



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students



School Portfolio Management: Grade Configuration Change v5



Sankofa Academy: PreK-8

Beginning 2012-13

Strategy for maximizing assets

Grade Configuration Change

Grade configuration change represents the expanding of a school's grade configuration to serve either grades PK-8, PK-12 or 6-12. Approach would expect each school to grow each grade one year at a time. The proposal expects to analyze annually the educational benefits of the expanded grades and consider the educational benefits of additional grade configuration changes in other school settings. Grade configuration change proposals included here are intended to expand quality programs.

Strategy for maximizing assets

Recommendation:

Approval of a grade configuration change for Sankofa Academy to serve students in grades PreK to 8, beginning July 1, 2012.

- Sankofa will enroll its current single class of 5th grade students into 6th grade for the 2012-13 school year, serving approximately 30 students. Each subsequent year they will add an additional grade level until the 2014-15 school year when the school would reach capacity, serving grades PreK to 8.
- The middle school program will eventually grow to include two classes each in 6th grade, 7th grade, and 8th grade.
- The school will continue to operate at its current location. The school has enough space in their current facilities to add 6th – 7th grade classes. By 2014-15, additional space adjacent to the main building along 61st Street will be necessary for continued expansion, pursuant to additional facilities resources, depending on portable or permanent structure design.

Restructuring Proposals: Grade Configuration Change

BACKGROUND:



GRADE CONFIGURATION CHANGES

- **Beginning Fall 2010**, Central administration was contacted by school leaders and/or facilities dept to support specific schools facing urgent facility-related decisions & considering grade configuration changes.
- **Fall 2010**, Central administration hosted site visits to K-8 schools, and engagement events with leaders of local K-8 and 6-12 schools to explore benefits and challenges of these unique grade configurations.
- **Fall & Winter 2010**, Central administration was contacted by additional school leaders and school communities, seeking support to explore grade configuration changes.
- **Spring 2011**, Central administration developed preliminary **“Readiness Factors”** to assist in making recommendations to the Superintendent in consideration of possible grade configuration changes.
- **Spring 2011**, to support a systemic approach to evaluating grade configuration change proposals, all school leaders district-wide were invited to submit a Letter of Interest if their school communities were already engaged in meaningful consideration of grade configuration changes, prior to initial recommendations to the Superintendent.
- **Summer 2011**, meetings were held with all leaders proposing grade configuration changes to review Letters of Interest. Letters of Interest that contained challenges not likely to be resolved in the current year were encouraged to participate in a future cycle.
- **Fall 2011**, Board of Education directed Superintendent to develop Restructuring Criteria; among other programmatic priorities, such as STEM and high school re-design included within the criteria, grade configuration changes were included to provide the opportunity to initiate planning of Expanding School Plan in support of Superintendent and Board decision-making.
- **Fall 2011**, Grade configuration changes are not proposed as an alternative to school closure.

Restructuring Proposal: Grade Configuration Change Planning

Expanding the grade configuration of a school to K-8 or 6-12.

Howley, C. (2002) Grade Span Configurations. *The School Administrator (Web Edition)*. Available: www.aasa.org/publications/sa/2002_03/howley.htm.

Wihry, D.F., Coladarci, T., & Meadow, C. (1992). Grade Span and Eighth-Grade Academic Achievement: Evidence from a Predominantly Rural State. *Journal of Research in Rural Education*, 8(2), 58-70.

Referenced in: "Grade Span Configurations: Essentials on education data and analysis from research authority AEL". (March 2005). District Administration (Web Edition). www.districtadministration.com.

Offenberg, R. (2001). The Efficacy of Philadelphia's K-to-8 Schools Compared to Middle Grade Schools. *Middle School Journal*, 32(4), 23-29.

Moore, D.W. (1984). *Impact of School Grade-Organization Patterns on Seventh and Eight Grade Students in K-8 and Junior High Schools*. Washington D.C.: U.S. Department of Education Office of Educational Research and Improvement.

