

Board Office Use: Legislative File Info.	
File ID Number	20-2333
Introduction Date	12/9/20
Enactment Number	20-1794
Enactment Date	12/9/2020 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date December 9, 2020
Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval of the 2020-2021 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 2020-2021 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Sankofa United Elementary School
CDS Code: 1612590110254
Principal: Dennis Guikema
Date of this revision: 9/16/2020

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

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

Contact: Dennis Guikema
Address: 581 61st Street
Oakland, CA 94609

Position: Principal
Telephone: 510-654-7787
Email: dennis.guikema@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 9/16/2020
The District Governing Board approved this revision of the SPSA on: 12/9/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and 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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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: 9/16/2020

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:

Dennis Guikema	<i>Dennis Guikema</i>	9/16/2020
<i>Principal</i>	Signature	Date
Carmen Velasquez	<i>Carmen Velasquez</i>	9/16/2020
<i>SSC Chairperson</i>	Signature	Date
Kathleen Arnold	<i>Kathleen Arnold</i>	11/9/2020
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	11/12/2020
<i>Director, Strategic Resource Planning</i>	Signature	Date

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/16/2019	SSC	Sankofa SSC Meeting to discuss School Priorities, SSC Responsibilities, Review of 2019-2020 SPSA and monitoring process
10/16/2019	ILT	Sankofa Instructional Leadership Team Formation and review of SPSA. Asked for recommendations regarding the implementation of the SPSA and its monitoring. Discussed the differences in needs of staff for professional development, given that a large part of the new staff were in credentialing programs and needed additional support.
2/10/2020	Parents and Community	Sankofa Title One Annual Meeting
3/11/2020	Parents, Community and Staff	Sankofa School parent Compact Meeting- Review of SPSA and roles of all stakeholders
3/11/2020	Parents	Sankofa Parent Engagement Meeting- parent roles within the School
4/10/2020	Parents and Staff	Sankofa Virtual SSC Meeting- Review Budget and recommendations for the 20-21 School Year

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$262,879.00
Total Federal Funds Provided to the School from the LEA for CSI	\$138,950.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$586,952.00

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)	\$75,888.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$18,252.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,632.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$138,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$46,409.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$16,300.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$138,950.00	TBD	After School Education and Safety Program (ASES #6010)	\$150,971.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$262,879.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$324,073.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$586,952.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School: Sankofa United Elementary School	School ID: 194	
School Description		
<p>Sankofa United Elementary School is opening 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. Sankofa United will open in the Fall of 2020 with two general education classes at each grade level, kindergarten through fifth grade, plus three Special Day Classes, serving students with moderate to severe special education needs.</p>		
School Mission and Vision		
<p><u>Mission</u> 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><u>Vision</u> 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><u>Core Values</u> Equity Rigor Care Joy</p>		
1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<i>College/Career Readiness</i>	Kaiser students have demonstrated double-digit growth over the past four years in the number of students at/above grade level in both ELA and Math as measured by SBAC. **Need to add language about growth at Sankofa	Rich culture of literacy: consistent practices and leveled libraries in all classrooms, well-resourced and accessed school library. Improved differentiation, including support provided by Academic mentors, intervention staff, and SpEd Resource team. Improved use of technology for instruction and assessment. **Differentiation at Sankofa
<i>Focal Student Supports</i>	Kaiser African-American students' growth has outpaced overall academic growth over the past four year in SBAC Math, SBAC ELA, and SRI.	Rich culture of literacy: consistent practices and leveled libraries in all classrooms, well-resourced and accessed school library. Improved differentiation, including support provided by Academic mentors, intervention staff, and SpEd Resource team. Improved use of technology for instruction and assessment.
<i>Student/Family Supports</i>	Planning for the merged school is being led by a Design Team with robust participation from family leaders at both sites. In addition, family leaders from both sites have been working collaboratively to build relationships among families.	The design and community building work builds on the existing family involvement structures at both schools. In addition, a new PTA formed at Sankofa in 19-20, and a new CSM position was established. Resources have been increased and allocated more effectively. Supports for students and parents have been increased. TSA position at Sankofa. Pushes into classrooms to support vulnerable students and provide interventions.
<i>Staff Supports</i>	Sankofa Professional Development calendar offers intentional and focused PD responsive to the needs of teachers. ILT was formed to lead this work. **Collaboration at Kaiser	TSA position at Sankofa. Pushes into classrooms to support vulnerable students and provide interventions. Models instruction for teachers. **Collaboration at Kaiser
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Two communities coming together, huge range of student performance, students with disparate needs. Need for a positive school culture of high expectations.	Lack of strong instructional framework across the schools, which results in incoherence from grade to grade and classroom to classroom

