and expand core content knowledge	Implement reading intervention across grades K-5 to address foundational skills and consistently using a systematic approach to address student needs and misconceptions about content

Develop Academic Language and Academic Discussion instruction with a Science (STEAM) focus	Provide opportunities to train teachers to teach Science curricula and to share effective STEAM teaching strategies during PLCs and PDs. A series of PLCs/PDs will address teacher's needs during Fall, Winter, and Spring semesters aligned with yearly cycle of inquiry monthly goals and content focus.	Identify and purchase technology-based resources to support specific focus on Literacy
Develop Academic Language and Academic Discussion instruction with a social studies focus	Provide opportunities for teachers to collaborate and plan to address social studies curricula and content at their grade level during PLC and/or Grade-Level Meeting.	Implement Literacy focus area of Independent Reading and Conventions in After School Program
Build and sustain informational writing during Science instruction	Principal, TSAs, and/or ILT Members use Weekly/Monthly observation 'Look Fors' checklist and will provide feedback (oral and/or written)	Explore how GATE/Advance students will integrate reading and writing in project-based learning
All teachers are able to administer F&P and are teaching all elements of Balance Approach to Literacy (BAL)	Principal and TSAs will closely monitor small group/s during Reader's Workshop to ensure teachers become proficient in Guided Reading, 1 to 1 Conferencing, as assessment student progress using F&P, SRI, and other assessment tools	Review literacy practices in forums such as PLCs and/or a collaborative website
Teachers will teach Common Core identified math curricula. Math rigor will be a balance between procedural, conceptual, and application of content and sub-content skills taught.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. CCTL TSA will lead math PDs on-site. District PDs will provide support to teachers who need additional training in math.	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis. Teachers/Staff will have regular opportunities to look at student work together.
All Elementary Teachers will implement developmentally appropriate 'Workshop Model' in Reading, Writing, and Math that contains the following: Mini-lesson, independent or small group practice, share out, and regular use of informal and formal assessments. Teachers may incorporate cooperative learning and student centered learning opportunities to promote mastery of grade-level academic and social/emotional skills.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in ELA	Purchase supplemental material aligned to Common Core standards to support Literacy and Math across the curricular areas
EEIP Teacher will teach Science and provide a STEM Common Core focus in Elementary Classrooms	EEIP Science/Science TSA will provide teachers with professional learning opportunities to deepen and refine their skills in teaching Science content	Foss kits and identified curricula will be utilized to support Science and hands-on learning opportunities/experiences
Elementary Teachers will send home instructional learning packets (ILPs) for parent/families to partner with school in 360 degree learning	Leadership will provide and purchase materials to create instructional learning packets	ILP will be available in classrooms and can be accessed in the Extended Day program

All Teachers will work with parents/families to host three Academic Enrichment Workshops (AEW) in the Fall, Winter, and Spring each academic year to support 360 degree learning	Leadership will provide time in the calendar to promote AEW at each grade level, to support Family Engagement and understanding Common Core Standards and grade level content expectations and mastery. Leadership will send a least one representative to each meeting to answer questions and demonstrate support and commitment to 360 degree learning approach.	Organize three workshops with the following subject focuses: 1. Literacy/ELA, 2. Math/STEAM 3. Testing. Community will develop and support publicizing homework support and homework hotline.
Teachers will implement developmentally appropriate 'Workshop Model' in Reading, Writing, and Math that contains the following: Mini-lesson, independent or small group practice, share out, and regular use of informal and formal assessments. Teachers may incorporate cooperative learning and student centered learning opportunities to promote mastery of grade-level academic and social/emotional skills.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in ELA	Purchase supplemental material aligned to Common Core standards to support Literacy and Math across the curricular areas

MAJOR IMPROVEMENT PRIORITY #2: Positive School Culture & Student/Family Engagement

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Overall Elementary Culture/Climate (28%) stakeholders rated the overall Elementary program as adequate	Chronic Absence (Elementary 32.8%/Middle School 33.3%)
Middle School Culture/Climate (55.4%) students rated program as adequate	Climate/Culture Student Elementary 49%
Culture/Climate Parent (Elementary & Middle School 80.6%) parents/families rated program as good	Climate/Culture Student Middle School 55.4%

