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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Sankofa United Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School



### 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Sankofa United Elementary School  
**CDS Code:** 1612590110254  
**Principal:** Dennis Guikema  
**Date of this revision:** 6/9/2021

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

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

<b>Contact:</b> Dennis Guikema	<b>Position:</b> Principal
<b>Address:</b> 581 61st Street Oakland, CA 94609	<b>Telephone:</b> 510-654-7787 <b>Email:</b> dennis.guikema@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 6/9/2021*  
*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Sankofa United Elementary School

**Site Number:** 194

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 6/9/2021

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

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|--|

**Signatures:**

Dennis Guikema <i>Principal</i>	<i>Dennis Guikema</i>	Signature	<u>6/9/2021</u> Date
Carmen Velasquez <i>SSC Chairperson</i>	<i>Carmen Velasquez</i>	Signature	<u>6/9/2021</u> Date
Kathleen Arnold <i>Network Superintendent</i>	<i>Kathleen Arnold</i>	Signature	<u>6/15/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/16/21</u> Date

**2021-22 SPSA ENGAGEMENT TIMELINE**

**School Site:** Sankofa United Elementary School

**Site Number:** 194

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/10/2021	SSC	Data review and input on priorities for 2021-22 SPSA
2/17/2021	Faculty	Data review and input on priorities for 2021-22 SPSA in Professional Development
2/24/2021	ILT	Data review and input on priorities for 2021-22 SPSA
3/10/2021	SSC	Data review and input on priorities for 2021-22 SPSA
4/21/2021	SSC	Data review and input on priorities for 2021-22 SPSA
6/9/2021	SSC	SSC approved SPSA

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

**2021-2022 BUDGET SUMMARY**

**Budget Summary**

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$54,120.00
Total Federal Funds Provided to the School from the LEA for CSI	\$67,200.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$438,127.00

**Federal, State, and Local Funds**

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$49,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$10,440.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,320.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$103,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$3,300.00	TBD	After School Education and Safety Program (ASES #6010)	\$147,667.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$67,200.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$121,320.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$316,807.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$438,127.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
<b>School:</b> Sankofa United Elementary School	<b>School ID:</b> 194	
<b>School Description</b>		
<p>Sankofa United Elementary School opened in the Fall of 2020, blending the communities and legacies of Kaiser Elementary and Sankofa Elementary Schools on the beautiful and spacious campus that was originally Washington Elementary School. A design team of educators and families from both Kaiser and Sankofa captured the strengths of both programs and articulated a mission and vision that is equity centered. Sankofa United builds upon the rich music and arts enrichment at both schools and blends the demographics of the schools into a rich tapestry that is representative of our diverse North Oakland neighborhood. Our staff mirrors this diversity. Sankofa United is a community that honors and celebrates our students' cultures and is a safe space for LGBTQ students, families and staff.</p>		
<b>School Mission and Vision</b>		
<p><b>Mission</b>                      At Sankofa United Elementary School all students engage in a rigorous academic program, enriched with music and art. We meet students where they are and position them to excel. Through the development of social-emotional skills, students learn to be in positive, respectful relationships that celebrate our similarities and our differences. We are creating a learning environment that is welcoming and reflective of all students' and families' abilities, cultures, and identities.</p> <p><b>Vision</b>                      The vision of Sankofa United Elementary School is to nurture well-rounded people who are advocates for themselves and their learning. The Sankofa United community reflects the diversity of Oakland. Our students understand they are connected to and feel responsible for their community, and they know they are part of something bigger than themselves.</p> <p><b>Core Values</b>                      Equity                      Rigor                      Care                      Joy</p>		
1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<i>College/Career Readiness</i>	<ol style="list-style-type: none"> <li>1) Experienced teachers, 80%+ staff retention rate</li> <li>2) Differentiated classroom instruction that provides individualized student supports and access to grade-level standards</li> </ol>	<ol style="list-style-type: none"> <li>1) Commitment to students and families, collaborative staff culture, genuine feedback loops, distributed leadership</li> <li>2) TSA conducts regular data conferences to support teachers to use iReady data to differentiate instruction. Grade-level collaboration and consistent professional development, ILT leadership.</li> </ol>
<i>Focal Student Supports</i>	<ol style="list-style-type: none"> <li>1.) COST team meets weekly and connects students to academic and behavioral health supports.</li> <li>2.) Data driven intervention plan.</li> </ol>	<ol style="list-style-type: none"> <li>1.) CSM, Lincoln Child Center, N2 Behavioral Health Team and principal collaboration; consistency; tracking and communication.</li> <li>2.) TSA coordinates an intervention team that includes our STIP, early literacy tutors, academic mentor, and after school program staff. TSA regularly monitors academic data and communicates with teacher.</li> </ol>
<i>Student/Family Supports</i>	<ol style="list-style-type: none"> <li>1.) CSM</li> <li>2.) Emergening family leadership</li> </ol>	<ol style="list-style-type: none"> <li>1.) CSM collaboates with multiple agencies for various supports for families and students identified via COST and school staff.</li> <li>2.) PTA, SSC, Room Representatives meet regularly to discuss, identify and prioritize the needs of the school community.</li> </ol>
<i>Staff Supports</i>	<ol style="list-style-type: none"> <li>1) Communication</li> <li>2) Strengthened staff relationships (greater cohesion and collaboration)</li> <li>3) Established resources for teachers to access for PD and classroom initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1) Weekly written communication from principal to all staff, CSM communicates with staff via online newsletter, Parent Square, emails. Feedback loop and distributed leadership.</li> <li>2) Facilitated team-building and anti-racist work, time for healing from conflict during 19-20 merger, opportunities for reflection and community building during PD, consistent goal during PD sessions of building staff community and culture in service of students.</li> <li>3) Fund available to teachers for accessing additional resources.</li> </ol>
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>