<i>Focal Student Supports</i>	Significant numbers of students who are underperforming in core areas- 80% Sankofa students Multiple years below	Frequent leadership and staff turnover at Sankofa (inconsistent supports for students), lack instructional framework, school wide goals, and data infrastructure to manage student performance.
<i>Student/Family Supports</i>	Community building deeply needed to build trust, shared leadership and equity.	* social capital * expectations of students and families. * connect more MTSS
<i>Staff Supports</i>	Staff culture has been negatively impacted by the complex circumstances of the merge of two schools. Need clear structures to collaborate and professionally develop together	Insufficient and inconsistent training, professional development, coaching, data infrastructure on standards-based instruction to support teachers and staff of various skill levels.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: All students graduate college, career, and community ready.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	48.1%	n/a	53.1%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	45.2%	n/a	50.2%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-13.4	n/a	1.6
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	54.5%	n/a	59.5%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-22.6	n/a	-7.6
CAST (Science)	All Students	TBD	33.80%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		Focal student groups demonstrate accelerated growth to close our equity gap.			
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-91.0	n/a	-71.0
SBAC ELA	African-American Students	+20 points DF3	-66.9	n/a	-46.9
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	35.3%	n/a	30.3%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	Students with Disabilities	+20 points DF3	-106.7	n/a	-86.7
SBAC Math	African-American Students	+20 points DF3	-81.2	n/a	-61.2
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	25.0%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Students and families are welcomed, safe, healthy, and engaged.			
Instructional Focus Goal: <i>All students build relationships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	71.9%	n/a	76.9%
Suspensions	All Students	-2pp	5.9%	n/a	3.9%

Suspensions	African-American Students	-2pp	10.8%	n/a	8.8%
Suspensions	Students with Disabilities	-2pp	6.4%	n/a	4.4%
Chronic Absence	All Students	-2pp	30.9%	n/a	28.9%
Chronic Absence	African-American Students	-2pp	40.1%	n/a	38.1%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Henry J. Kaiser Elementary School	SPSA Year Reviewed: 2019-20
SPSA Link: 19-20 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Reading	
Theory of Change:	If we emphasize the collection, use, and application of student data (both formative and summative assessments like F&P and SRI) to drive instruction, then there will be more growth for all students and a higher rate of growth for our underperforming stud
Related School Goal:	Increase Pacing (coverage of standards by end of year), Progress (opportunities for access to curriculum within weekly schedule), and Practice (within lesson)
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
IAB assessments were given with higher fidelity and data used by teachers to guide standards based instruction. F&P, SRI, Raz-Kids and formative data also in use to guide instruction.	
What evidence do you see that your practices are effective?	
Continued high levels of students at and above grade level on SRI (69%). However, this was a 10% drop from the previous year at this time.	
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.	
Both the merging of Kaiser and Sankofa, and the adoption of EL Learning ELA curriculum, significantly impact this goal for 2020-21, including a focus on complex text and explicit language instruction.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If we increase teachers understanding of Common Core Math Assessments and (Oakland Effective Teaching Framework) OETFs, then we will see teachers implementing stronger grade-appropriate tasks that yield to higher achievement in math as measured by the SBAC.
Related School Goal:	All students continually grow toward meeting or exceeding standards in math.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Mathematics did not become a school wide area of professional development focus at Kaiser Elementary in 2019-20, both due to the dual empahsis on reading and SEL, and due to the complexity of the school site being slated to merge.	
What evidence do you see that your practices are effective?	
In the 4 years prior to 2019-20, Kaiser students profeciency in math soard from 38.2% of students being at or above grade level on SBAC to 70.5%. Although we do not have SBAC data for 2019, other indicators suggest that math growth plateaued in this last year.	
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.	
The 2020-21 SPSA priority of Standards Based Instruction is inclusive of all academic content areas.	

