

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1423
Introduction Date: 6/27/18
Enactment No.: 18-1148
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Sankofa Academy.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Sankofa Academy.



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

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Sankofa Academy
CDS Code: 1612590110254
Interim Principal: Renee Bullie
Date of this revision: 5/14/2018

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

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

Contact: Renee Bullie	Position: Interim Principal
Address: 581 61st Street Oakland, CA 94609	Telephone: 510-654-7787 Email: renee.bullie@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Sankofa Academy

Site Number: 191

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

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

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

Date(s) plan was approved: May 17, 2018

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, media announcements, etc.)

Signatures:

<u>Renee Bullie</u> Renee Bullie, Interim School Principal	<u>Renee Bullie</u> Signature	<u>5/17/18</u> Date
<u>Traci Grizzle</u> Print name of SSC Chairperson	<u>Traci Grizzle</u> Signature	<u>5/17/18</u> Date
<u>Nicole Williams Browning</u> Nicole Browning, Network Superintendent	<u>N. Williams</u> Signature	<u>5-17-18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>6/1/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Sankofa Academy

Site Number: 191

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
4/11/2018	Faculty/Staff	Shared 18-19 priorities, rationale and overview of SPSA.
3/27/2018	SSC	Shared 18-19 priorities, rationale and overview of SPSA, approved 18-19 Title1 and Title1 Parent budgets.
	BACR Afterschool Program Coordinator	Shared 18-19 priorities, rationale, and overview of SPSA; Shared 18-19 ASES budgets (increased); discussed. Teacher Liaison responsibilities
4/12/2018	SSC Emergency Meeting	Finalized 18-19 SPSA; SSC Chairperson signed; Approved of the Mid-Year Adjustment
5/1/2018	SSC	
5/8/2018	SSC	Planned out the kinds of Parent Engagement Workshops the SSC members would like the school to present to parents

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$30,625.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$109,132.07	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$139,190.88	TBD
TOTAL:	\$278,947.95	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$37,353.18	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,054.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$38,407.18	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Sankofa Academy

School ID: 191

School Description

The nexus of care and rigor is the “Sankofa Way.” Sankofa Academy serves students from Kinder to Grade 5 and offers and a Pre-K-5 Autism Spectrum Program (Special Education). We strongly believe that our model and specialty programs create a unique and expansive, full service school community. Sankofa Academy emphasizes student empowerment and academic excellence. We believe that children learn best when they are actively engaged in answering their own questions about the relationship between their school work and their lives. In addition, we have an Extended Day Program that provides seamless care at Sankofa Academy.

School Mission and Vision

At Sankofa Academy we will ensure that every student becomes a strong critical thinker who is a positive leader in our local and global community. Sankofa Academy emphasizes student empowerment and academic achievement. All our students are empowered to master literacy, numeracy, science, social studies, and technology. Through community-based projects, exhibitions, and arts-integrated lessons, we ensure that our students can demonstrate mastery of grade-level standards in a variety of ways. This is imperative in order for them to be competitive in an ever-growing global economy. By aligning student achievement, our guiding principles, mission, and strategic partnerships, we will build up a full-service community that provides a dense network of support and serves the whole child. Our school will build and provide a strong sense of community.

Family & Student Engagement

Throughout the 2017-2018 school year, there have been barriers in student and family engagement mostly centered around a lack of a consistent school leader. This year, Sankofa Academy has been led by a team of retired administrators and the TSA and ECCTL have left the school site mid-year. As the vision has been held by many different individuals, it has been challenging for the building of a broader community. Despite these challenges, Sankofa has conducted multiple data-dives for academic data and held community gatherings. Teachers have reported an increase in community engagement through updated website “Talking Point” text messaging. The community is invested in Sankofa.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>16-17 SBAC (ELA) 12.0% of our 3rd-5th Graders Exceeded/Met 14.7% 3rd Graders Exceeded/Met 6.7% 4th Graders Exceeded/Met 10.7% 5th Graders Exceeded/Met SRI Mid Year Data 15% 3rd At/Above 23% 4th At/Above 24% 5th At/Above</p>	<p>16-17 SBAC (ELA) 88.1% 3rd-5th Graders Below 85.3% 3rd Graders Below 93.3% 4th Graders Below 89.3% 5th Graders Below SRI Mid Year Data 85% 3rd Below 77% 4th Below 76% 5th Below Principal and staff not proficient in CCSS; feedback after observations not effective in deepening knowledge of standards-aligned lessons aligned to student tasks Not all of the teachers were trained to teach the core curriculum. Not all of the teachers are teaching the core curriculum with fidelity. Teachers unfamiliar with key grade level standards. Not all of the lessons are aligned to the CCSS. Readers' and Writers' Workshop not fully implemented in all classes. A majority of 3rd, 4th, and 5th grade students are not reading at/above grade level proficiency. Inconsistent use of formative assessments to monitor student progress, data used inconsistently to revise and refine instruction; Teachers not familiar with how to translate SRI proficiency (rigor) onto SBAC claims.</p>	<p>There has been a great deal of change through this academic year, with both changes in the teaching staff and regular changes to the leadership staff. Currently, the biggest challenge in Sankofa is a lack of internalization of Common Core Standards, paired with a focus on Tier 2 and Tier 3 interventions, without a universally adopted understanding of Tier 1 instruction. The root cause of all of this is two-fold (1) a lack of sustained personnel (which will be addressed through the principal hiring process) and (2) a lack of time and intention devoted to Tier 1 instruction.</p>