<i>College/Career Readiness</i>	1) Gaps in grade level standards based instruction 2) Inconsistent and incoherent ELA instruction	1) Formation of a new school (merging 2 staff); a year+ of distance learning 2) No formal, cohesive adopted schoolwide ELA curriculum.
<i>Focal Student Supports</i>	Significant disproportionality of student achievement	Prior to the merge of schools, students experienced significantly different degrees of quality instruction, retention of teachers, etc. Attendance. A year+ of distance learning.
<i>Student/Family Supports</i>	1) Chronic absenteeism rate 28% 2) School is working toward the cultivation of a strong, cohesive sense of community. 3) Inconsistent home-school communication and partnership 4.) Lack of resources and supplies for family education and engagement.	1) Housing insecurity, inadequate resources to meet the needs of all families, lack of connectedness with school 2) Newly merged school in the context of a pandemic has affected the ability to build community, in spite of tremendous efforts by school staff and family leaders 3) Staff need for additional training in cultural sensitivity, some families' distrust of educational institutions, some families' housing insecurity and financial instability, need for leaders to set clear, measurable expectations for staff outreach to families
<i>Staff Supports</i>	School is working toward the cultivation of a strong, cohesive sense of staff community.	Newly merged school in the context of a pandemic has affected the ability to build staff community, in spite of ILT and leadership team's efforts

**1C: 20-21 STUDENT GOALS & TARGETS**

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

**School Goal for May 2024:** By May 2024 90% of students are proficient or above in reading as measured by district and state assessments.

**Instructional Focus Goal:** All students experience success in developing early literacy foundational skills.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	(MidYear: 64%) Spring Target = 80%	90.0%

Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	(MidYear: 40%) Spring Target = 60%	90.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	(MidYear: 55%) Spring Target = 70%	80.0%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Language &amp; Literacy.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	Coming soon	n/a	N/A (new school)
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	Coming soon	80%
IAB ELA at or above Standard	All Students	TBD	21.7%	(BoY iReady 18.9%) EoY 30%	50%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	N/A (new school)
IAB Math at or above Standard	All Students	TBD	40.6%	iReady (BoY 17.9%) EoY 30%	40.0%
CAST (Science) at or above Standard	All Students	TBD	n/a	n/a	TBD
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	iReady Standards Mastery (mid year 19.1%) EoY 25%	35%