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

A school-wide vision needs to be re-tooled to facilitate transformation and excellence in both academic and social domains. The last updated Instructional Focus Plan (Performance Fact) was conducted and agreed upon in 2013. Student voice (5th-8th 2014-2015 school year) in the California Healthy Kids Survey (CHKS) informs the school community that there are in several areas in culture and climate that need greater focus and improvements. Parents/families attend social events more frequently than they attend academic events and student report card conferences. Improvement in Parent/Family engagement is necessary in regards to school culture and climate. Parents/families need to be involved in deeply understanding the school vision, mission, Guiding Principles, and School Rules and Norms. Student attendance is a major hinderance to moving teaching, learning and behavior goals forward. Although the school has an active Attendance Team that meets weekly in conjunction with the Coordination of Service Team (COST), chronic attendance plagues our TK-8 program. A significant portion of Special Day Classes (SDC) K-5th students have high chronic absence rates. Suspensions and illnesses have also affected the Average Daily Attendance rate.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Student transfers from Discipline Hearing Panel (DHP), closed schools, and relocation, need greater attention, care, and District support to aid successful integration into Sankofa community. CHKS Student Data, CHKS Parent/Family Data, and CHKS Staff Data inform our school that improvement in multiple areas are needed to ensure a positive, safe, caring, and high achieving school climate and culture. Classroom Teachers and Staff have difficulty in redirecting and adequately supporting Tier 3 students; training and greater supports are needed to move practice and cohort of students. Student Attendance Review Team and Parent/Family meeting have not made significant impact of decreasing Chronic Attendance. Transportation issues have plagued families that are not in close distance to school. The merger of students from closed schools and larger boundaries have affected the ability for many of our students and families to walk to school. Sankofa Academy students lost "shuttle" bus service due to an end in the service being funded. This has adversely affected the school's overall positive attendance rate.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Improve Overall Attendance: Decrease the percentage by 5% or more the number of negative behavior referrals that result in Teacher-Initiated Suspensions, In School Suspensions, and/or Out of School Suspensions. All Pre-K-8 grade students will attend school regularly to ensure proficient academic and social growth.	Attendance Rate	All Students	94%	96%	98%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Use school-wide PBIS practices to improve school culture and climate, so that students will follow detailed and outlined classroom and school rules	Culture/ Climate: Student	African- American Students	50%	80%	100%	5: Students are engaged in school everyday.

Social/Emotional	Use school-wide Social Emotional Learning (SEL) curricula to improve culture and climate, so that students will have the training, tools, and skills to exhibit positive and safe behaviors	Culture/ Climate: Student	All Students	N/A	60%	80%	5: Students are engaged in school everyday.
Climate & Culture	At least 65% of all 5th, 6th, 7th and 8th grade students will report that they feel a part of the school community and not left out on California Healthy Kids Survey (CHKS)	Culture/ Climate: Student	All Students	75%	75%	85%	5: Students are engaged in school everyday.
Climate & Culture	At least 35% of parents/families will participate in completing the California Healthy Kids Survey (CHKS). Sub-goals: 1. Build a sense of community of ownership and pride. 2. Increase sense of safety and a desire to attend school.	Culture/ Climate: Parent	All Students	37%	50%	50%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	<i>Develop school-wide practices that build, maintain, and sustain a safe and caring school culture and climate. Create school-wide practices that cultivate excellence and rigor to facilitate active and compelling engagement. All members of the school community need to participate in the vision and mission of Sankofa Academy. Improve Average Daily Attendance to at least 95% and interrupt Chronic Absenteeism by creating safe, caring, and compelling classrooms that actively engage students. Create systems and tools to proactively support a school culture that uses preventive and early intervention strategies and techniques. For example, Student Attendance Review Team (SART) members will attend weekly Coordination of Support Team meetings and Family Director/Liaison will work directly with parents/families struggling with attendance. Additionally, students will be recognized for excellent or most improved attendance publicly.</i>
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KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Building Relationship with Students and Community: Teachers and Staff will lead daily circles. K/1st-8th Teachers will participate in Daily Whole-School Morning Community Circle. Pre-K, Transitional Kindergarten, Kindergarten, and Special Day Classes/K-2nd will have Morning Circle in their respective classrooms.	Evidence of Shared Vision: Principal continually shares measurable progress toward the school's vision and goals. Leadership will create a time and space for morning circle, community meetings and support the implementation of Caring School Community (CSC).	Classroom/school rituals and norms reflect diverse cultural perspectives. Daily Morning Circles, PDs focused on social emotional curricula/strategies, and students and teachers/staff will take ownership of leading their class/community meeting structures.