19-20 Conditions for Student & Adult Learning Priority: Culture & Climate	
Theory of Change:	If we implement (Positive Behavior Interventions and Supports) PBIS to fidelity and increase our Tier 2 and 3 supports, then all students will feel an important part of the school community.
Related School Goal:	All students build relationships to feel connected and engaged in learning.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Addition of "SEL Lead" part time staff position. Addition of SEL recess activities. Increased continuity of SEL instruction and "Toolbox" implementation.	
What evidence do you see that your practices are effective?	
Despite significant challenge of the site closing and being merged with another school in 2020-21, overall student school culture was positive by all measures, including observations and URF & suspension data. Staff culture was significantly strained by this factor, resulting in tension and distrust on campus.	
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.	
There has been a significant overhaul to the Conditions for Student Learning priority for 2020-21 with an emphasis on MTSS school wide systems that are rooted in shared values.	
19-20 Conditions for English Language Learners Priority: All English Language Learners who are at Kaiser Elementary for 3 or more years will be reclassified as Fluent	
Theory of Change:	As Kaiser has a very small ELL population (currently 5.7%, or 16 students), we can provide differentiation and additional individualized supports for all English Language Learners to maximize learning and academic growth.
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in 6 years or less.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
With only 19 ELL school wide, teachers and intervention staff were able to offer differentiated support.	
What evidence do you see that your practices are effective?	
80% of ELL students either were at or above grade level OR had 1.5 years of growth or higher on the F&P.	
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.	
Similar goal, outcomes, metrics, and strategies/activities in for 2020-21.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	

No

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Sankofa Academy	SPSA Year Reviewed: 2019-20
SPSA Link: 19-20 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy: Reading and Writing	
Theory of Change:	If teachers plan common core aligned lessons for their reading and BAL instruction, then students will make greater progress towards mastery
Related School Goal:	If teachers plan common core aligned lessons for their Reading and BAL instruction, then students will demonstrate growth on district
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
There was a complete turnover of staff at the school after SPSA was completed last year. New teachers in credential programs were hired. That required a focus on identification of grade level standards and appropriate instructional practices at their grade level. Some of the plans for differentiated BAL and reading implementation focus were not able to be fully realized as a result of the need to ensure that all teachers had a foundational understanding of instruction and standards at their grade level.	
What evidence do you see that your practices are effective?	
Through targeted regular walkthroughs we were able to observe increased ability to implement reading practices and techniques that were learned during professional development.	
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.	
Information learned through walkthroughs, coaching feedback and student data has informed the development of next year's SPSA goals at Sankofa United. This information can be found on Sankofa United's SPSA as this is a transition year for Sankofa.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	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 (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.
Related School Goal:	If teachers design Common Core lessons and plan tasks that will elevate "depth of knowledge" in math, then students will demonstrate growth on district and state assessment measures.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
There was a complete turnover of staff at the school after SPSA was completed last year. New teachers in credential programs were hired. That required a focus on identification of grade level standards and appropriate instructional practices at their grade level. The Network Math Coordinator did deliver important professional development to teachers focused on CCSS grade level standards for math. Some of the plans for depth of knowledge were not able to be fully realized as a result of the need to ensure that all teachers had a foundational understanding of instruction and standards at their grade level.	

What evidence do you see that your practices are effective?	
Through targeted regular walkthroughs we were able to observe increased confidence in understanding of math standards, and increased implementation of instructional practices in math, aligned to grade level standards, that were learned during professional development.	
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.	
Information learned through walkthroughs, coaching feedback and student data has informed the development of next year's SPSA goals at Sankofa United. This information can be found on Sankofa United's SPSA as this is a transition year for Sankofa.	
19-20 Conditions for Student & Adult Learning Priority: Positive School Culture & Student	
Theory of Change:	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.
Related School Goal:	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.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
There was a complete turnover of staff at the school after SPSA was completed last year. New teachers in credential programs were hired. That required a focus on ensuring that all staff understood PBIS and SEL best practices in their classrooms and throughout the entire school. This was accomplished through professional development and support of District and on-site SEL and Behavioral Health staff. An effort was made to include After School staff within this initiative, as After School staff were returning and were able to provide both continuity and historical context as we came together to create a positive culture and climate built on trust and positive, respectful interactions.	
What evidence do you see that your practices are effective?	
Evidence of changed behavior was witnessed on yard, in cafeteria, and in classrooms as a result of this coordinated approach. This was a positive change in the overall culture and climate.	
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.	
Information learned through campus and classroom walkthroughs, coaching feedback and student data has informed the development of next year's SPSA goals at Sankofa United, which will include a component that includes parents as partners in this process. This information can be found on Sankofa United's SPSA as this is a transition year for Sankofa.	
19-20 Conditions for English Language Learners Priority: English Learner Reclassification	
Theory of Change:	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.