Simmons, R.G., & Blythe, D.A. (1987). *Moving into Adolescence*. New York: Aldine De Gruyter.

Alspaugh, J.W. (1998). *Achievement Loss Associated with the Transition to Middle School and High School*. *Journal of Educational Research*, 92(1), 20-25.



2011-12 GRADE CONFIGURATION CHANGE PLANNING PROCESS

Part A

Expanding School Design Team

September 23, 2011:

Submit:

Initial proposal for school expansion

Feasibility Analysis (summary version)

Evidence of **at least one** staff/community engagement regarding expansion

September 27, 2011:

Establish a site-based study team to:

Explore the benefits and implications of school expansion

Develop a thorough Feasibility Analysis

Host community engagement event(s)

October 25, 2011:

Conduct **one or more** community engagement event(s) to share initial ideas for school expansion and gather signatures of support

Complete Feasibility Analysis

November, 2011:

Presentation to Board of Education on **key benefits and trade-offs** of proposed expansion for Life Academy

December and January:

Presentation to Board of Education on **key benefits and trade-offs** of proposed expansion.

December 14, 2011: Greenleaf and Sankofa

January 11, 2012: La Escuelita and Madison



Not Later than December 14, 2011

Decision by Board of Education regarding expansions.

Part B

Restructuring Proposal: Grade Configuration Change Planning

SUMMARY:

Grade Configuration Change School Design Team will develop Expanding School Plans

PLAN - PART A: DUE December 1, 2011

- Framing of compelling rationale for expansion
- Description of how the current program/s meet goals of the Strategic Plan
- Identify value-add components of program/s
- Identify Key Practices
- Complete Feasibility Analysis (*staffing, enrollment, facilities*)

DECEMBER 14, 2011 Decision-Making re: Grade Configuration for 2012 and 2013
(*November 9, 2011 re: Schools requiring new student recruitment beginning 2012*)

PLAN - PART B: *If approved* DUE March 13, 2012

- Expanding-up program planning
- Roll-out of implementation plan
- Operationalizing of program, i.e. staffing, budget, enrollment
- Identify central supports needed
- Identify structural supports needed

Evaluation Criteria

Grade Configuration Change: Evaluation Criteria

CRITERIA OVERVIEW

Schools pursuing grade level expansion will be evaluated for candidacy in the following *Readiness Factors*, listed in order of significance:

| | |
|---------------|--|
| STEP 1 | Is there a Compelling Rationale for Grade Level Expansion |
| STEP 2 | Is there Demonstrated Staff and Family Interest in Grade Level Expansion |
| STEP 3 | Is there Demonstrated Leadership and Staff Capacity to Support Grade Level Expansion Planning and Implementation |
| STEP 4 | What are the results of the Analysis of Facility Capacity to Support Grade Level Expansion |
| STEP 5 | What are the results of the Analysis of Demographics and Enrollment Implications |

EVALUATION



Restructuring Proposal: Grade Configuration Change Planning

Why Expand Grade Configurations?

- As the District develops Full-Service Community Schools, students would benefit from sustained relationships and the ability to receive timely intervention and supports that endure through various developmental stages.
- The District loses significant numbers of students during the transitions from elementary to middle school and from middle school to high school. The district hopes to increase the available options for families to consider how best to support their children as they progress from one grade to the next.
- Currently nine K-8 charter schools and five 6-12 charter schools operate in Oakland. This is more than the total number of K-5 and 9-12 charter schools in Oakland. These are popular school options for families and families have frequently indicated that they choose these schools specifically to access their grade unique configurations.
- Our existing K-8 and 6-12 schools are incredibly popular and host long waiting lists.

Restructuring Proposal: Grade Configuration Change Planning

What may be the impact on school facilities?

Each school facility is being evaluated in the following four categories.

- **Category A:** Existing capacity to accommodate current grade configuration
- **Category B:** Existing capacity to accommodate new grade configuration
- **Category C:** Facility upgrades/ modifications needed to accommodate core academic program – specifically the courses needed to successfully complete the program
- **Category D:** Facility upgrades/ modifications needed to accommodate full program needs, including amenities that support extra-curricular activities, electives, and other supports and services.