Teachers will use school-wide social/emotional curricula to teach and support Social Emotional Learning/SEL skills daily	Majority of teachers/staff/Community Partners agree that our school leadership speaks with one voice and leadership is distributive	School personnel treat all people equally well, regardless of their cultural, ethnic, linguistic or gender diversity
Teachers/Staff will use and reinforce school-wide Positive Behavior Intervention and Support/PBIS strategies and techniques, PBIS lesson plans, matrices, flow charts, cafeteria expectations and school-wide routines to build and safe and caring classroom, as well as school. Teachers/Staff will identify and explain the behavior/s outlined in the PBIS Behavior Matrix that needs to be highlighted as a teaching point.	Leadership will provide PDs and lesson plans on PBIS to teachers and staff. Principal will reinforce school-wide routines when with students.	Monthly school-wide events (Back-to-School Night, Family Literacy Night (2), Math Night, and Science Night, Achievement Assemblies) and Sankofa Community Meetings; TK-2nd, 3rd-5th, and 6th-8th will honor a range of cultural experiences and social and academic achievements. PBIS informational sheet will be given to parents with school orientation information to allow parents to learn about PBIS at the beginning of the school year. PTO will implement a mechanism for electing parent representative to PBIS team for buy-in.
Teachers will support students to use PBIS and social/emotional curricula to problem solve and resolve peer-to-peer conflict peacefully	Norms are stated at the start of a meeting, assembly, Morning/Afternoon Community Circle, Parent/Family Meeting	Assemblies will be used to educate and expand student thinking and perspectives
Teachers will use progressive discipline, including positive reinforcement, warnings, and 'Buddy Classroom' system to deal with Tier 1 behaviors	Continual review and refresher PDs on using PBIS, as well as recognizing and dealing with Tier 1 behaviors	Positive Behavior Intervention and Support (PBIS) will meet bi-weekly with ILT to build and sustain school rules, norms, and behaviors
Teacher will document and use the Universal Referral Form/URF to cite negative behaviors by completely filling out the form to inform other stakeholders	Protocols are followed for parent/teacher conversations (Student Attendance Review Team/SART, Student Study Team/SST, Individual Education Plan/IEP meeting/s, Parent Report Card Conferences). PDs will be provided for all staff on their roll in the PBIS process.	Coordination of Support Team (COST) will meet weekly to address students' social and emotional needs and/or concerns. All staff will respond using PBIS coordinated behaviors.
Teachers will create cross-age/inter-age 'Buddy' opportunities	Supplies will be provided to support the teaching and learning environment	Public ceremonies to recognize students for academic and social growth after testing period and/or report card cycle
Teachers will take daily attendance accurately upon arriving in the classroom following Morning Circle	Equipment will be provided to support the teaching and learning environment	Classroom "expositions" of student work will be held for parents/families and school community
Teachers and/or Attendance Clerk will contact family of absent student daily	Instructional supplies will be provided to support the teaching and learning environment	Lincoln Child Center will provide social and emotional support for students with the greatest Tier 2 and Tier 3 needs
Members of the Attendance Team will call "At Risk" students to improve their attendance. Additional support and attention will be given to Homeless and Foster Youth and their families.	Workshops and training will be provide for parent/families	Extended Day provides a 'seamless' high quality program that has strong enrichment activities, tutorials, and mentoring

