

Board Office Use: Legislative File Info.	
File ID Number	24-1828
Introduction Date	8/14/24
Enactment Number	24-1472
Enactment Date	8/14/2024 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge.

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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Oakland Academy of Knowledge **Site Number:** 169

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 5/17/2024

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:

Nikki Williams
Principal

Leslye Salinas
SSC Chairperson

Monica Thomas
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning

- Announcement at a public meeting

Nikki Williams
Signature

Leslye Salinas
Signature

Monica Thomas
Signature

Lisa Spielman
Signature


Benjamin Davis 8/15/2024
President, Board of Education


Kyla Johnson Trammell 8/15/2024
Secretary, Board of Education

5/20/2024

Date

5/20/24

Date

5/20/24

Date

5/20/24

Date

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: Oakland Academy of Knowledge **Site Number:** 169

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/24/2024	Families	Wise Wednesday - Reviewed School Plan for Student Achievement priorities
1/24/2024	SSC	SSC Meeting-Reviewed SPSA priorities
2/12/2024	Staff	Staff meeting to review budget priorities
2/27/2024	Instructional Leadership Team	Review SPSA
5/9/2024	SSC	Review and approve final 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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$85,320.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$745,437.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$77,760	LCFF Discretionary (General Purpose Discretionary #0000)	\$12,150
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,160	LCFF Supplemental (LCFF Supplemental #0002)	\$149,175
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$5,400	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$317,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$49,309
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$85,320		\$660,117

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$745,437.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Oakland Academy of Knowledge

School ID: 169

CDS Code: 1612596001713

SSC Approval Date: 5/17/2024

Board Approval Date: 8/14/2024

School Mission and Vision

Our community cultivates resilient, engaged, and self-determined scholars who demonstrate the integrity, hope, knowledge, and skills that support the pursuit of personal achievement, racial social justice, and wellness. Students will confidently master grade-level content and leave our school ready to take on the next steps in their academic journey and their future endeavors. They will know they matter and be empowered to maximize their potential to make changes in our school and world. They will be prepared to disrupt systems of oppression by honoring and celebrating our community's cultures, histories, ancestries, experiences, abilities, and languages. Students, families, and staff will feel joy in knowing they belong to a community where everyone is loved, safe, seen, heard, and understood. We are an inclusive community that welcomes and embraces the diversities of our staff, students, and families. At our school we strive to develop leadership, collaboration, creativity, critical thinking, and problem solving skills. We learn from our experiences, both past and present, and reflect and take ownership for our future actions. Our curriculum is representative of who we are and supports real-world learning with a focus on both racial social justice and mastery of grade-level standards. Our school rituals and traditions elevate and honor learning, growth, and achievements & celebrate our community's cultures & identities.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Multiracial Students, English Learners, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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

Base staffing does not support program, requiring school to utilize allocated funding resulting in a decrease in funds available to implement and extend program.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.4%	44.4%	32.1%	1.4%	2.5%	17.0%	88.8%	21.3%	1.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.6%	7.2%	2.2%	1.1%	0.0%	1.1%	86.6%	4.3%	79.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: All students engage in rigorous academic tasks that support collaborative meaning-making, critical thinking, productive struggle and mastery of grade level standards through teacher feedback and scaffolding.

Identified School Need: Increasing the number of students reading on grade level as measured by iReady

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	42.9%	not available until fall 2024	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	36.0%	not available until fall 2024	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	52.9%	not available until fall 2024	not available until fall 2025	65.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-83.7	not available until fall 2024	not available until fall 2025	-60.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.5%	not available until fall 2024	not available until fall 2025	70.0%

Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-79.8	not available until fall 2024	not available until fall 2025	-55.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	9.7%	not available until fall 2024	not available until fall 2025	30.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.0%	not available until fall 2024	not available until fall 2025	20.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Data-driven tiered instruction that allows students to receive differentiated support aligned to their identified needs to ensure all student groups to meet grade-level standards.
Identified School Need:	Decreasing the number of students with IEPs reading multiple years below grade level.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-127.1	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	African American Students	-102.3	not available until fall 2024	not available until fall 2025	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	not available until fall 2024	not available until fall 2025	40.0
SBAC Math Distance from Standard Met	Special Education Students	-140.7	not available until fall 2024	not available until fall 2025	-125.0
SBAC Math Distance from Standard Met	African American Students	-94.1	not available until fall 2024	not available until fall 2025	-75.0

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	6.8%	not available until fall 2024	not available until fall 2025	10.0
LTEL Reclassification	Long-Term English Learners	25.0%	not available until fall 2024	not available until fall 2025	40.0

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

School Goal: Provide a school environment that empowers students and families to be engaged and educated participants and leaders of their and their student's success and overall well being.