<p align="center">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>16-17 SBAC (Math) 8.8% 3rd-5th Graders Exceeded/Met 11.8% 3rd Exceeded/Met 10.0% 4th Graders Exceeded/Met 7.2% 5th Graders Exceeded/Met SMI Mid Year Data 31% 3rd At/Above 9% 4th At/Above 29% 5th At/Above</p>	<p>16-17 SBAC (Math) 90.2% of our 3rd-5th Graders are Not Proficient on the SBAC Math 88.2% 3rd Graders Not Meeting 90% 4th Graders Not Meeting 92.8% 5th Graders Not Meeting SMI Mid Year Data 69% 3rd At/Above 91% 4th At/Above 71% 5th At/Above Principal and staff not proficient in CCSS; feedback after observations not effective in deepening knowledge of standards-aligned lessons aligned to student tasks . Not all of the teachers were trained to teach the core curriculum. Not all of the teachers are teaching the core curriculum with fidelity. Teachers unfamiliar with key grade level standards. Underutilization of data from ST Math to provide timely math data to inform instruction. Teachers don't follow the math pacing guide with fidelity. Math workshop and small group instruction not implemented in all classrooms; not all teachers confer weekly and monitor students' progress, revise and refine math instruction;</p>	<p>There has been a great deal of change through this academic year, with both changes in the teaching staff and regular changes to the leadership staff. Currently, the biggest challenge in Sankofa is a lack of internalization of Common Core Standards, paired with a focus on Tier 2 and Tier 3 interventions, without a universally adopted understanding of Tier 1 instruction. The root cause of all of this is two-fold (1) a lack of sustained personnel (which will be addressed through the principal hiring process) and (2) a lack of time and intention devoted to Tier 1 instruction. For mathematics instruction this would focus on identifying the key mathematical shifts from Common Core and supporting teachers' developing their instruction to rigorous learning.</p>
<p align="center">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>Fully incorporate the district adopted and Positive Behavior Intervention Support (PBIS) strategies as a vehicle for bringing down the suspension and URF rates. Use trained Hero's Coach (3rd-5th grade students) at recess to model and monitor appropriate student interactions during noon recess.</p>	<p>-Our current suspension rate for the 2017/18 school year is 4.5. Our Chronic Absences hovers at 22.3% despite decrease -High-level of student turn-over -Tier 3 Level Behaviors interrupt instruction -PBIS not fully implemented with fidelity school-wide -CSC curricula not utilized in every classroom</p>	<p>The root cause is a lack of trust that from relationships not being built over time.</p>
<p align="center">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>(Winter 2018) 2 of our 18 ELL were reclassified and 2/16 or 20% will be reclassified in the Spring of 2018</p>	<p>English Language Development Out of the 15 identified English Learners, 1 was reclassified, showing only a slight decrease. Inconsistent Integrated and Designated ELD in classrooms; Increase in number of English Learners who are "Newcomers" to the country; Inconsistent formative assessments to monitor student progress.</p>	<p>Staff lack training in effective and high leverage ELD instructional strategies</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Sankofa Academy

School ID: 191

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy: Reading and Writing	Our 3rd through 5th graders SBAC ELA score will increase by 10 points, ensuring that the average student grows. To accomplish that, there will be an increase in grade-level proficiency in SRI and F&P, with students that are behind grade-level increasing their F&P by 1.5 years.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-117.9	-110.4	-102.9
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Leading Indicators that will be used to monitor student performance include: Scholastic Reading Inventory (2nd-5th) ,and SBAC Interim Assessments (3rd-5th) F&P (Fountas and Pinnell Reading Records), and F&P Early Literacy Phonics and Word Analysis Assessment (Kinder).				
Theory of Action for Language & Literacy Priority:	If teachers plan common core aligned lessons for their reading and BAL instruction, then students will make greater progress towards mastery				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	<p>Teachers will design Common Core lessons and plan tasks that will elevate 'depth of knowledge' in ELA. Their instruction will include the teaching of critical thinking strategies for analyzing informational and complex texts. Students will learn to justify written and speaking responses with evidence.</p>	<p>The administrator and the ITL will monitor the quality of the ELA structures. Cycles of Inquiry will be put in place every 6 to 8 weeks to monitor students' progress on curricular areas (Balanced Literacy, Blended Learning, Formative assessments, interventions). 2018-2019 Professional Development Calendar will be aligned to deepening knowledge of CCSS's and Anchor standards; Reader's and Writer's Workshop lessons (minilessons) and teaching points align to student tasks and formative assessments; Principal and the Instructional Leadership Team will lead site-based PD aligned to site-based focus areas.</p>	<p>Assess all students at least 3X/year; students who were not initially proficient will be assessed every 30 days to monitor and track student progress and use data to create differentiated Acceleration groups to move students toward grade level proficiency; Fountas and Pinnell Early Literacy Phonics and Word Analysis Assessment (K); Fountas and Pinnell Reading Records (1st-5th); Scholastic Reading Inventory-SRI (2nd-5th); SBAC Inrerim Assessments (3rd-5th). All students (ELLs, African American, Homeless, Foster Youth, and students of low soci-economic backgrounds) will show gains in their reading skills from one benchmark to the next.</p>
1-2	<p>Teachers will design differentiated lessons that are aligned to the Common Core to elevate 'depth of knowledge' in ELA for our ELLs.</p>	<p>The principal and the ILT will facilitate and monitor quality of ELA structures/practices and strengthen Intervention/Acceleration PLC every six to eight weeks for Newcomers/ELLs. Enhance school-wide structures/practices to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons with a focus to support our Newcomers/ELLs.</p>	<p>Coordinated Services Team (C.O.S.T) Team meeting notes identifying high need students and interventions for those students aligned with their specific needs; track progress monthly</p>