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

<b>School Goal for May 2024:</b>		By May 2024 90% of African American students and students with disabilities who are below grade level will make at least 1.5 years growth in one year's time, as measured by scoring proficient on a standards-based assesment			
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-177.9 (Spring 2019)	-150.0	-125.0
SBAC ELA	African-American Students	n/a	n/a	(MoY iReady 4.1%) EoY 15%	25%
ELA, iReady end of year	Students with Disabilities	n/a	n/a	28% at or above grade level	40% at or above grade level
ELA, iReady end of year	African-American Students	n/a	n/a	25.9% at or above grade level	40% at or above grade level
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-187 (Spring 2019)	n/a	tbd
SBAC Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
Math, iReady end of year	Students with Disabilities	#N/A	Please choose a focal student group at left.	20% at or above grade level	35% at or above grade level
Math, iReady end of year	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	8.2% at or above grade level	30% at or above grade level
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	33.3%	0.0%	50.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	n/a

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

**School Goal for May 2024:** Families and students will feel welcomed, safe, healthy and engaged in school learning, which will result in increased connectedness and decreased chronic absence.

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	65.3%	n/a	70.0%
Suspensions	All Students	-2pp	12.8%	n/a	0
Suspensions	African-American Students	-2pp	4.4%	n/a	0
Suspensions	Students with Disabilities	-2pp	8.5%	n/a	0
Chronic Absence	All Students	-2pp	12.0%	29.9%	15.0%
Chronic Absence	African-American Students	-2pp	16.8%	44.1%	20%
UCP Complaints	All Students	n/a	n/a	0	0

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

**School Goal for May 2024:** 85% of staff are retained and report high-quality professional development.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	85% satisfaction
Teacher Retention	All Teachers	n/a	n/a	n/a	85.0%

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

<b>School:</b> Sankofa United Elementary School		<b>SPSA Year Reviewed:</b> 2020-21	<b>SPSA Link:</b> <a href="#">20-21 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2020-21 SCHOOL PLAN (SPSA)</b>			
<b>20-21 Conditions for Student Learning Priority:</b>		<b>Build school wide systems, rooted in shared values, to support positive school wide expectations and to meet the socio emotional needs of all students.</b>	
<b>Theory of Change:</b>	If we build a strong MTSS, rooted in shared values, then we will produce consistent, predictable and successful conditions for student learning.		
<b>Related School Goal:</b>	All students build relationships to feel connected and engaged in learning.		
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
Extensive professional development and model lessons in Caring School Community SEL curriculum. Monthly student celebration assemblies. COST, SSTs, consistent review of attendance and academic data.			
<b>What evidence do you see that your practices are effective?</b>			
Decrease in chronic absence rate, even during the pandemic. Difficult to quantitatively evaluate the impact of SEL curriculum in a distance learning context. High levels of student engagement in student celebrations were observed and Caring School Community lessons were implemented. 35 students were referred for Tier 2 or Tier 3 services via the COST system.			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
Professional Development: Robust beginning of the year training about MTSS followed by regular sessions. In 21-22, teachers will fully implement Caring School Community in all classrooms, and leaders will use office referral and other student behavior data to evaluate the impact of the curriculum implementation. Structured recess activities and high-quality supervision will be implemented in 21-22. PE, Visual Art, Garden, and Music enrichments provided to all students. These enrichments will support school connectedness and result in improved student attendance. New position, Student Support Specialist, will implement structured recess activities, and support PBIS implementation and school climate initiatives.			
<b>20-21 Standards-Based Instruction Priority:</b>		<b>Focus on standards-based curriculum across the school.</b>	
<b>Theory of Change:</b>	If we implement a strong standards-based curriculum that includes a clear and consistent curricular scope and sequence, consistent progress monitoring, and accelerated support for under-performing students, then we will be able to track the individual needs of each student and differentiate our supports in order to both close the opportunity gap and position all students to excel.		
<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		