Identified School Need: Increase participation of number families for both educational related and community building based events.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	not available until fall 2024	not available until fall 2025	TBD
Out-of-School Suspensions	All Students	1.6%	not available until fall 2024	not available until fall 2025	0.50%
Out-of-School Suspensions	African American Students	2.0%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	6.1%	not available until fall 2024	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	68.0%	not available until fall 2024	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	72.5%	not available until fall 2024	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Professional learning communities that centers adult learning around both student results and educators' reflections on their biases and their expectations for students, then we will see a culture shift where PLCs improve teacher practice and lead to increased outcomes for students.				
Identified School Need:	Increase teacher and staff retention and advancement				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	70.5%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	College and Career Ready Discourse	<p><i>IReady Reading Growth Overall: Increase 10% of students on Grade Level on Mid Year Diagnostic</i></p> <p><i>Differeintated literacy groups Kinder Letter Id: 93.8% Mastered by January Monthly SIPPS MT Participation % of students on target lesson: Kinder 32.53% by EOY should be 64.5% 1st Grade</i></p> <p><i>Implementation of new math curriculum with integrity: Increase 5% of students on Grade Level on Mid Year Diagnostic Increase of on track pacing allow students to access all module content Ethnic Studies designated and integrated alignment with Language Arts Curriculum and Standards</i></p>

<p>LCAP Goal 2:</p>	<p><i>Target Student Groups</i></p>	<p><i>Focal students allowed us to provide targeted support for identified students.</i></p> <p><i>Students with IEP academic growth in alignment with overall student growth.</i></p> <p><i>Per IReady Overall Reading Growth Non Special Ed 8.6% and Special Ed 7.5%</i></p> <p><i>Identified kinders recieved targeted interventions four days a week after school</i></p> <p><i>Weekly UED provides academic intervention after school program students</i></p> <p><i>Focal students 1-1 tutoring (tier 3 foundational skills)</i></p> <p><i>All students receive small group math intervention once a week</i></p>
<p>LCAP Goal 3:</p>	<p><i>Students and Families</i></p>	<p><i>Monthly Wise Wednesdays events that link family school connection, the focus for each wise wednesday was created by grade level teams with support of our TSAs and looking at data and milestone slide decks. Addtional Wise Wednesdays to support our ELL families, engage around SPSA, support emotional regulation to support the whole child inventory.</i></p> <p><i>Fun Fridays to help build grade level community through teacher group lead activities. One whole school fun friday held.</i></p> <p><i>Latino Family Literacy Project to support our growing spanish speaking newcomer families along with our Latinx families in building reading practices at home. 10 families enrolled and graduated from the first fall cohort. Spring 2024 cohort will be starting February 2024.</i></p> <p><i>Attendance Improvement our overall has decreaseed severe chronic absenteesim and increased our satisfactory student by 4%.</i></p> <p><i>Students in 4th and 5th grade particpated in student council</i></p> <p><i>Students and families facilitated STEM night</i></p> <p><i>Focal families received outreach from teachers</i></p> <p><i>Students are able to support the school through student jobs</i></p>