Teachers will conference with student and/or families that have attendance challenges.	Provide social, emotional, and behavior management program/s to work with Tier 1, Tier 2, and Tier 3 students	Family Director/Liasion works in tandem with parent/family and teacher to build and sustain positive relationships in classrooms and school
Teachers will target Chronically Absent students and develop an attendance action plan with the assistance of the Attendance Clerk and/or members of the Attendance Team. The Attendance Team tracks and maintains Student Attendance Review Team (SART) and supports the Student Attendance Review Board (SARB) process. Additional support and attention will be given to Homeless and Foster Youth and their families.	Principal and Family Director/Liaison will host regular SART meetings once a month. Additional support and attention will be given to Homeless and Foster Youth and their families.	Oakland Public Education Fund (OPEF) will support student and families to ensure academic and social success. Other Community Partners will help in positive attendance initiatives to promote improved attendance goals. Additional support and attention will be given to Homeless and Foster Youth and their families.
Teachers will create an environment that is engaging, organized, and contains learning centers	Principal will work with District to provide Parent/Family workshops to help curb chronic attendance and use Parent/Family workshops to highlight the importance of consistent attendance	Attendance Team will meet regularly to review attendance data and monitor progress of "At Risk" students
Teaching Principles- Incorporate community partners, guest speakers, and presenters at Morning Circle, Assemblies, and Community Meetings	Attendance Team will use weekly/monthly data to decrease Chronic Attendance and to engage parent/families. Leadership will encourage speakers/guests to share their stories and engage student and families.	The school community will support Morning Circle by being on-time and actively encouraging parent/family, student, and staff/teacher participation and supporting of Morning Circle activities. Engage TK-8th about the importance of coming to school, on-time, and in uniform.
Teachers/Staff will select students to be recognized and highlighted for meeting and exceeding attendance goals	Principal will formally recognize and celebrate students with 'Perfect Attendance' and 'Greatest Improvement' publicly	Attendance Team will develop attendance support plans for chronically absent/tardy students
Monthly workshops for Teachers/Staff and bi-monthly workshops for parent/families in better understanding and using PBIS and CSC methods	Use Positive Behavior Intervention and Support (PBIS) and Caring School Community (CSC) in tandem to provide workshops about methods and use to build and sustain a caring, safe, and engaging culture	Extended Day Program will create and environment that is compelling, organized, and safe

MAJOR IMPROVEMENT PRIORITY #3: Personalized Learning & Continuous Acceleration

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Math Benchmark (K-5th) advance proficient and proficient Midyear 42.8% grew from Fall 38.7%	SBAC ELA Elementary 10.6%/ELA Middle School 8.7%
2nd-8th students have access and use Front Row web-based program for acceleration (5 Teachers Total)	SBAC Math Elementary 2.7% and Math Middle School 7.2%

4th-8th students use Achieve 3000 daily for acceleration and personalization (6 Teachers Total)	SMI Elementary 3.7% and Middle School 5.5%
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ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Our school now has the hardware (Oakland 2020 Computer Lab TK-5, Chromebooks 2nd-8th). However, teachers are not using technology to its full potential. Training and PDs are necessary for Sankofa Academy to become a Blended Learning site. Additionally, the school needs to invest in software and web-based programs to personalize student learning to support acceleration in literacy and math during our Day and Extended Day programs. It is duly noted that there is an increase of teachers using Front Row, Khan Academy, Achieve 3000, and other web-based programs to support and accelerate student learning.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Teachers need to be support in having greater opportunities to plan and work with teaching partners to effectively align web-base platforms and programs and Common Core Standards. Many of our teachers in Upper Elementary and Middle School are under-utilizing technology strategically. All TK-8 need further training in using revelant software and technology to further depth of knowledge of content and overall teaching and learning in their classrooms. Our teaching staff needs training to support students with identified and unidentified learning differences and in teaching English Language Learners (ELL) and how technology may close the gaps in learning and achievement through personalization. Professional Development in Blended Learning has not occurred at our site. Personalization and math support (push-in and pull-out) has not existed at the same level as literacy at our site. Although this year we have a Science TK-5 Prep/TSA a greater STEM focus, support, and alignment is needed.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	All TK-8 grade students will show growth in proficiency in academic and social area due to personalization and continous acceleration. Elementary program growth goal 10% from 2.7%; African-American students will grow 10%. Middle School growth goal 15% from 7.2%. African-American students will grow 15%.	SBAC Math	All Students	2.7%/MS 7.2%	10%/MS 15%	10%/MS 15%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Elementary program growth goal 20% from 10.6%; African-American students will grow 15%. Middle School growth goal 15% from 8.7%.	SBAC ELA	All Students	10.6%/MS 8.7%	20%/MS 10%	20%/MS 15%	2: Students are proficient in state academic standards.