1-3	Teachers will design differentiated lessons that are aligned to the Common Core to elevate 'depth of knowledge' in ELA for our Foster Youth	The principal and the ILT will facilitate and monitor quality of ELA structures/practices and strengthen Intervention/Acceleration PLC every six to eight weeks for our Foster Youth. We will make sure that teachers have in place school-wide structures/practices to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons with a focus to support our Foster Youth.	Coordinated Services Team (C.O.S.T) Team meeting notes identifying high need students and interventions for those students aligned with their specific needs; track progress monthly
1-4	Teachers will design and differentiate lessons that are aligned to the Common Core to elevate 'depth of knowledge' in ELA for our Homeless Youth to improve their critical thinking skills.	The principal and the ILT will facilitate and monitor quality of ELA structures/practices and strengthen Intervention/Acceleration PLC every six to eight weeks for our Homeless Youth. We will make sure that teachers have in place school-wide structures/practices to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons with a focus to support our Homeless Youth.	Coordinated Services Team (C.O.S.T) Team meeting notes identifying high need students and interventions for those students aligned with their specific needs; track progress monthly

1-5	Teachers will design differentiated lessons that are aligned to the Common Core to elevate 'depth of knowledge' in ELA for our Economically disadvantage students to improve their critical thinking skills.	The principal and the ITL will facilitate and monitor quality of ELA structures/practices and strengthen Intervention/Acceleration PLC every six to eight weeks for our Economically Disadvantage Students. We will make sure that teachers have in place school-wide structures/practices to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons with a focus to support our Economically Disadvantage Students.	Coordinated Services Team (C.O.S.T) Team meeting notes identifying high need students and interventions for those students aligned with their specific needs; track progress monthly
1-6	Teachers will design differentiated lessons that are aligned to the Common Core to elevate 'depth of knowledge' in ELA for the African American students; to improve their critical thinking skills.	The principal and the ILT will facilitate and monitor quality of ELA structures/practices and strengthen Intervention/Acceleration PLC every six to eight weeks for our African American Students. We will make sure that teachers have in place school-wide structures/practices to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons with a focus to support our African American Students.	Coordinated Services Team (C.O.S.T) Team meeting notes identifying high need students and interventions for those students aligned with their specific needs; track progress monthly
1-6	Common Core objectives and standards with emphasis on students' use of Academic Language, Academic Discussion, and content vocabulary in speaking and writing throughout the day	The administrator will provide teachers with a training on effective instructional strategies for engaging students in Academic Discourse.	Implement reading intervention across grades K-5th to address foundational skills and consistently using a systematic approach to address student needs and misconceptions about content

1-8	Incorporate Academic Language and Academic Discussion instruction with a STEAM focus into daily lesson planning so that all students have opportunities to develop skills. This will especially be important to our ELLs	Provide opportunities to train teachers to teach Science curricula and to share effective STEAM teaching strategies during PLCs and PDs. All students will have science journals and all teachers will create content-boards. A series of PLCs/PDs will address teacher's needs during Fall, Winter, and Spring semesters aligned with yearly cycle of inquiry monthly goals and content focus. Identify and purchase technology-based resources to support specific focus on Literacy	60% or more of hour students will demonstrate proficiency on the district SIRA assessment.
1-9	Create confident and independent citizens by applying metacognitive reading strategies to Social Studies texts. Students will use informational texts and primary sources to practice important critical thinking skills that build content and academic vocabulary development and encourages students to support arguments with evidence. Learn strategies for students to demonstrate understanding through reading, writing, listening, and speaking in the classroom and beyond by developing Academic Language and Academic Discussion instruction with a social studies focus.	Provide opportunities for teachers to collaborate and plan to address social studies curricula and content at their grade level during PLC and/or Grade-Level Meeting.	Weekly reports generated from the NewsELA, our online platform, will show and increase in students' comprehension.
1-10	Build and sustain informational writing during Science and Social Studies instruction	Principal and ILT Members use Weekly/Monthly observation 'Look Fors' checklist and will provide feedback (oral and/or written) Explore how students integrate reading and writing into project-based tasks.	Student data from district writing assessments will show improvements from one benchmark period to the next.
1-11	All teachers are able to administer F&P and/or SRI are teaching all elements of Common Core ELA Standards and Balance Approach Literacy	Progress Monitoring: Principal and ILT will closely monitor small group/s during Reader's Workshop to ensure teachers become proficient in Guided Reading, 1 to 1 Confering. Teachers will support student progress using F&P, SRI, and other assessment tools Review literacy practices in forums such as PLCs and/or a collaborative website	Review literacy practices in forums such as PLCs and or from a collaborative website