Related School Goal:	If teachers provide students with targeted ELD instruction then 50% of our ELL students (who have been in school for 5 years or more) will be reclassified by the end of the 2019/2020 school year.
-----------------------------	---

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

There was a complete turnover of staff at the school after SPSA was completed last year. New teachers in credential programs were hired. That required a focus on identification of grade level standards and appropriate Tier 1 SEL instructional practices at their grade level. There was a complete turnover of staff at the school after SPSA was completed last year. New teachers in credential programs were hired. That required a focus on identification of grade level standards and appropriate instructional practices at their grade level. Some of the plans for more differentiated instruction, including designated and integrated ELD, were not able to be realized as a result of the need to ensure that all teachers had a foundational understanding of instruction and standards at their grade level. However, the instructional training provided for teachers did emphasize the need to use visuals during instruction, as a strategy for English Language Learners.

What evidence do you see that your practices are effective?

As there was no designated ELD this past year, we have minimal evidence to date of the effectiveness of our strategies. However, teachers were provided information about the use of the strategies they learned to support English Learners, and there are more robust plans for next year in Sankofa United's SPSA to explicitly address the language needs of English Learners.

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.

As a result of the recognition of the need to address the language needs of English Learners more directly and robustly this is an area that is addressed on Sankofa United's SPSA.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA proposed budget and your estimated actual budget for 2019-20. If you made changes, why?

After an assessment of the needs of the Sankofa students as identified in the SPSA, there were some one-time special investments provided to the site to support acceleration of student learning and a creation of a more positive culture and climate.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Sankofa United Elementary School

School ID: 194

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):	Build school wide systems, rooted in shared values, to support positive school wide expectations and to meet the socio emotional needs of all students.
School Theory of Change:	If we build a strong MTSS, rooted in shared values, then we will produce consistent, predictable and successful conditions for student learning.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Positive classroom expectations, linked to school wide expectations (Respectful, Responsible, Reflective) are consist in all classes.	Summer retreat and on-going PD to establish and maintain a positive school wide culture. Observation and feedback. Modeling.	Low levels of safety incidents, student conflicts, URF referrals, and suspensions. Students report feeling safe and connected at school on the CHKS.	Two communities coming together, huge range of student performance, students with disparate needs. Need for a positive school culture of high expectations.
1-2	Caring School Community SEL curriculum is taught with fidelity in all classes.	District supported PD for CSC. "SEL Lead" coaching, observation and support for all teachers. Culture/Climate Team review of implimentation.	Observations, data tracker, coaching cycles.	Two communities coming together, huge range of student performance, students with disparate needs. Need for a positive school culture of high expectations.

1-3	A positive reward system (SWAG tickets) and positive reinforcement best practices (4:1) are consistently in place in all classes	CSM manages a school wide positive reward system. Culture/Climate team reviews data, which is included in data converences with teachers.	High levels of student engagment and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals. Celebrations.	Two communities coming together, huge range of student performance, students with disparate needs. Need for a positive school culture of high expectations.
1-4	Teachers support school wide expecations outside of the classroom (hallway, recess, cafeteria, etc)	Set expectations specific to each area of the school. Hold an expectation that all adults on the campus positively support these expectations.	Calm, predictable, and safe behavior in hallway, cafeteria, recess yard, etc. Students only in the hallway with an adult or a pass.	Two communities coming together, huge range of student performance, students with disparate needs. Need for a positive school culture of high expectations.
1-5	Teachers partner with intervention and counseling staff to provide Tier 2 interventions (Check-in, check out, small groups, RJ, etc.)	Support teachers in identifying appropriate Tier 2 interventions and connection with intervention and counseling supports.	COST tracker; behavior plans; check-in, check-out tracker. Reduced behavior incidents. Improved academic outcomes.	Significant numbers of students who are underperforming in core areas- 80% Sankofa students Multiple years below
1-6	Teachers partner with intervention and counseling staff to provide Tier 3 interventions through SST and COST referrals, implimentation of behavior support plans, etc.	Lead effective SST and COST teams.	COST tracker; behavior plans; check-in, check-out tracker. Reduced behavior incidents. Improved academic outcomes.	Significant numbers of students who are underperforming in core areas- 80% Sankofa students Multiple years below
1-7	Teaching practices are consistent with an equitable and consistent discipline policy	Equitable and consistent discipline policy is established; communicated to students, families, and staff; and implimented by all.	Staff handbook. Family handbook. URF and Suspension data.	Two communities coming together, huge range of student performance, students with disparate needs. Need for a positive school culture of high expectations.