<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
At the time of writing the 20-21 SPSA, the Design Team had approved the participation of Sankofa United in the OUSD pilot of EL Education. That opportunity was no longer available by August 2020, and instead Sankofa United implemented iReady assessments and independent/asynchronous student learning activities through iReady. In addition, multiple Tier 2 and 3 literacy intervention strategies were implemented.	
<b>What evidence do you see that your practices are effective?</b>	
Strong outcomes on iReady assessments in early grades, especially kindergarten.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Given OUSD's recent decision to adopt EL Education districtwide, in 21-22 Sankofa United will implement the curriculum in all classrooms. Teachers will receive training and support for high-quality implementation.	
<b>20-21 Language &amp; Literacy Priority:</b>	<b>Lessons grounded in complex texts and explicit language instruction.</b>
<b>Theory of Change:</b>	If ELA teachers consistently implement EL Education Modules with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in: -in F&P, RI and SBAC -students will actively participate in standards based instruction -students will be engaged in culturally responsive education -students will engage in productive struggle around complex text and take ownership of their education. - students will engage in academic discussions that deepen their understanding of complex text. - students will respond to complex text through writing grounded in citing evidence from the text.
<b>Related School Goal:</b>	100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on fostering interaction and disc
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
At the time of writing the 20-21 SPSA, the Design Team had approved the participation of Sankofa United in the OUSD pilot of EL Education. That opportunity was no longer available by August 2020, and instead Sankofa United implemented iReady assessments and independent/asynchronous student learning activities through iReady. In addition, multiple Tier 2 and 3 literacy intervention strategies were implemented.	
<b>What evidence do you see that your practices are effective?</b>	
Strong outcomes on iReady assessments in early grades, especially kindergarten.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	

Given OUSD's recent decision to adopt EL Education districtwide, in 21-22 Sankofa United will implement the curriculum in all classrooms. Teachers will receive training and support for high-quality implementation.	
<b>20-21 Conditions for Adult Professional Learning Priority:</b>	
<b>Build collegial trust and develop shared vision in service to all students.</b>	
<b>Theory of Change:</b>	If we develop a cohesive team, grounded in a common mission and vision, with a robust professional development plan and collaborative structures, then our staff will implement new ELA and SEL curricula to fidelity, and all students will be supported academically and socially to access a standards-based curriculum.
<b>Related School Goal:</b>	All students experience success in developing early literacy foundational skills. TBD By May 2024 90% of African American students and students with disabilities who are below grade level will make at least 1.5 years growth in one year's time, as measured by scoring proficient on a standards-based assesment +20 points DF3 +20 points DF3
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Facilitated team-building and anti-racist work, time for healing from conflict during 19-20 merger, opportunities for reflection and community building during PD, consistent goal during PD sessions of building staff community and culture in service of students.	
<b>What evidence do you see that your practices are effective?</b>	
Feedback from PD exit tickets, Faculty Council notes, ILT notes, and Culture & Climate team notes demonstrate emerging collegial trust and shared vision.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Additional facilitated team-building and anti-racist work. Continue to implement collaborative structures, with an opportunity to deepen collegial relationships as we return to in-person learning.	
<b>20-21 Conditions for English Language Learners Priority:</b>	
<b>All English Language Learners who are at Sankofa United Elementary for 3 or more years will be reclassified as Fluent</b>	
<b>Theory of Change:</b>	As Sankofa Unified has a very small ELL popluation (currently 5.7%, or 16 students), we can provide differentiation and additional individualized supports for all English Language Learners to maximize learning and acadmic growth.
<b>Related School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
ELLs benefited from individualized support through small class sizes, an additional adult in every classroom, early literacy tutors, and targeted interventions.	
<b>What evidence do you see that your practices are effective?</b>	
Anecdotal evidence indicates that ELL students feel connected and supported, providing a foundation for academic growth.	