1-12	Teachers will explicitly teach reading and writing strategies; teachers will administer writing assessments each trimester and score them collectively using a common rubric.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. Principal and the ILT will lead reading and writing PDs on-site. District PDs will provide support to teachers who need additional training in teaching reading and writing. Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis. Teachers/Staff will have regular opportunities to look at student work together.	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to across grade level planning and data analysis. Teachers/Staff will have regular opportunities to look at student work together.
1-13	All Elementary Teachers will implement key elements of Reader's and Writer's Workshop daily: A. Read Aloud (Introduce reading/writing strategy). Mini-lessons (Reading and Writing Strategies or Skills) C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill). D. Individual or Small Group Confering. E. Response to Reading (Oral and /or Written between students).	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; Weekly observational "Look Fors" checklist-provide feedback (written and/or oral? within 24 hours of observation; Principal closely monitors Read Aloud, Minilessons and small group work during Reader's/Writer's Workshop; Teaching Points match student tasks when assessed during 1 to 1 conferring. Weekly PLC Collaboration for data analysis and planning-budget for release time; "protected time" is set aside for teachers to analyze data together.	Feedback from Observations including Next Steps; PLC meeting notes; budget prioritized for extended time (Leadership Team Retreats, Planning Time)
1-14	Teachers will teach Science and Science Lead will provide a STEM Common Core focus in Elementary Classrooms	Principal and Science Lead will provide teachers with professional learning opportunities to deepen and refine their skills in teaching Science content Foss kits and identified curricula will be utilized to support Science and hands-on learning opportunities/experiences	Foss kits and identified curricula will be utilized to support Science and hands-on learning opportunities/experiences

1-15	Teachers ensure ELLs build the capacity to speak, read, and write in English and are provided protected time everyday to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	Teachers are provided detailed assessment data (ELPAC, SRI, SMI, and SBAC) of ELLs to provide appropriate language development supports; Leadership ensures teachers receive necessary resources including "protected time" for data analysis and plan classroom instruction aligned to English Language Development	PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim SMI assessments
1-16	Teachers organize classroom environments that create multiple opportunities for GATE identified students; students utilize technology during Blended Learning Block to accelerate learning.	Leadership Team members lead PLC meetings and Professional Development to help teachers create and implement individualized acceleration plans and identify instructional materials for GATE identified students. Provide resources, including professional development, attendance at professional conferences, technology (software, hardware) is utilized to respond to GATE students' needs (acceleration). Purchase technology (software, hardware) and create Blended Learning opportunities to respond to GATE students' needs (acceleration)	Data identifying GATE students; Individualized Acceleration plans (Portfolios) for GATE identified students that include differentiated assignments and projects for GATE students; Schedule that include Blended Learning Block for all GATE identified students; Progress on software (ST Math)
1-17	All teachers will ensure students are aware of their reading Lexile levels and students select "just right books" during independent reading time	Principal closely monitors classroom instruction and provides targeted feedback Purchase Informational texts and other books to provide students with rigorous, high quality, lexile aligned reading books	All students will be able to identify their reading goal.
1-18	All teachers will ensure that the Homeless students are aware of their reading lexile levels and are able to select "Just Right Books" during independent reading time	Principal will closely monitor classroom instruction and provide teachers with targeted feedback.	Homeless students will be able to identify their reading goals

1-19	All teachers will ensure that the Foster Youths are aware of their reading lexile levels and are able to select "Just Right Books" during independent reading time	Principal will closely monitor classroom instruction and provide teachers with targeted feedback.	Foster Youth students will be able to identify their reading goals
1-20	All teachers will ensure that Newcomers are aware of their reading lexile levels and are able to select "Just Right Books" during independent reading time	Principal will closely monitor classroom instruction and provide teachers with targeted feedback.	Newcomers will be able to identify their reading goals
1-21	Teachers ensure students have access to high quality literature and Informational Texts; students read at least 50% Informational texts in grades 2nd-5th grades	Leadership provides resources (e.g. Informational Texts, NewsELA) for student access	Formative Assessment data aligned to Informational Text and F&P Instructional lexile levels for Informational texts
1-22	SDC and Resource Teachers create, implement, monitor and revise Individual Education (IEP) plans and differentiated strategies for those students who have disabilities to ensure their individual needs are met; IEP's align to CCSS (as possible)	Leadership will provide resources and access to instructional technology to support students disabilities in Special Day Classes (SDC) classrooms as well as students in who meet with Resource Teacher IEP's. Provide resources, including prioritizing budget resources to meet the needs of students with disabilities.	Calendar with scheduled and completed IEP; Goal=(100% on time completion); IEP goals aligned to CCSS