Sankofa

Academy



“We must go back and reclaim our past so we can move forward; so we understand why and how we came to be who we are today.”

Sankofa Academy is a Full-Service Community School

Sankofa Academy has built a comprehensive, full-service community school that serves the needs of our students, families, and community.

- **Programs and Services** – Sankofa Academy provides comprehensive general education and inclusion programs in grades Pre-K-5 that encourage and support students in working to their full potential academically, socially, and emotionally. We also engage in partnerships that provide direct service to our students, families, and community including dental care, health care, counseling, adult computer literacy classes, and GED classes.
- **Partnerships** – Sankofa Academy has strategically secured over 40 community partnerships that are aligned with our school vision and goals, and that serve our students and greater school community.
- **High quality, Data-driven Instructional Program** – Sankofa Academy provides our students with a rigorous, data-driven instructional program in grades Pre-K-5 (General Education and PEC). We are fully committed to three foundational practices: differentiation, data-driven continuous improvement, and accelerated intervention.

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.

Our Students

- Grades: Pre-K – 5
- 2011-12 Enrollment: 212
- Free / Reduced Lunch: 75%
- Special Education: 11%
- English Language Learners: 8%
- Enrollment by Ethnicity:
 - African-American: 72%
 - Latino: 9%
 - Asian: 3%
 - Filipino: 4%
 - White: 3%
 - Unspecified/Other: 9%



Enrollment Over Time

Sankofa Academy has grown significantly over the last two years, and has sustained a vibrant program with academic growth.

| Grade | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--------------|----------------|----------------|----------------|----------------|
| K | 21 | 12 | 27 | 46 |
| 1 | 18 | 26 | 20 | 33 |
| 2 | 17 | 25 | 28 | 32 |
| 3 | 16 | 20 | 25 | 25 |
| 4 | 13 | 22 | 21 | 26 |
| 5 | 25 | 9 | 21 | 27 |
| PEC | 6 | 9 | 17 | 23 |
| TOTAL | 116 | 123 | 159 | 212 |

*Note: This does not include Pre-K students.

Results: Thriving African-American Students

❖ API

- In 2006, Sankofa's Academic Performance Index (API) score was 578. Today the school boasts an API of 750, nearing the state goal of 800. In 2011, our school grew 33 points, when compared to 2010 results.
- In 2008, Sankofa's API score increased 156 points, one of the most dramatic improvements in the district.
- Sankofa Academy outpaced OUSD's average API for African-American students by 74 points in 2010. This growth continued in 2011 where Sankofa's African-American cohort performed at 61% in math and 43% in ELA.

❖ CST

- In 2009, our California Standards Test (CST) scores had double-digit percentage-point growth into the Proficient and Advanced categories in both ELA and Math.