LCAP Goal 4:	PLC	<p><i>Weekly PLCs with rotating focus between ELA, Math, Ethnic Studies, Science and differentiated instruction</i></p> <p><i>Consistent professional learning around instructional practices aligned to CEA and iready data, foundational skills data, student work analysis, focal student growth, and teacher feedback based on learning needs</i></p> <p><i>Professional development collaboration with district partners</i></p> <p><i>Professional development scope and sequence</i></p> <p><i>News letters provides alignmet</i></p>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>College and Career Ready Discourse</i>	<p><i>Lack of consistency across all classrooms, teacher practice around "less lecture" and more student voice, internalizing curriculum to adapt for best discourse outcome</i></p> <p><i>Teacher absences (lack of substitutes)</i></p> <p><i>Planning time to unpack lessons</i></p>
LCAP Goal 2:	<i>Target Student Groups</i>	<p><i>Students significantly below grade level are not making accelerated progress towards grade level mastery</i></p> <p><i>SPED students are more likely to be below grade level</i></p>
LCAP Goal 3:	<i>Students and Families</i>	<p><i>Chronic absenteeism is high across all student groups. We have been especially challenged to support the chronic absenteeism for the following 3 student groups: English Learners, Multiracial Students, and Special Education Students based on the impact of Pandemic school closures and the OUSD teacher's strike in May 202</i></p> <p><i>Attendance to our site is a struggle for families mainly based on transporation. We have been aiming to refer families to more services like MKV office to receive support with transportation and permanent housing.</i></p> <p><i>Low attendance for family events</i></p> <p><i>Getting information to families</i></p>
LCAP Goal 4:	PLC	<i>Support staff are not receiving weekly PD, inconsistent meetings across grade level PLCs, feedback cycles</i>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Multiracial Students	65.3%	not available until fall 2024	not available until fall 2025	34.7%
Chronic Absenteeism	English Learners	69.1%	not available until fall 2024	not available until fall 2025	62.0%
Chronic Absenteeism	Special Education Students	72.7%	not available until fall 2024	not available until fall 2025	44.0%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Oakland Academy of Knowledge

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Instructions: Please complete any **yellow** cells below to provide information on the implementation of your current year's SPSA thus far.

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.

All students graduate college, career, and community ready (Student Discourse)-We implemented a PD plan focused on increasing student discourse aligned to grade level tasks that allow students to engaged on productive struggle.

Focal student groups demonstrate accelerated growth to close our equity gap (Differentiated Instruction)- All students were assessed and placed in differentiated reading groups. Library time was utilized to provide math intervention for all students. Teacher identified focal students and utilized data to make instructional decisions.

Students and families are welcomed, safe, healthy, and engaged (Empowered and Engaged Families)-Expanded student leadership opportunities were implemented including school jobs, student council and student focus groups. Implemented Wise Wednesdays (staff led family workshops), Fun Fridays (community relationship building events) and The Latino Literacy project to educate and empower families.

Our staff are high quality, stable, and reflective of Oakland's rich diversity (Student Centered Professional Learning Communities)-Weekly PLCs and PL to support and develop staff.

Conditions for Black Students (Ethnic Studies)-Students participated in twice weekly ethnic studies blocks. Teachers participated in MTSS and Ethnic Studies PL.

Conditions for English Language Learners (Targeted Language Development for all Students)-Daily language dives were embedded in the instructional day to ensure all students received both integrated and designated ELD.

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

All students graduate college, career, and community ready
-Increased in amount and quality of student discourse in the classroom
-Provide PL for all teachers on discourse

Focal student groups demonstrate accelerated growth to close our equity gap
-Students passed on average 8 SIPPs mastery tests
-All students received small group math instruction

Students and families are welcomed, safe, healthy, and engaged.
-Students were able to use different academic skills with student jobs and the student store, they were excited and engaged for weekly raffle drawings during trimester 3.
-Students and families saw improvement and celebration via i-Ready growth celebrations and value based recognitions.
-Wise Wednesdays provided families an opportunity to have hands on techniques that support their student at home to grow academically and socially.
-Families feedback has been positive and resources are shared for families who are not able to attend. In particular, we have received feedback from families that the Emotional Regulation workshop and ELL Reclasification Wise Wednesdays were very useful for them.
- Fun Fridays were well attended and families build connections that have led to carpools, playdates and other overall connections
- We have seen SIPPS and i-Ready growth for the 12 students whose family enrolled and completed the Latino Literacy project.

Our staff are high quality, stable, and reflective of Oakland's rich diversity.
-Teachers participated in weekly PLC that provided opportunites for CEA analysis and planning

Conditions for Black Students
-Ethnic studies blocks were designated on all classroom schedules

Conditions for English Language Learners
-Daily language dives were designated on all classroom schedules

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.

No changes were made.