Academic	Elementary program growth goal 10% from 3.7%; African-American students will grow 15%. Middle School growth goal 15% from 5.5%.	SMI	All Students	N/A	10%/MS 10%	15%/MS 15%	2: Students are proficient in state academic standards.
Academic	Elementary program growth goal 30% from 21.3%; African-American students will grow 30%. Middle School growth goal 30% from 25%; African-American 30%.	SRI	All Students	21%	30% K-8	30% K-8	2: Students are proficient in state academic standards.
Academic	Elementary program growth goal 50% from 42.8%. Middle School growth goal 10% from 1%.	Math C-EOU	All Students	TBD	35% K-8	40% K-8	2: Students are proficient in state academic standards.
Academic	Third grade (2015-2016 Fall- 12% mastery and Mid-year 36% mastery) and Fourth grade (2015-2016 Fall- 5% mastery and Mid-year 15% mastery) on Science SIRA End-of-Unit Assessment.	SIRA	All Students	TBD	30% (3rd-4th)	40% (3rd-4th)	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3	
Major Improvement Strategy for this priority:	<p><i>All TK-8 need further training in using relevant software and technology to further depth of knowledge of content and overall teaching and learning in their classrooms. Blended Learning Teacher Leader and selected District personnel will provide systematic support to build the Teaching Teams core knowledge and expertise at the grade level they teach. Support will also be given to Extended Day Staff/Instructors. Implement Common Core Standards using key elements of Balance Literacy, specifically Reading Workshop: Guided Reading, Shared Reading, Mini-lessons, Independent Reading and Writing Workshop. For Math use Common Core Standards, identified grade-level curricula and instruction, Achievement-level Math groups, Math Acceleration and Intervention. Also, including improved usage of technology and software, to incorporate strategies to address the needs of low-performing students and ELLs. Improved and specific Professional Development to meet the needs of our teachers to improve instruction and curriculum design, as well as planning.</i></p>

KEY PRACTICES FOR PRIORITY #3		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will teach Common Core identified math curricula and share effective STEM teaching strategies with their Grade Level Partners, while creating personalized Blended Learning experiences	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in math with District support	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work