1-8	Teachers will include school wide expectations, positive reinforcement, and other areas of Sankofa United's culture and climate in family communications.	Principal will share, seek input, and build a shared vision with families for all elements of Sankofa United's MTSS.	Family engagement and dialogue. Family communications from classroom, principal and others.	Community building deeply needed to build trust, shared leadership and equity.
-----	---	--	---	--

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Focus on standards-based curriculum across the school.
School Theory of Change:	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.
Related Goal(s):	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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Implement EL Education, adhere to curricular scope and sequence	Provide initial training and support (OUSD-sponsored PD in June and August), ongoing weekly PD	PD Plan, Cycles of Inquiry, Collaboration Plan	
2-2	Grade level teams review the standards together to analyze what students need to know to demonstrate mastery of each standard and what students would need to be able to do to demonstrate mastery of a standard.	Build the capacity of teacher teams to analyze and align standards, curricula, instructional strategies, and assessment tools.	Observations, data tracker, coaching cycles, PLC agendas	

2-3	Administer formative and summative assessments, reflect on the data, and adjust instruction and interventions	Principal and TSA conduct data conferences with teachers twice monthly	Data conference notes and tracker	
2-4	Teachers will take the IAB assessments and explicitly link noticings about the assessment to conversations about how to backwards map instruction and change instructional practices to meet the demands of the standards.	Initial and ongoing training and support for implementation of curriculum-embedded assessments	Assessment calendar	
2-5	Teacher teams will use protocols focused on student outcomes, student data, and student work.	*Scheduled PLCs and PD time for teachers to reflect on data and adjust instruction and interventions *Articulate clear expectations for common planning time; model the process and the unwavering focus on student learning.	PD plan, Cycles of Inquiry, Collaboration Plan	
2-6	Identify students who need additional acceleration	Ensure that teachers and teacher teams plan for the learning needs of students who are performing at the proficient levels.	Focal student protocol	
2-7	Provide differentiated classroom instruction	PD on differentiated instruction, coaching and modeling provided by Principal and TSA, peer observation supported by STIP sub	PD plan, Cycles of Inquiry, Collaboration Plan	
2-8	Partner with SpEd staff and intervention teachers to provide additional student supports as needed	SpEd and intervention staff are strategically engaged with PLCs / grade-level teams.	PD plan, Cycles of Inquiry, Collaboration Plan	

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

School Priority ("Big Rock"):	Lessons grounded in complex texts and explicit language instruction.			
School Theory of Change:	<p>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:</p> <ul style="list-style-type: none"> -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. 			
Related Goal(s):	100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on fostering interaction and discussion, to ensure accelerated language and reading growth. (CCSS S&L: 1, 4, 6)			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	<ul style="list-style-type: none"> * Provide PD curriculum implementation, observation & feedback on classroom practice * Ensure teachers participate in PD on protocols and conversation cues * Provide weekly PLC to analyze student language progress and plan * ILT plan PD 	Student making meaning around the text, students actively having academic discussions during reading and before writing, lesson plans, observation tracker, coaching	