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?
Family engagement supplies and resources	Chronic Absenteeism	Supplies to support family communication, family events, and enrollment/recruitment for new families.	Based on my observation, having purchased supplies to support families has allowed us to engage in community outreach by at 20% more than the previous school year.	Based on this evaluation we will continue to purchase supplies and resources to support family engagement.
.5 Early Literacy TSA	i-Ready Reading at or above Mid-Grade	Supported teachers around literacy by providing professional development, coaching new teachers.	Increased student achievement on early literacy measures by at least 10% Allowed students to participate in differentiated reading groups	Based on this evaluation we will continue with providing teachers support and training.
Classroom Technology (Promethean Boards)	SBAC ELA Distance from Standard Met	Supported student access to online instructional programs and learning Supported small group instruction in the classroom Supported teachers in ensuring all students have access to engaging and interactive learning	Increased access to technology provided enriched learning experiences for students. Every classroom now has a chromebook cart, student headphones, and other technology supplies. 11 classrooms now have Promethean Boards	Based on this evaluation we will continue with expanded student and staff access to technology
Contracted Services to provide buses for student field trips	Student Connectedness to School	Funded buses for all classrooms to take at least one off campus field trip.	Everyone classroom has completed or scheduled a field trip aligned to grade level standards.	Based on this evaluation we will continue to fund field trips for students.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Oakland Academy of Knowledge

SCHOOL ID: 169

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal:

All students engage in rigorous academic tasks that support collaborative meaning-making, critical thinking, productive struggle and mastery of grade level standards through teacher feedback and scaffolding.

Identified Need:

Increasing the number of students reading on grade level as measured by iReady

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers will backwards plan for mastery and make strategic decisions about student tasks to ensure that are rigorous, high-level, collaborative, culturally and community responsive and develops students' critical thinking skills.	All Students	Academic	Tier 1 - Universal
1-2	Teachers will ensure students engage in daily academic tasks that allows them to justifying thinking using evidence from the text and justify their mathematical strategies based on previous knowledge. Students ask clarifying questions to guide conversations and reach understanding	All Students	Academic	Tier 1 - Universal
1-3	Teachers will facilitate student discourse and rigors tasks grounded in complex text or math tasks using strategic questioning and provide specific feedback to students	Special Education Students	Academic	Tier 1 - Universal
1-4	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	African American Students	Academic	Tier 1 - Universal

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: Data-driven tiered instruction that allows students to receive differentiated support aligned to their identified needs to ensure all student groups to meet grade-level standards.

Identified Need: Decreasing the number of students with IEPs reading multiple years below grade level.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers will collect and utilize multiple measures to assess academic and social emotional student progress, including standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data) and SEL measures (Sown to Grow data, Climate surveys, and referrals)	Special Education Students	Behavioral	Tier 1 - Universal
2-2	Teacher will engage in inquiry cycles where they analyze student data, deepen their understanding of grade level standards tier students based on assessment data to ensure that all students receive needed support aligned to their needs in intentional student groups or individually. Teachers will choose five focal students representing each tier per trimester to monitor and reflect on their academic progress grounded in student work samples, recorded or scripted academic discussions, or assessment data to analyze and plan for next steps.	African American Students	Academic	Tier 1 - Universal
2-3	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	All Students	Academic	Tier 1 - Universal
2-4	Teachers will implement data based weekly small group math intervention to ensure all students are able to development grade level procedural fluency, concetual understanding and application skills.	All Students	Academic	Tier 2 - Supplemental

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

School Goal: Provide a school environment that empowers students and families to be engaged and educated participants and leaders of their and their student's success and overall well being.

Identified Need: Increase participation of number families for both educational related and community building based events.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails. Staff will support the communication and involvement of families via newsletters, family conferences, grade level activities and school-wide events and meaningfully engage with families to increase engagement and empowerment of families.	All Students	Academic	Tier 1 - Universal
3-2	Staff will provide the space and guidance for students to set academic and personal goals and families will be invited to celebrations of achievement.	All Students	Academic	Tier 1 - Universal
3-3	Staff will implement consistent PBIS practices and Toolkit SEL tools in all spaces to ensure all students have an empowering, positive and aligned school experience	All Students	Behavioral	Tier 1 - Universal
3-4	Staff will have 3-4 focal families per semester to engage with via conferences, check ins, and progress monitoring to support their engagement and attendance.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Upper grade students have the opportunity to be empowered and engaged to make changes at school in the community through participation in student council, a student led group. Through student led school surveys, all students will have their voices be taken into account. Student Council allows for the development of leadership and community building skills.	Low-Income Students	Behavioral	Tier 1 - Universal