Teachers will teach Common Core identified math curricula and share effective STEM teaching strategies with their Grade Level Partners to address the needs of ELL students using Blended Learning techniques	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in math with District support	Bi-weekly/Monthly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work
Personalized learning will be use to accelerate and challenge GATE students. Teachers will modify Common Core identified math curricula and share effective STEM teaching strategies with their Grade Level Partners to address the needs unique needs of GATE students	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in math with District support	Bi-weekly/Monthly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work
Grade level team will plan, design, and observe each others practice	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills to support grade level planning and design during PLCs and PDs	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis
Extended Day Instructors/Teachers will teach Common Core identified math curricula	Extended Day Director, Principal, and ILT/ED Staff will provide professional learning opportunities to deepen and refine staff skill; Extended Learning Team with provide PD in math	Bi-weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to lesson design and data analysis
TK-8 Classroom Teachers/TSAs will use Blended Learning strategies to personalize and accelerate students' achievement	Blended Learning Teacher Leader will provide PD and PLC opportunities to incorporate use of technology to support personalized learning experiences embedded in Common Core standards	Blended Learning Teacher Leader will push-in classrooms and pull-out students/classrooms to facilitate personalization and promote continous acceleration
Common Core ELA and math grade level instruction, and Blended Learning used in classroom will be identified and explained to parent/family	Teacher Leaders, ILT and Community Partners, as well as District Staff will provide Parent/Family Workshops	Monthly Parent/Family Workshops will facilitate understanding of Common Core and elements of Blended Learning
Use Common Core ELA objectives and standards to plan and teach with emphasis on students' use of Academic Language and content vocabulary in reading, speaking and writing throughout the day	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in ELA/BAL	Enhance school-wide structures to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum
TK-2nd Grade Teachers will visit the Computer Lab once per week and use math and/or ELA software to enhance learning and computer familiarity	Leadership will provide PDs on technology and technology intergration	School will commit to purchasing needed hardware and software/licenses for web-based or site programs.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$72,096.18	21st Century	After School Partnership with BACR	Extended Day provides a 'seamless' high quality program that has strong enrichment activities, tutorials, and mentoring	A1.6: After School Programs	4399	n/a	n/a	n/a	191-1	191
\$127,794.39	After School Education & Safety (ASES)	After School Partnership with BACR	Implement Literacy focus area of Independent Reading and Conventions in After School Program	A1.6: After School Programs	5825	n/a	n/a	n/a	191-2	191
\$15,567.00	General Purpose Discretionary	Material used to support classroom practice/teaching and learning	Common Core objectives and standards with emphasis on students' use of Academic Language, Academic Discussion, and content vocabulary in speaking and writing throughout the day	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	191-3	191
\$4,200.00	General Purpose Discretionary	Replace old and damaged hardware, common e-readers for TK classroom	Purchase supplemental material aligned to Common Core standards to support Literacy and Math across the curricular areas	A2.1: Implementation of CCSS & NGSS	4420	n/a	n/a	n/a	191-4	191
\$10,000.00	General Purpose Discretionary	Support Schoolwide clerical needs	All Elementary Teachers will implement developmentally appropriate 'Workshop Model' in Reading, Writing, and Math that contains the following: Mini-lesson, independent or small group practice, share out, and regular use of informal and formal assessments. Teachers may incorporate cooperative learning and student centered learning opportunities to promote mastery of grade-level academic and social/emotional skills.	A5.3: School Facilities	5610	n/a	n/a	n/a	191-5	191
\$14,000.00	General Purpose Discretionary	Blended Learning licenses	TK-8 Classroom Teachers/TSAs will use Blended Learning strategies to personalize and accelerate students' achievement	A3.1: Blended Learning	5825	n/a	n/a	n/a	191-6	191
\$15,000.00	General Purpose Discretionary	Contract-Reading Partners	Implement reading intervention across grades K-5 to address foundational skills and consistently using a systematic approach to address student needs and misconceptions about content	A3.2: Reading Intervention	5846	n/a	n/a	n/a	191-7	191
\$115,614.96	LCFF Supplemental	Assistant Principal	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. CCTL TSA will lead math PDs on-site. District PDs will provide support to teachers who need additional training in math.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	ASSISTANT PRINCIPAL ELEMENTARY	10APRE9999	1	191-8	191
\$5,141.11	LCFF Supplemental	Supplement funding for TSA	TSA (CCTL) to facilitate and monitor quality of ELA structures and strengthen Intervention/Acceleration PLC every six to eight weeks	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.06	191-9	191
\$23,134.99	LCFF Supplemental	Supplement funding for TSA	Principal and TSAs will closely monitor small group/s during Reader's Workshop to ensure teachers become proficient in Guided Reading, 1 to 1 Confering, as assessment student progress using F&P, SRI, and other assessment tools	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.27	191-10	191
\$675.98	LCFF Supplemental	Supplement funding for TSA	Blended Learning Teacher Leader will provide PD and PLC opportunities to incorporate use of technology to support personalized learning experiences embedded in Common Core standards	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0073	0.01	191-11	191
\$16,751.99	LCFF Supplemental	Supplement funding for Science TSA	Develop Academic Language and Academic Discussion instruction with a Science (STEAM) focus	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0168	0.3	191-12	191
\$948.26	LCFF Supplemental	Supplies	Purchase books other than textbooks, materials, supplies, equipment, and transportation/admission fees for field trips to expose students to rich use of academic language and discourse to build and expand core content knowledge	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	191-13	191
\$41,128.87	Measure G (School Libraries)	Supplement funding for TSA	Principal and TSAs will closely monitor small group/s during Reader's Workshop to ensure teachers become proficient in Guided Reading, 1 to 1 Confering, as assessment student progress using F&P, SRI, and other assessment tools	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.48	191-14	191
\$871.13	Measure G (School Libraries)	To facilitate blended learning	Common Core ELA and math grade level instruction, and Blended Learning used in classroom will be identified and explained to parent/family	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	191-15	191