❖ Benchmark Assessments

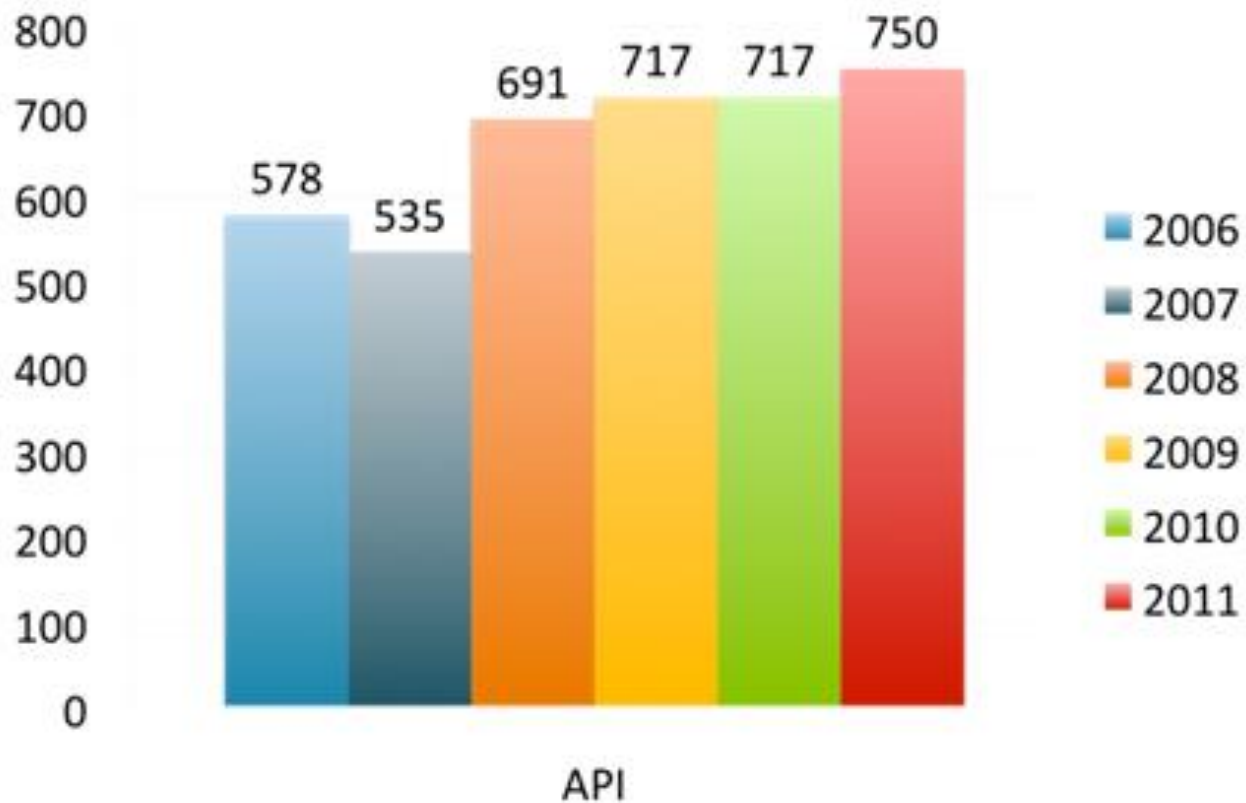
- 2010-11 benchmark data shows the largest increases in performance for 2nd-5th grade since the inception of the school.

❖ Teaching and Learning

Continuity of structure, skill-based instruction, culturally responsive curriculum, rigor and care