<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>
<p>As part of implementation of EL Education, and through Tier Two and Three literacy interventions, special attention will be paid to the needs of English Language Learners and their academic growth.</p>
<p><b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b></p>
<p><b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b></p>
<p>N/A</p>

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Sankofa United Elementary School				School ID: 194	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>		
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>					
<b>School Priority ("Big Rock"):</b>		Build school wide systems, rooted in shared values, to support positive school wide expectations and to meet the socio emotional needs of all students.			
<b>School Theory of Change:</b>		If we build a strong MTSS, rooted in shared values, then we will produce consistent, predictable and successful conditions for student learning.			
<b>Related Goal(s):</b>		All students build relationships to feel connected and engaged in learning.			
<b>Students to be served by these actions:</b>		All students with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R, IEPs)			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders.  Teachers will include class meeting, at least weekly	Professional development for all staff for support of SEL curriculum  SEL leadership includes: -Culture and Climate team led by CSM -Counselors and interns -ILT -P.E. or Recess Coaches	Small groups and mentoring using URF/Suspension and attendance data  Master schedule with morning meetings and class meetings, PDs for SEL curriculum scheduled  Information re: SEL curriculum is shared with families: i.e., during coffee with the principal, flyers shared on ParentSquare, sent out in weekly newsletters	Significant disproportionality of student achievement	Tier 1

<p>1-2</p>	<p>Trauma informed practices                  -Understand trauma and stress                  -Anti-racist practices                  -Resilience and SEL                  -Safety and Predictability                  -Calm down corner provided for all students                  -Routines and rituals consistently practiced</p>	<p>Increase all staff education related to bias and anti-racism work.</p> <p>Professional development on trauma and de-escalation</p> <p>Support staff self care and support with the stress of teaching students impacted by trauma</p> <p>Multi-Tiered Systems of Support (MTSS) clearly articulated to staff and families.</p> <p>COST and Culture &amp; Climate Teams will review data and recommend actions.</p>	<p>Increase small groups and mentoring for disproportionality students using URF/Suspension and attendance data</p> <p>Master schedule with morning meetings and class meetings, PDs for SEL curriculum scheduled</p> <p>Information re: SEL curriculum is shared with families: i.e., during coffee with the principal, flyers shared on ParentSquare, sent out in weekly newsletters</p> <p>PD scope and sequence includes understanding of trauma and trauma-informed interventions</p> <p>Building strong school-family partnerships through home visits</p> <p>Calm down corners present in all classrooms and available to all students as a preventative or supportive intervention</p>	<p>Significant disproportionality of student achievement</p>	<p>Tier 1</p>
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1-3	<p>Build strong relationships with families through ongoing 2-way communication and contact</p> <ul style="list-style-type: none"> <li>-Provide flexible scheduling for families for conferences</li> <li>-Use ParentSquare for communication</li> <li>-Monitor for opportunities for parents to provide feedback</li> </ul>	<p>Teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled</p> <p>Monthly coffee chat with the principal, coordinate with CSM &amp; network partners to provide relevant workshops for parents</p> <p>Provide academic data (i.e., iReady, SBAC, EL snapshot) and standards in family-friendly language with actionable steps for support and improvement</p> <p>Support opportunities for meaningful family leadership (SSC, PTA, committees) and social engagements</p>	<p>Positive phone calls made to families</p> <p>Calendar includes school culture orientation, monthly coffee chats, and conferences</p> <p>Weekly principal &amp; bi-weekly CSM update on website &amp; ParentSquare</p>	<p>Significant disproportionality of student achievement</p>	<p>Tier 1</p>
1-4	<p>Individualized plans for students with symptoms related to trauma</p> <ul style="list-style-type: none"> <li>-Sensory breaks scheduled for students with regulation challenges</li> <li>-Progress monitoring for students receiving tier 3 mental health services</li> </ul>	<p>Sensory stations available to all students in class and in communal spaces (hallway, office, playground)</p> <p>COST team tracks progress monitoring</p> <p>Support from behavioral health network partners</p>	<p>COST tracker</p> <p>Behavior plans</p> <p>Sensory stations in each class.</p>	<p>Significant disproportionality of student achievement</p>	<p>Tier 3</p>
1-5	<p>Provide all students with weekly PE, and art. Music and garden/health education every other week.</p>	<p>Leverage resources, support staff, and schedules to support enrichment</p> <p>Provide professional development for arts integration and garden/health.</p>	<p>Display of student work &amp; student performances in school and on website &amp; social media.</p> <p>CHKS data.</p>		<p>Tier 1</p>
1-6	<p>Structured cooperative recess activities, aligned with SEL best practices</p>	<p>Training and clear expectations for all staff who supervise students</p>	<p>Low URF &amp; suspensions.</p> <p>CHKS data.</p>		<p>Tier 1</p>