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Our 3rd through 5th graders SBAC ELA DF3 score will increase by 10 points, ensuring that the average student grows. To accomplish that, there will be an increase in grade-level proficiency in SMI and CEOUs. All K-5 grade students will show growth in end of course and common core proficiency in academics due to personalization and continuous acceleration.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-134.9	-124.9	-114.9
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Leading Indicators to monitor include: 16-17 SBAC Math data; Beginning of the Year (BoY) SBAC Inrerim Assessments (3rd-5th); SMI assessments, OUSD math CEOU assessments, ST Math data;				
Theory of Action for Standards-Based Instruction Priority:	If teachers and administrator ensures that every lesson is planned using Common Core State Standards and rigorous Tier 1 instruction is put in place and teachers are progress monitoring with both formative and summative assessments (SMI, CEOU's, ST Math, Illuminate assessment data) then all students learning will be accelerated; closing the identified achievement gaps of all students especially for the Title 1, English Learners, Homeless and Foster Youth; resulting in a higher percentage of 3rd-5th graders achieving proficiency on Math SBAC.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	All Elementary Teachers will implement key elements of Math Workshop daily: A. Math Warm-Up 10-15 minutes (Spiral review, routine practice to achieve mastery). B. Minilessons- 10 minutes (introduce new Math concept, strategies or skills). C. Independent Math Practice - 40 minutes (applying the math strategy or demonstrating use of the skill) D. M= Meet with the teacher, A=At your Seat, T=Technology (Differentiated), H=Hands On E. Share 5-10 minutes (oral and /or Written between students).	Principal and ILT will align PD to Math Workshop focus areas; Closely monitor student progress in math (Grade level Math CEOU's, SMI, Blended Learning (ST Math) SBAC Interim Formative assessments, and interventions). Principal will provide "real time data" to teachers to guide classroom instruction through regular feedback.		Teachers will turn in lesson plans showing evidence of Math Workshop, Data from math assessments include: SMI, SBAC Math Interim, Math CEOU's, and weekly data generated from ST Math . PLCs will meet weekly to collaborate for data analysis and planning, where a regular set of time is dedicated to cross grade level planning and data analysis, as well as discussion of student work.	

2-2	Teachers will design Common Core lessons and plan tasks that will elevate "depth of knowledge" in math. Teachers will incorporate cooperative learning and student centered learning opportunities to promote mastery of grade level academic and social/emotional skills.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in math with District support Bi-weekly/Monthly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work	PLCs will meet weekly to collaborate for data analysis and planning, where a regular set of time is dedicated to cross grade level planning and data analysis, as well as discussion of student work.
2-3	Personalized learning will be use to accelerate and challenge GATE students. Teachers will modify Common Core identified math curricula and share effective STEM teaching strategies with their Grade Level Partners to address the needs unique needs of GATE students	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in math with District support Bi-weekly/Monthly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work	Bi-Weekly PLCs will meet weekly to collaborate for data analysis and planning, where a regular set of time is dedicated to cross grade level planning and data analysis, as well as discussion of student work.
2-4	All teachers will ensure sstudents are provided the results of all assessment data. All teachers will set individual student goals to track each student's reading, writing, and mathematics growth and confer with students to set next level of goals (monthly)	Leadership will create Assessment calendar with regular formative assessments and provide access to "real time data"; Principal will closely monitor workshop model; Teachers will receive differentiated PD duiring monthly PD and PLC meetings	2018-19 Assessment calendar with regularly scheduled formative assessments; Written feedback from observation and implementation of Next Steps from feedback after observations.
2-5	All teachers will engage in data conferences (4X/ year); analyze data and plan units of study	Calendar Data Conferences	Bi-Weekly PLCs will meet weekly to collaborate for data analysis and planning, where a regular set of time is dedicated to cross grade level planning and data analysis, as well as discussion of student work.
2-6	All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and increase student achievement in math	Blended Learning Teacher Leaders will provide PD and PLC opportunities to incorporate use of technology to support personalized learning experiences embedded in Common Core standards Blended Learning Teacher Leader will push-in classrooms and pull-out students/classrooms to facilitate personalization and promote continuous acceleration	All students will use our online educational platforms (ST Math, Accerated Reader, and NewsELA) to broaden their understanding of reading and math concepts. The online educational tools will be customized to meet the individual needs of our students.