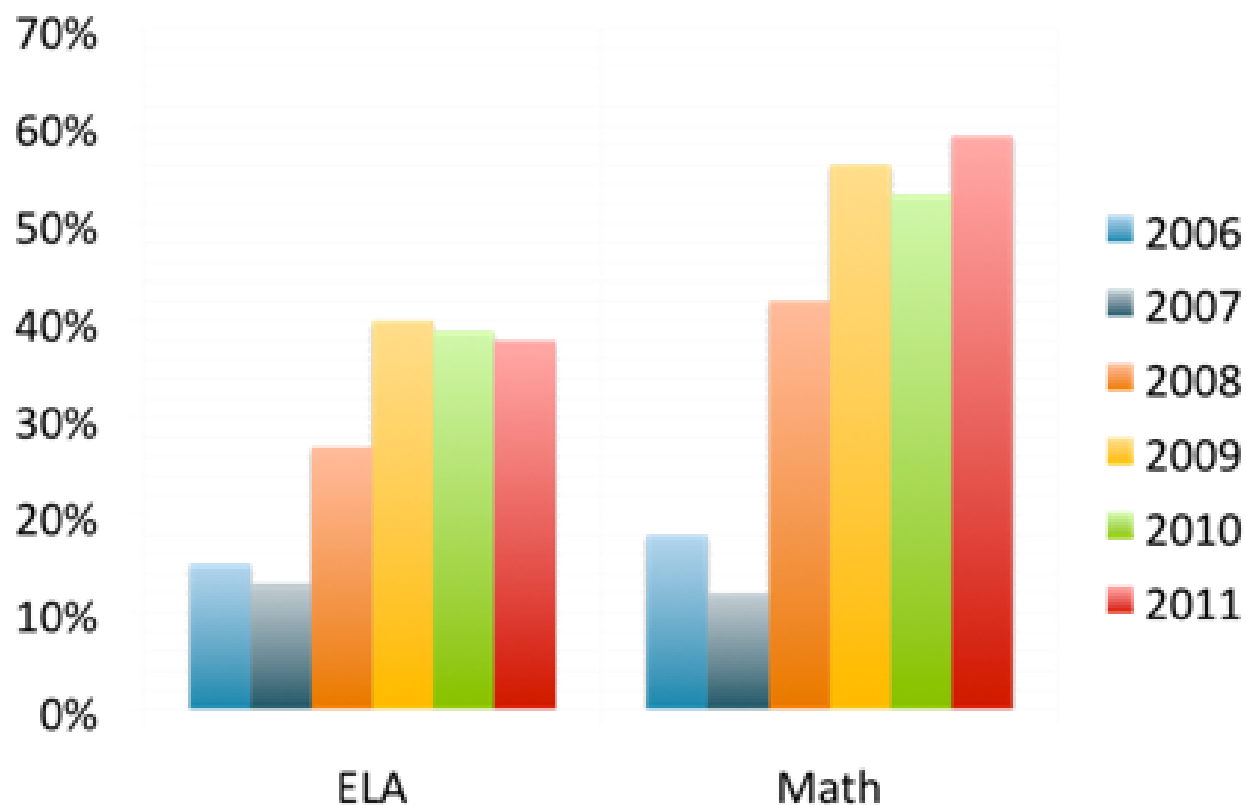
Results: API

Sankofa Academy Academic Performance Index Score over time



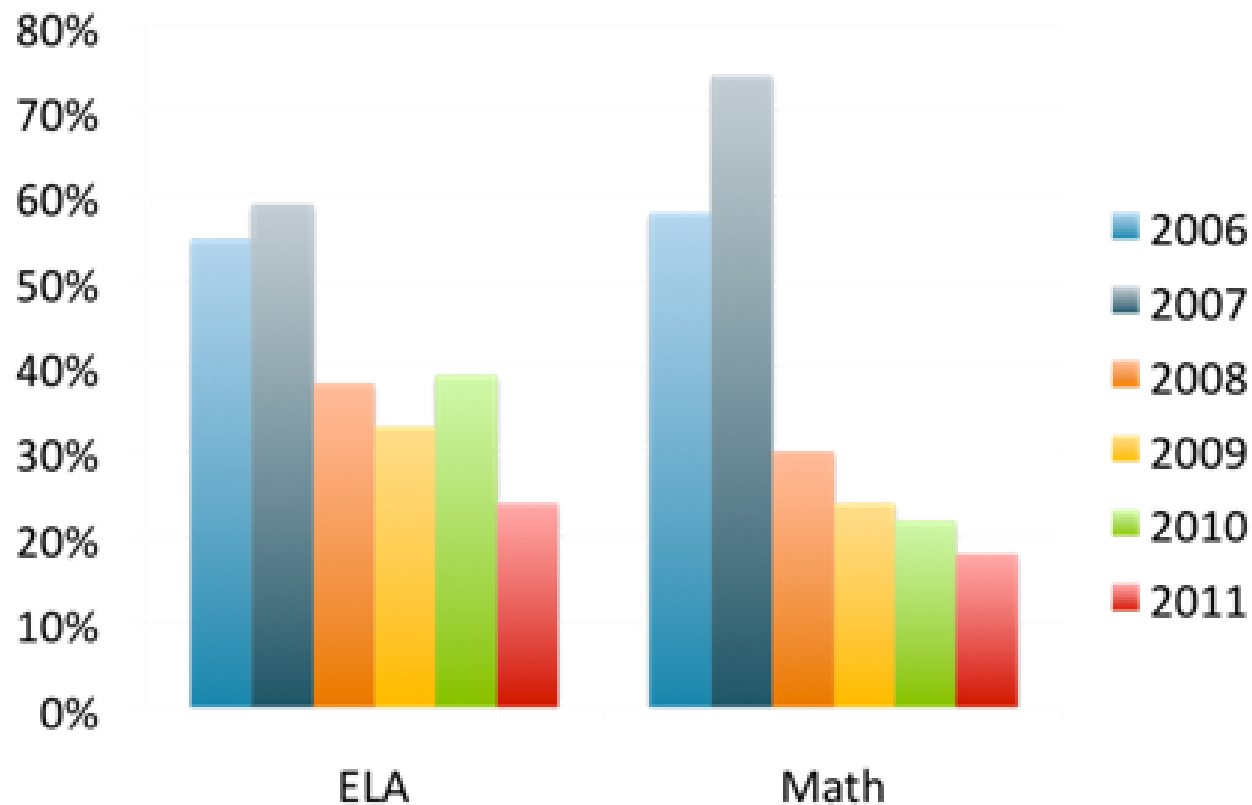
Results: CST

*Percentage of Sankofa students who score **Proficient or Advanced** on the California Standards Test over time*



Results: CST

Percentage of Sankofa students who score Far Below Basic or Below Basic on the California Standards Test over time



Results: 2010 Use Your Voice Survey

What our students and parents say about Sankofa Academy

| Survey Question | Stakeholder | Agree |
|--|-------------|-------|
| Most of my class lessons are interesting and make me want to learn more. | Student | 95% |
| My school feels like a caring and supportive environment. | Student | 98% |
| I think I can be successful in college. | Student | 98% |
| My child's school has an open and welcoming environment. | Parent | 100% |
| All the adults in this school work together for the benefit of the students. | Parent | 96% |
| Overall, I am satisfied with my child's school. | Parent | 100% |

Programs and Services

- **Extended Day Program:** enrichment and academic support
- **Academic Intervention Program:** Full-time Coordinator of Intervention, & STIP/Interventionist, and Raising a Reader' Program, Kindergarten Pilot Site Lead
- **Graduate Student Internship Program:** Mills College and UC Berkeley
- **Arts Integration:** Opera Piccola; Visual Arts Language Arts
- **Music Program:** Song, music, and dance
- **Counseling Program for students and families:** Lincoln Child Center
- **Mentorship Program:** UCB Sage Mentors and Experience Corps
- **Family Resource Center:** Family liaison, family education workshops, family math, literacy, and science nights, Adult Education