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$28,276.10	Measure G (TGDS)	Supplement funding for TSA	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. CCTL TSA will lead math PDs on-site. District PDs will provide support to teachers who need additional training in math.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.33	191-16	191
\$613.90	Measure G (TGDS)	Materials	Purchase books other than textbooks, materials, supplies, equipment, and transportation/admission fees for field trips to expose students to rich use of academic language and discourse to build and expand core content knowledge	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	191-17	191
\$34,274.06	Program Investment	Supplement funding for TSA	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. CCTL TSA will lead math PDs on-site. District PDs will provide support to teachers who need additional training in math.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.4	191-18	191
\$4,900.00	Program Investment	Substitutes	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills to support grade level planning and design during PLCs and PDs	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	191-19	191
\$86.09	Program Investment	Materials	Purchase books other than textbooks, materials, supplies, equipment, and transportation/admission fees for field trips to expose students to rich use of academic language and discourse to build and expand core content knowledge	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	191-20	191
\$34,274.06	Title I Basic	Supplement funding for TSA	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. CCTL TSA will lead math PDs on-site. District PDs will provide support to teachers who need additional training in math.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.4	191-21	191
\$17,137.03	Title I Basic	Supplement funding for ScienceTSA	EEIP Science/Science TSA will provide teachers with professional learning opportunities to deepen and refine their skills in teaching Science content	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.2	191-22	191
\$8,588.91	Title I Basic	Surplus	Purchase books other than textbooks, materials, supplies, equipment, and transportation/admission fees for field trips to expose students to rich use of academic language and discourse to build and expand core content knowledge	A2.1: Implementation of CCSS & NGSS	4399	n/a	n/a	n/a	191-23	191
\$5,340.99	Title I Basic	Contract with Reading Partners	Implement reading intervention across grades K-5 to address foundational skills and consistently using a systematic approach to address student needs and misconceptions about content	A3.2: Reading Intervention	5825	n/a	n/a	n/a	191-24	191
\$500.00	Title I Parent Participation	Materials	All Teachers will work with parents/families to host three Academic Enrichment Workshops (AEW) in the Fall, Winter, and Spring each academic year to support 360 degree learning	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	191-25	191
\$674.95	Title I Parent Participation	Materials	All Teachers will work with parents/families to host three Academic Enrichment Workshops (AEW) in the Fall, Winter, and Spring each academic year to support 360 degree learning	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	191-26	191
\$500.00	Title I Parent Participation	Contract for parent engagement training	Workshops and training will be provide for parent/families	A6.5: Academic Parent-Teacher Communication & Workshops	5825	n/a	n/a	n/a	191-27	191

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 2015-2016 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 Common Core standards-based instruction in literacy, and at least 1 hour of Common Core 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.

Parent Responsibilities –

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*

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the Common Core and 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 every 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*

Teacher/Parent/Student Signature

School Site Council Membership Roster – Elementary

School Name: Sankofa Academy/191

School Year: 2015-2016

Chairperson: <u>Michael Williams</u>	Vice Chairperson: <u>Kristin Smith</u>
Secretary: <u>Valencia Burton</u>	*LCAP Parent Advisory Nominee: <u>Kristin Smith</u>
*LCAP EL Parent Advisory Nominee: <u>N/A</u>	*LCAP Student Nominee: <u>TBD</u>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<u>Monique Brinson</u>	✓			
<u>Kyoko Utsumi</u>		✓		
<u>Marisa Mills</u>		✓		
<u>Michael Williams</u>		✓		
<u>Pastor Rickey Richard-Walker</u>			✓	
<u>Kristin Smith</u>				✓
<u>Valencia Burton</u>				✓
<u>Germaine Brown</u>				✓
<u>Shawn Acree</u>				✓
<u>Dagiyah Shabazz</u>				✓

Meeting Schedule (day/month/time)	<u>Tuesday (2nd) / Monthly / 3:30-5:00</u>
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal ✓
 3-Classroom Teachers ✓
 1-Other Staff ✓
And
 5-Parent /Community ✓

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.

Sankofa Academy Parent 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 Regional 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 PTO/FTO
 - 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 Common Core, State of California's academic content standards
 - The Common Core, State of California's student academic achievement standards
 - The Common Core 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. Accessibility

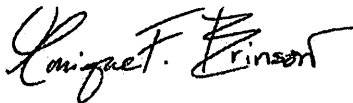
Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- Information is sent home in newsletters and flyers, in family-friendly language
- Information is presented orally at Morning Community Circle, Community Meeting, and monthly family events
- Translated information is available to families who require it
- Environment will be inclusive and accommodating to diverse physical and cognitive needs of family members
- All staff participate in regular professional development workshops on working with families
- All teachers participate in training on the Home Visit Program

Part 5. 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 Parental Involvement Policy will be in effect during the **2015-2016** school year.

This policy was adopted by the Sankofa Academy School Site Council on May 21, 2015 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 10, 2015. It will be made available to the local community on or before November 10, 2015. 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.



05/21/15

(Principal's signature)

(Date)