3-2	Identify and teach three to five consistent instructional strategies, classroom procedures, and routines that support student learning.	<ul style="list-style-type: none"> *All staff participant in schoolwide professional development to learn and practice high-leverage instructional strategies. *Set clear expectations for implementation of presented practices and strategies, and monitor their implementation and use. 	Observations, data tracker, coaching cycles, PLC agendas	
3-3	Use curriculum formative assessments and IAB data to monitor progress and adjust instruction	<ul style="list-style-type: none"> * Provide coaching * Provide targeted feedback based on weekly observation * Facilitate teacher data conferences 	Observations, data tracker, coaching cycles, PLC agendas	
3-4	PLCs: analyzing data, student work, and planning	<ul style="list-style-type: none"> * Leaders facilitate PLCs * Leaders provide consistent PLC schedule *Observe teacher team meetings, and provide feedback on their processes to help them develop as a team. 	PLC agendas, student ELA data	
3-5	Grade level teams have common weekly planning times with clear outcomes focused on student learning. Time to review individual student learning data is built into the schedule of collaborative team meetings.	Observe teacher team meetings, and provide feedback on their processes to help them develop as a team.		

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Build collegial trust and develop shared vision in service to all students.
--------------------------------------	---

School Theory of Change:	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.			
Related Goal(s):	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.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers build communities of effective practice by publically sharing learning and engaging with peers in open and honest dialog.	Evidenced based collaboration. School leadership builds a culture of trust that enables adults to engage in evidenced based collaboration to improve learning for all students.	PD calendar. Staff surveys measuring collaboration, collegiality, and efficacy. Feedback cycle built into PD incorporated into the work of the ILT.	
4-2	Teachers demonstrate a learners' stance by analyzing evidence, reflecting, and refining practice	School leadership coordinates and provides individualized coaching to support all teachers in improving their practice.	Coaching plan and cycles. Observation and feedback. Shared notes from coaching and support.	
4-3	Teachers participate in regular development opportunities that seek to build their capacity and specific development needs.	Design a comprehensive professional learning plan and calendar aligned to school goals and trends observed in learning walks.	Survey teachers strengths and needs.	
4-4	Establishment of an ILT with shared purpose and goals.	Establishment of an ILT with shared purpose and goals.		
4-5	All staff are included in our adult learning community	CSM leads PD for classified staff that is aligned with school wide mission, vision, and values.	Classified staff PD calendar	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority ("Big Rock"):		All English Language Learners who are at Kaiser Elementary for 3 or more years will be reclassified as Fluent		
School Theory of Change:		As Kaiser has a very small ELL population (currently 5.7%, or 16 students), we can provide differentiation and additional individualized supports for all English Language Learners to maximize learning and academic growth.		
Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of English Language Learners.	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not thriving.	Walkthrough observation notes; teacher/principal conferences; F&P data; SRI data; English Language Proficiency Assessments for California (ELPAC) data; SBAC ELA data.	
5-2	All English Language Learners will have access Raz-Kids. Families will be supported so they can receive further support at home as well.	PD and peer support for Raz-Kids. Prioritization of budget needed to pay for licenses.	Raz-Kids sign in and progress data.	
5-3	Individual push in and pull out supports provided by reading intervention consultant, academic mentor, volunteers, and (when appropriate) by resource teacher, speech therapist, and resource aide.	Budget prioritization for reading intervention (district funds) and academic mentors (PTA funds). Recruitment, training, and retention of volunteers.	F&P data; SRI data; ELPAC data; SBAC ELA data.	

PROPOSED 2020-21 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
Provide quality after and before school programing for students.	\$46,409	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers partner with intervention and counseling staff to provide Tier 3 interventions through SST and COST referrals, implimentation of behavior support plans, etc.	194-1
Provide quality after and before school programing for students.	\$150,971	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers partner with intervention and counseling staff to provide Tier 3 interventions through SST and COST referrals, implimentation of behavior support plans, etc.	194-2
TSA will provide support for accelerated learning to support students who are behind grade level to reach grade level standards.	\$84,943	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7906	11-Month Classroom TSA	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	PD on differentiated instruction, coaching and modeling provided by Principal and TSA, peer observation supported by STIP sub	194-3
Provide stipends for Instructional Leadership Team ot provide professional development and support for all teachers	\$4,658	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Establishment of an ILT with shared purpose and goals.	194-4
Library Technician will support literacy goals for students who are behind grade level to reach grade level standards.	\$25,139	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	7907	Library Technician	0.25	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Budget prioritization for reading intervension (district funds) and academic mentors (PTA funds). Recruitment, training, and retention of volunteers.	194-5
Provide essential learning supplies to all students.	\$14	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Positive classroom expectations, linked to school wide expectations (Respectful, Responsible, Reflective) are consist in all classes.	194-6
Provide opportunities for office staff to support additional school and family support	\$2,518	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Positive classroom expectations, linked to school wide expectations (Respectful, Responsible, Reflective) are consist in all classes.	194-7