2-7	Common Core ELA and math grade level instruction, and Blended Learning used in classroom will be identified and explained to parent/family	Teacher Leaders, ILT and Community Partners, as well as District Staff will provide Parent/Family Workshops Monthly Parent/Family Workshops will facilitate understanding of Common Core and elements of Blended Learning	Bi-Monthly Parent/Family Workshops will facilitate understanding of Common core and elements of Blended Learning
2-8	Teachers will engage the Latino students in blended Learning math lessons to enhance their cognitive understanding of Common Core Math Standards	The administrator will make sure that teachers are adhering to the computer schedule.	Teachers be given a schedule for when they are to take their students to the computer lab.
2-9	Teachers will engage the African American students in Blending Learning math lessons to enhance their cognitive understanding of Common Core Math Standards	The administrator will make sure that teachers are adhering to the computer schedule.	Teachers will be given a schedule for when they are to take their students to the computer lab.
2-10	All teachers will administer SMI for targeted students not currently at proficiency (grades 3-5) every 30 days to monitor progress toward grade level goals	Provide protected time for weekly PLC planning using all relevant data including SMI, ST Math, and Math CEOU'. Both ILT and Prep Teacher to provide "during the day" release time for teacher planning aligned to data.	Baseline data; Monthly data to track student proficiency; PLC monthly meeting notes (math focus) formative assessment data
2-11	Teachers participate in professional learning that includes OUSD sponsored trainings, conferences, etc.	Principal and ILT will ensure teachers are provided with professional learning opportunities (e.g. attendance at conferences, retreats, peer observations, video-taping of practices) to deepen and refine their skills; ILT will plan PD in areas of Blanced Literacy, Math, and Writing. Fund out of classroom/outdoor education opportunities to increase content knowledge and student engagement.	Budget prioritizes funding for attendance at professional conferences, School-wide retreats and OUSD offered PD; Fund out of classroom/outdoor education opportunities to increase content knowledge and student engagement.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT		Priority ("Big Rock"):	JUNE 2021 GOAL			
		Positive School Culture & Student	PBIS will be implemented with fidelity, so that there is a focus on positive behavior and students will be more engaged on coming to school. This will lead to a decrease in the percentage by 5% or more the number of negative behavior referrals that result in Teacher-Initiated Suspensions, In School Suspensions, and/or Out of School Suspensions.			
		Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
		Attendance Rate	All Students	133	126	120
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	referral data					
Theory of Action for Conditions for Student & Adult Learning Priority:	If we develop school-wide practices that build, maintain, and sustain a safe and caring school culture and climate centered on trust then students will improve their Average Daily Attendance to at least 95% thus causing an interruption in the Chronic Absenteeism for the Title 1, English Language Learners, Homeless and Foster Youth.					
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
3-1	Building Relationship with Students and Community: Teachers and Staff will lead morning circles twice a week (once on Monday and once on Friday). K-5th Teachers will participate in Daily Whole-School Morning Community Circle. Pre-K, Kindergarten, and Special Day Classes/K-2nd will have Morning Circle in their respective classrooms.	Evidence of Shared Vision: Principal and ILT continually share measurable progress toward the school's vision and goals. Leadership will create a time and space for morning circle, community meetings and support the implementation of Caring School Community.		Classroom/school rituals and norms reflect diverse cultural perspectives. Morning Circles, PDs focused on social emotional curricula/strategies and students and teachers/staff will take ownership of leading their class/community meeting structures.		
3-2	Teachers will use school-wide social/emotional curricula to teach and support Social Emotional Learning/SEL skills daily	Majority of teachers/staff/Community Partners agree that our school leadership speaks with one voice and leadership is distributive		School personnel treat all people equally well, regardless of their cultural, ethnic, linguistic or gender diversity		
3-3	Teachers/Staff will use and reinforce school-wide Positive Behavior Intervention and Support/PBIS strategies and techniques, PBIS lesson plans, matrices, flow charts, cafeteria expectations and school-wide routines to build and safe and caring classroom, as well as school. Teachers/Staff will identify and explain the behavior/s outlined in the PBIS Behavior Matrix that needs to be highlighted as a teaching point.	Leadership will provide PDs and lesson plans on PBIS to teachers and staff. Principal will reinforce school-wide routines when with students.		Monthly school-wide events (Back-to-School Night, Family Literacy Night (2), Math Night, and Science Night, Achievement Assemblies) and Sankofa Community Meetings; TK-2nd, and 3rd-5th will honor a range of cultural experiences and social and academic achievements. PBIS informational sheet will be given to parents with school orientation information to allow parents to learn about PBIS at the beginning of the school year.		

3-4	Teachers will support students to use PBIS and social/emotional curricula to problem solve and resolve peer-to-peer conflict peacefully	Norms are stated at the start of a meeting, assembly, Morning/Afternoon Community Circle, Parent/Family Meeting	Assemblies will be used to educate and expand student thinking and perspectives
3-5	Teachers will use progressive discipline, including positive reinforcement, warnings, and 'Buddy Classroom' system to deal with Tier 1 behaviors	Continual review and refresher PDs on using PBIS, as well as recognizing and dealing with Tier 1 behaviors	Positive Behavior Intervention and Support (PBIS) will meet bi-weekly with ILT to build and sustain school rules, norms, and behaviors
3-6	Teacher create behavior improvement plans for students who repeat negative behaviors	Noon Supervisor and Hero's Coach will teach students strategies to reduce negative verbal and physical interactions.	Increase student attendance, reduce the number of URFs, Incident Reports from Noon Supervisor- Goal is 30 or fewer URF's by the End of the Year
3-7	Teachers will create cross-age/inter-age 'Buddy' opportunities	Supplies will be provided to support the teaching and learning environment	Public ceremonies to recognize students for academic and social growth after testing period and/or report card cycle
3-8	Teachers will take daily attendance accurately upon arriving in the classroom following Morning Circle	Equipment will be provided to support the teaching and learning environment	Classroom "expositions" of student work will be held for parents/families and school community
3-9	Teachers and/or Attendance Clerk will contact family of absent student daily	Instructional supplies will be provided to support the teaching and learning environment	Lincoln Child Center will provide social and emotional support for students with the greatest Tier 2 and Tier 3 needs
3-10	Members of the Attendance Team will call "At Risk" students to improve their attendance. Additional support and attention will be given to Homeless and Foster Youth and their families. Extended Day will provide a 'seamless' high quality program that has strong enrichment activities, tutorials, and mentoring.	Workshops and training will be provide for parent/families	Extended Day provides a 'seamless' high quality program that has strong enrichment activities, tutorials, and mentoring
3-11	Teachers will produce and share progress reports with parents and students, that include feedback regarding student conduct..	Staff participate in yearlong Positive Behavior Interventions and Supports (PBIS) PD; assess year 1 progress and create Year 2 goals; implement plan; explicitly teach positive and appropriate behaviors to all students increase student safety and minimize negative peer-to-student safety and minimize negative peer-to-peer interactions during recess.	Copies of progress reports, report cards indicating progress in specific academic and or SEL areas of focus