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Standards based Math curriculum
<b>School Theory of Change:</b>	If we implement a strong standards based Math curriculum that includes a clear and consistent scope and sequence, consistent progress monitoring, and accelerated support for students multiple years below then we will be able to track the individual needs of each student and differentiate our supports in order to both close the learning gap and position all students to excel.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Math. All students continuously grow towards meeting or exceeding standards in Math and Science. ELL students continuously develop their proficiency in Math.
<b>Students to be served by these actions:</b>	All students with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R, IEPs)

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will participate in a monthly Math PLC	Math PLC lead by ILT, the Math Lead and TSA	Teachers implement standards based Math instruction and curriculum  Obervation & debrief	Gaps in a grade level standards based instruction	Tier 1
2-2	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	Teachers will have opportunities to engage in collaborative data analysis and planning.	Data conferences	Significant disproportionality of student achievement	Tier 2
2-3	After school Math Intervention Team & Family Engagement (Math night)	Funding Math Intervention program	I-Ready Math Diagnostic (K-5) and MI (3-5) Pre & Post data	Significant disproportionality of student achievement	Tier 2
2-4	Math night family engagement	Provide resources for math night	Evening event		Tier 1

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	Lessons grounded in complex texts and explicit language instruction.
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<b>School Theory of Change:</b>		<p>If we have rigorous standards-based multi-tiered English Language Arts instruction and intervention in all grades, then students will either be at or above grade level or will have 1.5 years or more of accelerated growth annually</p> <p>Tier 1: CORE Complex text, vocabulary instruction, academic language through EL Ed; all K-2 students are going to receive SIPPS (after Kinder PA/Letter naming)</p> <p>Tier 2: Small group/differentiated SIPPS instruction; identifying the lower groups/struggling students and adding on to multi-sensory strategies (Tutor PD around), with increased frequency (double up with SIPPS HFW/Fluency)</p> <p>Tier 3: 1:1 supports as assigned through COST and SST.</p>			
<b>Related Goal(s):</b>		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>		All students with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R, IEPs)			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction through EL Education and SIPPS.	<ul style="list-style-type: none"> <li>-Establish the expectation that teachers provide daily instruction grounded in EL Education,</li> <li>-Support &amp; monitor instruction via learning walks and instructional coaching</li> <li>-Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data</li> </ul>	I-Ready and SIPPS data Observation & Debrief	Gaps in a grade level standards based instruction	Tier 1

3-2	Progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff of Early Lit tutors and STIP Subs to provide foundational skills instruction in small groups daily using SIPPS/ 3-5 I-Ready and SIPPS	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	Intervention tracker I-Ready and SIPPS data Observation & Debrief	Significant disproportionality of student achievement	Tier 2
3-3	All teachers provide daily, explicit language and literacy instruction grounded in EL Education, planning lessons and assigning tasks to ensure that students are purposefully reading, building knowledge of academic language and content over time, and writing and speaking grounded in textual evidence	Establish expectation of implementation of EL Education and SIPPS curriculum, including regular I-Ready assessments. -Provide Professional development and learning for implementation of the EL Education curriculum and strategies -Support & monitor use of foundational skills curriculum across K-2 classrooms and all grade levels to ensure instructional alignment. -Partner with District Literacy coordinators to ensure all teachers are trained in use of the EL Education curriculum across classrooms and grade levels to ensure instructional alignment.	Lesson plans I-Ready and SIPPS data Observation & Debrief	Gaps in a grade level standards based instruction	Tier 1

<b>District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>	
<b>School Priority ("Big Rock"):</b>	Building teacher capacity to serve every student through strong, focused, data driven PLCs with an ongoing equity/anti-racist framework
<b>School Theory of Change:</b>	By creating strong PLCs we will foster safe spaces for teachers to take risks and try new strategies; by continually returning to our equity/anti-racist focus, we will ensure that these strategies are relevant and helpful for all children at our school with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R)