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

School Goal:	Professional learning communities that centers adult learning around both student results and educators' reflections on their biases and their expectations for students, then we will see a culture shift where PLCs improve teacher practice and lead to increased outcomes for students.			
Identified Need:	Increase teacher and staff retention and advancement			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Weekly PLCs with clear outcomes, norms, and goals focused on staff development and student learning and growth..	All Students	Academic	Tier 1 - Universal
4-2	PLC inquiry cycles aligned to school data, staff need, and trimester focus areas (Trimester 1: Science and Math, Trimester 2: Foundational Skills and SEL, and Trimester 3: Ethnic Studies and ELA) that result in improved vertical and horizontal alignment around instruction and climate and culture practices and allow them to reflect on their experiences and biases and collaborate to support all students' wellness and achievement.	African American Students	Academic	Tier 1 - Universal
4-3	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction. Teachers will bring varying types of data to weekly PDs and PLCs to share strengths and analyze places for improvemen and will work with coaches in PLCs to assess student talk to determine next steps.	African American Students	Academic	Tier 1 - Universal
4-4	All staff will participate in monthly professional learning based on trimester focus areas and continued support and development opportunities for them to foster their growth.	African American Students	SEL / Mental Health	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers and Staff will align their Ethnic Studies curriculum and practices around BIPOC history and culture. Students will begin to develop a sense of knowledge of self through projects, lessons, presentations, and performances that will develop throughout the school year. Teachers and staff will provide students with speaking and listening opportunities through student talk and academic discussion that will provide students opportunities to showcase and celebrate their personal experiences, cultural backgrounds, ancestors, and home languages and families will be invited to engage with projects to feel empowered to support their students at home and increase connection and relevance.	African American	Academic	Tier 1 - Universal
5-2	Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music , and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers will implement daily designated ELD, vocabulary, and academic language instruction aligned to common core standards using EL ED language dives and sentence unpacking to support all ELL and ALL students.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers will implement integrated ELD instruction in all content areas aligned to weekly language objectives and teach foundational lessons that foster the conditions for productive academic discussion aligned to language supports for academic discussion including conversation cues/sentence frames and conversation structures/norms.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$1,764	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Math at or above Mid-Grade	Teachers will ensure students engage in daily academic tasks that allows them to justifying thinking using evidence from the text and justify their mathematical strategies based on previous knowledge. Students ask clarifying questions to guide conversations and reach understanding	169-1
TSA Classroom 11Mos	\$10,386	LCFF Discretionary	1119	Certificated Teachers on Special Assignment Salaries	9560	11-Month Classroom Teacher on Special Assignment (TSA)	0.1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Math at or above Mid-Grade	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction. Teachers will bring varying types of data to weekly PDs and PLCs to share strengths and analyze places for improvemen and will work with coaches in PLCs to assess student talk to determine next steps.	169-2
4399 - Unallocated	\$1,417	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	169-3
TSA Classroom 10Mos	\$54,280	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2363	10-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers will implement daily designated ELD, vocabulary, and academic language instruction aligned to common core standards using EL ED language dives and sentence unpacking to support all ELL and ALL students.	169-4
TSA Classroom 11Mos	\$93,478	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9560	11-Month Classroom Teacher on Special Assignment (TSA)	0.9	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Weekly PLCs with clear outcomes, norms, and goals focused on staff development and student learning and growth..	169-5
4310 - Materials and Supplies	\$4,953	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will backwards plan for mastery and make strategic decisions about student tasks to ensure that are rigorous, high-level, collaborative, culturally and community responsive and develops students' critical thinking skills.	169-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Attendance Specialist	\$5,889	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3929	Attendance Specialist	0.1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails. Staff will support the communication and involvement of families via newsletters, family conferences, grade level activities and school-wide events and meaningfully engage with families to increase engagement and empowerment of families.	169-7
TSA Classroom 10Mos	\$66,918	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	8777	10-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-8
4310 - Materials and Supplies	\$2,160	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Staff will provide the space and guidance for students to set academic and personal goals and families will be invited to celebrations of achievement.	169-9