3-12	Teachers/Staff will target Chronically Absent students and develop an attendance action plan with the assistance of the Attendance Clerk and/or members of the Attendance Team. The Attendance Team tracks and maintains Student Attendance Review Team (SART) and supports the Student Attendance Review Board (SARB) process. Additional support and attention will be given to Homeless and Foster Youth and their families.	Principal and Family Director/Liaison will host regular SART meetings once a month. Additional support and attention will be given to Homeless and Foster Youth and their families. Oakland Public Education Fund (OPEF) will support student and families to ensure academic and social success. Other Community Partners will help in positive attendance initiatives to promote improved attendance goals. Additional support and attention will be given to Homeless and Foster Youth and their families.	Oakland Public Education Fund (OPEF) will support student and families to ensure academic and social success. Other Community Partners will help in positive attendance initiatives to promote improved attendance goals. Additional support and attention will be given to Homeless and Foster Youth and their families.
3-13	Teachers will create an environment that is engaging, organized, and contains learning centers.	Principal will conduct weekly walkthroughs to collect evidence of effective student engagement and positive discipline strategies to share schoolwide.	Classroom walkthrough notes; feedback with Next Steps; monthly SSC meeting notes
3-14	Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best	Principal and ILT complete self assessment and use data to create, implement staff development aligned to site-based, school-wide SEL needs	URF Tracking, behavior referrals (less than 20/year). reading and math data that shows positive academic growth
3-15	Teachers/Staff will select students to be recognized and highlighted for meeting and exceeding attendance goals	Principal will formally recognize and celebrate students with 'Perfect Attendance' and 'Greatest Improvement' publicly	Attendance Team will develop attendance support plans for chronically absent/tardy students
3-16	Teachers will use progressive discipline outlined on Universal Referral Form URF) to redirect "off task" student behavior.	Leadership Team will continue school wide SEL practices that cultivate student positive engagement; Monitor student behavioral referrals. Create Student/Parent handbook that includes school-wide behavioral expectations.	Weekly, monthly URF tracking on Dashboard
3-17	TK/K teachers will collaborate with the Primary Teachers in creating a space for incoming TK/K students to visit prior to the start of the next school year.	Principal and ITL will create a schedule for when the students from the state Pre-School can visit.	Incoming TK/K students will be prepared for the new school year.

CONDITIONS FOR	Priority ("Big Rock"):	JUNE 2021 GOAL
	English Learner Reclassification	Reclassify 50% of students each year.

ENGLISH LANGUAGE LEARNERS		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		English Learner Reclassification	All Students	6.7%	16.7%	26.7%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		Leading Indicators to monitor include: Fall Reclassification numbers: ELPAC, SRI, and Writing Assessments				
Theory of Action for English Language Learners Priority:		If teachers designate a time for teaching ELD 50% of the students will be reclassified for the 2018/2019 school year and the other 50% will experience gains in the target language.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
4-1	Teachers will analyze ELPAC, SRI , Student Writing Samples, and F&P data to determine needs of the ELLs in their PLC. Then they will group students purposely and put them into strategy aligned groups based on to their language needs (early literacy, emergent, etc.)	The principal and the ILT will provide data and establish a protected time for teachers to plan from the data. PLCs will meet during the first week of school and weekly there after. Create an agreed upon weekly PLC time for teachers to meet during their prep.		Evidence of Implementation: Assessment Calendar (with cycles of Inquiry), meeting notes, and data from the assessments.		
4-2	Teachers will intergrate SDAIE strategies into the core content areas throughout the day, specifically social studies and science (Intergrated ELD);	The principal and the TSA will conduct professional development around SDAIE strategies that can support ELLs; monitor the quality of the SDAIE instruction throughout the day		Evidence of Implementation: Anchor Charts (across content area), progress on ELD rubric (Beginning of Year, Midyear, End of Year)		
4-3	Teachers will implement key elements of Reader's and Writer's Workshop daily. A Read Aloud (introduce reading/writing strategies) To build upon student speaking, reading and writing skills in English.	The Principal, ILT, and TSA will utilize weekly observation; look fors: checklist designed to provide feedback (written and/oral) within 24 hours of observations. Principal and TSA will closely monitor Read Alouds, mini lessons, and small group work during Reader's and Writer's Workshop; teaching points match student task when assessed during one to one confering. Leadership will ensure that teachers receive necessary resources which include purchasing ELD materials and training.		Evidence of Implementation: ELD instruction during designated time. Assessment Calendar (with cycles of Inquiry), meeting notes, and data from the assessments. Anchor charts should be aligned to instruction to support content area teaching.		

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 191

School: Sankofa Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$139,190.88	After School Education & Safety (ASES)	Support for After-School Program	Positive School Culture & Student	A1.6 After School Programs	5825				191-1
\$24,576.40	General Purpose Discretionary	Attendance Specialist	Positive School Culture & Student	A5.4 Root Causes of Chronic Absence	2205	SPECIALIST, ATTENDANCE	SPECAT0052	0.50	191-2
\$1,048.60	General Purpose Discretionary	Supplies	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				191-3
\$5,000.00	General Purpose Discretionary	Copier maintenance agreement	Literacy: Reading and Writing	A2.3 Standards-Aligned Learning Materials	5610				191-4
\$40,803.85	LCFF Supplemental	Staff to support small group instruction and intervention	Literacy: Reading and Writing	A2.4 Teacher Recruitment & Retention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.45	191-5
\$51,411.54	LCFF Supplemental	STIP Sub will support professional learning activities and academic interventions	Literacy: Reading and Writing	A2.9 Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP9999	1.00	191-6
\$8,668.59	LCFF Supplemental	Stipend for enrichment for struggling students and for instructional planning.	Literacy: Reading and Writing	A2.10 Extended Time for Teachers	1120				191-7
\$4,248.09	LCFF Supplemental	Supplemental supplies for reading and math interventions	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				191-8
\$4,000.00	LCFF Supplemental	License Agreement for IXL MathK-5th	Mathematics	A2.3 Standards-Aligned Learning Materials	5846				191-9
\$11,435.42	Title I: Basic	Surplus, to be used for License Agreement for Newsela & Excellerated Reader	Literacy: Reading and Writing	A3.2 Reading Intervention	4399				191-10
\$30,000.00	Title I: Basic	Surplus, to be used for Heros Consultants to Support Small Group Instruction	Literacy: Reading and Writing	A3.2 Reading Intervention	4399				191-11
\$1,019.07	Title I: Parent Participation	Surplus, intended for supplies for Purchasing Materials for Parent Meetings	Positive School Culture & Student	A6.2 Family Engagement Professional Learning for Administrators/Teachers/Staff	4399				191-12