<b>Related Goal(s):</b>		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
<b>Students to be served by these actions:</b>		<i>All students with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&amp;R, IEPs)</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will work in Grade Level Teams and/or PLCs to develop and test strategies to benefit struggling students with a special focus on students with disabilities, ELLs, and low income students.	Principal and ILT will develop PD Calendar around Inquiry Cycles	PD and PLC agendas.  Observation & debrief	Gaps in a grade level standards based instruction	Tier 2
4-2	Teachers will consistently implement Tier 1 Whole Class strategies (eg. Community Circle, Positive Discipline, PBIS) and be able to describe what they are doing in their classrooms for struggling students. Teachers will utilize and document in-class strategies, interventions and tools (eg. Behavior Plans, outreach to families, preferred seating, daily check ins) before referring to COST.	ILT leading training on Tier 1 Intervention Strategies run by ILT members; COST will meet weekly to collaborate on meeting the needs of struggling students; ILT, CSM & network partners will provide PD on SEL risk factors including foster care and homelessness Mental Health supports.	Analysis of COST referrals  SEL practices: observation & debrief	Significant disproportionality of student achievement	Tier 1



4-3	Teachers will lead and actively participate in robust professional development	<p>Prioritize time and resources for ILT and teacher leadership.</p> <p>Maintain a feedback cycle that helps guide professional development.</p> <p>Align observation and feedback to professional development</p>	<p>ILT running notes</p> <p>PD agendas</p> <p>Exit tickets</p>	Gaps in a grade level standards based instruction	Tier 1
4-4	Engage in facilitated anti-racist staff trust building	Partner with an outside expert facilitator	<p>Feedback</p> <p>CHKS data</p> <p>Staff culture &amp; climate</p>		Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	All English Language Learners who are at Sankofa United for 3 or more years will be reclassified as Fluent.
<b>School Theory of Change:</b>	As Sankofa United has a small ELL population (under 5%) we can provide differentiated instruction and academic intervention to support all ELLs to maximize learning and academic growth.
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	Teachers engage students in academic discussion via structures and equitable participation strategies. Teachers provide students with language resources and other scaffolds to support their understanding. Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. Teachers provide opportunities for students to learn how language works to make meaning.	ILT will provide ensure that professional development builds teachers capacity to support these actions.  Obervation & debrief	ILT running notes.  PD agendas  Observation & debrief	Significant disproportionality of student achievement	Tier 2
5-2	Teachers lead parent engagement to build understanding around literacy practices to support all families.	Fund stipends for teachers leaders to prepare and facilitate parent Info Nights.	Parent attendance at engagements, increased student engagment of learning at home.	Significant disproportionality of student achievement	Tier 2

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
After School Program	\$37,297	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Trauma informed practices -Understand trauma and stress -Anti-racist practices -Resilience and SEL -Safety and Predictability -Calm down corner provided for all students -Routines and rituals consistently practiced	194-1
TSA	\$132,664	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7906	11-Month Classroom TSA	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders.  Teachers will include class meeting, at least weekly	194-2
Community School Manager	\$62,174	Comprehensive Support & Improvement (CSI) Grant	2305	Classified Supervisors' and Administrators' Salaries	7949	Program Mgr Community School	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Individualized plans for students with symptoms related to trauma  -Sensory breaks scheduled for students with regulation challenges  -Progress monitoring for students receiving tier 3 mental health services	
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$10,440	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Sensory stations available to all students in class and in communal spaces (hallway, office, playground)  COST team tracks progress monitoring  Support from behavioral health network partners	194-4
Certificated Teachers' Salaries	\$20,382	LCFF Concentration	1105	Certificated Teachers' Salaries	4217	Teacher Education Enhancement	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers engage students in academic discussion via structures and equitable participation strategies. Teachers provide students with language resources and other scaffolds to support their understanding. Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. Teachers provide opportunities for students to learn how language works to make meaning.	194-5