Provide essential learning supplies to all students.	\$10,734	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Positive classroom expectations, linked to school wide expectations (Respectful, Responsible, Reflective) are consist in all classes.	194-8
Copier lease	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Positive classroom expectations, linked to school wide expectations (Respectful, Responsible, Reflective) are consist in all classes.	194-9
Purchase 0.2 FTE for our prep teacher so that 1.) provide sufficient PLC and PD time for teachers; 2.) provide quality PE instruction for all students, including SDC.	\$26,904	LCFF Concentration	1105	Certificated Teachers' Salaries	4217	Teacher Education Enhancement	0.25	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	*Scheduled PLCs and PD time for teachers to reflect on data and adjust instruction and interventions *Articulate clear expectations for common planning time; model the process and the unwavering focus on student learning.	194-10
Provide essential learning supplies to all students.	\$630	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Positive classroom expectations, linked to school wide expectations (Respectful, Responsible, Reflective) are consist in all classes.	194-11
STIP will provide support for accelerated learning to support students who are behind grade level to reach grade level standards.	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	6257	STIP Teacher	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	PD on differentiated instruction, coaching and modeling provided by Principal and TSA, peer observation supported by STIP sub	194-12
CSM will provide family outreach and support to enrich the learning experience and outcomes of all students.	\$50,460	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	NH0-442	Program Mgr Community School	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	CSM manages a school wide positive reward system. Culture/Climate team reviews data, which is included in data converences with teachers.	194-13
Provide oppourtunities for office staff to support additional school and family support	\$8,184	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers will include school wide expectations, positive reinforcement, and other areas of Sankofa United's culture and climate in family communications.	194-14

Provide literature for leveled libraries	\$2,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Budget prioritization for reading intervention (district funds) and academic mentors (PTA funds). Recruitment, training, and retention of volunteers.	194-15
External work order to support student needs	\$4,547	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Positive classroom expectations, linked to school wide expectations (Respectful, Responsible, Reflective) are consist in all classes.	194-16
Library Technician will support literacy goals for students who are behind grade level to reach grade level standards.	\$35,497	Measure G: Library	2205	Classified Support Salaries	NH0-441	Library Technician	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Budget prioritization for reading intervention (district funds) and academic mentors (PTA funds). Recruitment, training, and retention of volunteers.	194-17
Provide literature for leveled libraries	\$1,410	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Budget prioritization for reading intervention (district funds) and academic mentors (PTA funds). Recruitment, training, and retention of volunteers.	194-18
CSM will provide family outreach and support to enrich the learning experience and outcomes of all students.	\$55,793	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	NH0-442	Program Mgr Community School	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	CSM leads PD for classified staff that is aligned with school wide mission, vision, and values.	194-19
Provide an academic mentor to support with accelerated growth and learning gaps.	\$10,702	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Individual push in and pull out supports provided by reading intervention consultant, academic mentor, volunteers, and (when appropriate) by resource teacher, speech therapist, and resource aide.	194-20
Provide essential learning supplies to all students.	\$102	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Ensure that teachers and teacher teams plan for the learning needs of students who are performing at the proficient levels.	194-21

Provide supplies to support family engagement	\$1,632	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will include school wide expectations, positive reinforcement, and other areas of Sankofa United's culture and climate in family communications.	194-22
---	---------	-------------------------------	------	------------------------	-----	-----	-----	--	---	--------



**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 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 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)
- 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

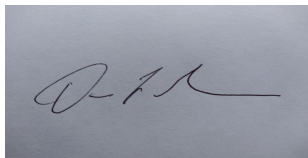
Family Responsibilities

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



Dennis Guikema, Principal

August 31, 2020



SANKOFA UNITED ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Carmen Velazquez
Vice Chairperson:	Marin Moran
Secretary:	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"/>

SSC Meeting Schedule: <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.
---	--

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.