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5826 - Prof-Services Non-Contract	\$5,400	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music , and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-10
5825 - Consultants	\$132,483	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music , and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	169-12
4399 - Unallocated	\$1,737	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	n/a	n/a	169-13
Para Educator	\$54,219	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8188	Para Educator	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music, and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-14

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Counselor	\$81,968	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	8181	Counselor	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Teachers will collect and utilize multiple measures to assess academic and social emotional student progress, including standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data) and SEL measures (Sown to Grow data, Climate surveys, and referrals)	169-15
Program Mgr Community School	\$179,076	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8776	12-Month Community School Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Staff will have 3-4 focal families per semester to engage with via conferences, check ins, and progress monitoring to support their engagement and attendance.	169-16
4310 - Materials and Supplies	\$11,692	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music, and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-17

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$37,617	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	9312	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers and Staff will align their Ethnic Studies curriculum and practices around BIPOC history and culture. Students will begin to develop a sense of knowledge of self through projects, lessons, presentations, and performances that will develop throughout the school year. Teachers and staff will provide students with speaking and listening opportunities through student talk and academic discussion that will provide students opportunities to showcase and celebrate their personal experiences, cultural backgrounds, ancestors, and home languages and families will be invited to engage with projects to feel empowered to support their students at home and increase connection and relevance.	169-18
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music, and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-19

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$74,676	Measure G, Library Support	2205	Classified Support Salaries	9559	Library Technician	1	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will implement data based weekly small group math intervention to ensure all students are able to development grade level procedural fluency, concetual understanding and application skills.	169-20



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

Title I, Part A School Parent and Family Engagement Policy

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

Oakland Academy of Knowledge

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Report card conferences, family workshops, family events

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:

- Monthly SSC meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation

in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

- Monthly SSS meetings

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:

- Newsletters, parent conferences, family events

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:

- Newsletters, event calendars, flyers, Parent Square communications

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:

- Supporting Families with volunteer requirements

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:

- Family workshops

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Monthly SSC meetings

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

- Holding meetings at a time parents can attend and making adjustments based on parent feedback

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

- Reviewing school priorities and student data at SSC meetings

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

- Providing translated documents

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

- Communicating monthly with parents

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:

- Inspiring families to be a part of the decision-making process

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

Adoption

This policy was jointly developed and adopted by Oakland Academy of Knowledge on 8/24/2023 and will be in effect for the period 8/7/2023 through 5/23/2024.

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

Nikki Williams



8/24/2023

Name of Principal

Signature of Principal

Date

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

Oakland Academy of Knowledge

2023-24

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

This School-Parent Compact is in effect for the 2023-24 school year.

School Responsibilities

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

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

Curriculum and instruction is designed to allow students to master grade-level standards. Pre and post assessments are administered to monitor student progress.

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

Parent-teacher conferences happen every trimester and/or as needed.

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

Report cards align to grade level standards and are sent home every trimester.

- 4) Provide parents reasonable access to staff.**

Staff attends parent engagement functions and are available to meet with parents by request.

- 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.**

Parents are encouraged to volunteer and parent communication is sent home in multiple languages.

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

Classroom teachers and the school send home weekly and monthly newsletters that highlight learning goals and activities parents can do with students to ensure academic success.

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

Monthly staff meetings, weekly staff professional learning and professional learning communities, and one on one meetings provide opportunities for professional development on family communication and collaboration best practices.

- 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.**

School utilizes multiple systems to communicate with families including Parent Square, google classroom, seesaw, newsletters, flyers, and calendars with translation available.

Parent Responsibilities

As a parent, 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.
- Ensure student attends school every day
- Contact the school if you require support

This Compact was adopted by Oakland Academy of Knowledge on August 24, 2023 and will be in effect for the period of August 7, 2023 to May 23, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 30, 2023.



Signature of Principal

8/24/2023

Date



OAK ELEMENTARY SCHOOL
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Leslye Salinas
Vice Chairperson:	DeVaughn Glaze
Secretary:	Nikki Williams

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?)
Nikki Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Joy Ghansah*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Savannah Hall*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Meagan Savage*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Leslye Salinas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Jessica Penchos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Toniya Scott-Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
DeVaughn Glaze	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Tunisia Harris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Francisco Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Last Tuesday of the Month-5:30 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.