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Community School Manager	\$93,262	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7949	Program Mgr Community School	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled  Monthly coffee chat with the principal, coordinate with CSM & network partners to provide relevant workshops for parents  Provide academic data (i.e., iReady, SBAC, EL snapshot) and standards in family-friendly language with actionable steps for support and improvement  Support opportunities for meaningful family leadership (SSC, PTA, committees) and social engagements	194-6
Mental Health Provider	\$19,768	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ILT leading training on Tier 1 Intervention Strategies run by ILT members; COST will meet weekly to collaborate on meeting the needs of struggling students; ILT, CSM & network partners will provide PD on SEL risk factors including foster care and homelessness Mental Health supports.	194-7
Library Technician	\$35,594	Measure G: Library	2205	Classified Support Salaries	7907	Library Technician	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff of Early Lit tutors and STIP Subs to provide foundational skills instruction in small groups daily using SIPPS/ 3-5 I-Ready and SIPPS	194-8
Books	\$20,134	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	194-9
STIP	\$52,279	Title I: Basic	1105	Certificated Teachers' Salaries	6257	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	194-10
Supplies for Parent Education and Outreach	\$1,320	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers lead parent engagement to build understanding around literacy practices to support all families.	194-11

**PROPOSED 2021-22 SCHOOL SITE BUDGET**

**Site Number:** 194

**School:** Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be determined Fall 2021	\$3,300	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	tbd	tbd	194-12



**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.*



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

### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

- Insert practice here.

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

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

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

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

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

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

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

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

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

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

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

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

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

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

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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



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

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

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

**Adoption**

This policy was adopted by the Sankofa United School Site Council on September 16 and will be in effect for the period August 10, 2020 through May 27, 2020.

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

**Name of Principal**

**Signature of Principal**

**Date**

*Please attach the School-Parent Compact to this document.*



## School-Family Compact 2020-2021

### School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I to meet the State of California's challenging academic standards.
  - Implement a Common Core standards aligned curriculum to give access to grade level complex texts to all students.
  - Implement a Common Core standards aligned math curriculum.
  - Implement the Next Generation Science Standards curriculum for science.
  - Implement Designated and Integrated ELD.
- 2) Hold family-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Parent-Teacher conferences will be held at the end of the first trimester and in the spring at the end of the 2nd trimester.
  - Teachers will schedule other conferences as necessary.
  - Virtual "home visits" were held in the first weeks of school
- 3) Provide families with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Families will receive progress reports after each trimester.
  - The SST (Student Success Team) process will provide support to students with special needs.
- 4) Provide families reasonable access to staff.

- Teachers will send communication through calls, TalkingPoints or emails.
- Principal will send frequent communication and make appointments available to meet with families.

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

- Families can observe their child's classroom by contacting the teacher in advance.
- Families may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirements (more info at [www.oaklandfund.org/programs/volunteer](http://www.oaklandfund.org/programs/volunteer))
- Families may volunteer to go on student field trips.

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

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

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

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

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

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

## Teacher Responsibilities

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

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

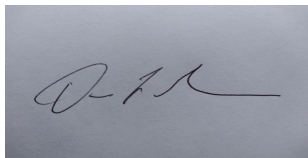
## Family Responsibilities

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

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

This Compact will be adopted by SANKOFA UNITED ELEMENTARY SCHOOL on September 16, 2020 and will be in effect for 2020-21 school year.

The school will distribute the draft of this Compact to all parents and family members by September 30, 2020

A rectangular box containing a handwritten signature in black ink. The signature appears to be 'D. Guikema'.

**Dennis Guikema, Principal**

**August 31, 2020**



## SANKOFA UNITED ELEMENTARY SCHOOL

### School Site Council Membership Roster

2020-2021

### SSC - Officers

<b>Chairperson:</b>	Carmen Velazquez
<b>Vice Chairperson:</b>	Marin Moran
<b>Secretary:</b>	Tracy Grizzle

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Dennis Guikema	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erika Macklin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tammara Nalls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peter Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracy Grizzle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carmen Velazquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Valerie Manchester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dana Garrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marin Moran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nicci Abrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	3rd Wednesday school day of each month at 6:00 PM; Nov 18, Dec 16, Jan 20, Feb 17, Mar 17, April 28, May 19.
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