Title I School Parental Involvement Policy 2017-18

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Sankofa Academy agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Sankofa Academy parents are notified via school calendar, robo calls, take-home flyers or newsletter, announcements at "Community Circle," bulletin board postings, personal phone calls and information disseminated at the Annual Title I Meeting.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

- Opening of school parent meeting - Monthly SSC Meetings
- Back-to-School Night - Annual Title I Meeting

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

- Monthly School Site Council Meetings
- Annual Title I Meeting



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Sankofa Academy parents are notified via school calendar, robo calls, take-home flyers or newsletter, announcements at "Community Circle," and personal phone calls.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

- Provide parent handout
- Updates presented at SSC meetings
- Presented and discussed at parent/teacher conferences
- Information presented and disseminated at Back-to-School Night

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

- Monthly SSC Meetings
- Monthly Parent Engagement Meetings

School-Parent Compact

(Name of school) Sankofa Academy :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Sankofa Academy:

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

- Ensure that their child receives maximum instructional time by daily being on time to school
- Attend parent/teacher conferences (parent and/or teacher initiated)
- Assist and check for homework completion
- Periodically initiate "check-ins" with teacher to get updates on child's progress
- Review child's report card that is distributed each trimester

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

- Parent Workshops (i.e. Literacy Night, Math Workshop, Science Night...)
- Monthly Parent Engagement Meetings
- Teacher initiated trainings and distribution of support materials to enhance subjects taught in the classroom
- District provided parent education training, as available

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

- Dedicated professional development several times during the school year
- Support from district staff
- Wellness Committee (District and Site)



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

- Parent Engagement Coordinator
- SSC - Classroom teacher and site administrator
- Afterschool/Extended Day Coordinator

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

- School Calendar - Robo Calls - Personal Phone Calls
- Take-home Flyers or Newsletters
- Oral and/or written translations, as needed

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

- Classroom Teachers
- Site Administrator
- Site and/or District TSA

Accessibility

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

(In the box below, briefly describe or bullet how this happens at your school.)

- Oral and/or written translations, as needed
- Compliant accessibility to site facilities
- Dissemination of district/state reports via mail and site workshops/meetings
- Announcement of upcoming opportunities via robo calls, personal phone calls, flyers and/or newsletters



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Sankofa Academy School Site Council on (Date) 11-14-2017 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Sankofa Academy 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Peetra Atkins
(Principal's Signature)

11-15-2017
(Date)

Sankofa Academy Elementary School Compact

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my non-academic Screen Time and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Expeditiously communicate classroom concerns to the teacher classroom teacher. If the concern is unresolved in a reasonable amount of time, communicate concern(s) to site administrator.
- Regularly monitor my child's progress in school.
- Ensure that my child is in attendance at school each day, arrives at school on time every day, gets adequate sleep, regular medical attention and proper nutrition.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to participate in their child's class learning experience and to observe classroom activities as indicated on Sankofa Academy's Visitors/Observers sheet and OUSD's AR 1250 Visitors' Policy.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this day of , 20_____



School Site Council Membership Roster – Elementary

School Name: Sankofa Academy

School Year: 2017-2018

Chairperson : Traci Grizzle	Vice Chairperson: Erica Mitchell
Secretary: Jazmyne Muhammad	*LCAP Parent Advisory Nominee: N/A
*LCAP EL Parent Advisory Nominee: N/A	*LCAP Student Nominee: N/A

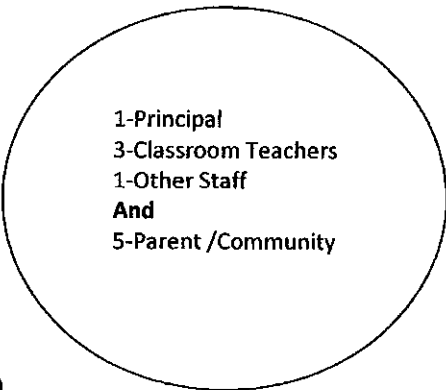
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Deitra Atkins	X			
Coron Brinson		X		
David Carrigan		X		
Traci Grizzle		X		
Gaylynn Hudson			X	
Cassandra Gibson				X
Erica Mitchell				X
Jazmyne Muhammad				X
Margot Nijsure				X
Rickey Walker (Ms. PR) / Community Rep				X

Meeting Schedule (day/month/time)	2nd Tuesday of each month / 3:30-5:00 p.m.
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SSC Legal Requirements: (Ed. Code 52852)

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



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

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