- **Wellness Program:** Salad bar, OaklandFresh produce market, garden, recycling, Physical Education, dental care, health care
- **Library Program:** Automated Library run by family liaison, OUSD and Experience Corps volunteers
- **Science Program:** Science Prep-CAL Science Instructor (Lawrence Hall of Science) 3rd-5th and Science Workshops-UCCE Naturalist Instructor PreK-2nd

Partners



Facilities: Modernization and Beautification

Modernization:

- Sankofa is going through modernization in order to improve the aesthetics and functionality of our campus.

Schoolyard:

- Sankofa is partnering with Oakland Schoolyard Initiative to build a new campus playground that provides opportunities for inclusion of students with autistic spectrum disorder and general education students.

Before



After



Current Playground



Future Playground

Design Features

- Dedicated lawn for watch-field sports or picnic
- Connected series of outdoor classrooms
- Reduced shade trees
- Picnic area with tables
- Benches for climbing and outdoor seating
- Garden area for raised planting beds
- Morning circle area with painted mascot

Athletic Features

- Multi-use artificial play field
- Half mile run/walk course
- 100 yd dash track
- 2 full basketball courts
- Kickball field
- Play structures (integrated for special needs)
- Custom Tire swings (for special needs)
- Slides (with water seating for instruction)

Educational Elements

- Outdoor space for yoga classes or cultural art
- Garden and nature area with special plantings
- New outdoor games
- Areas for organized outdoor instruction
- Music of toys
- Bike racks



SANKOFA ACADEMY
ADVENTURE PLAYGROUND
OAKLAND, CA
MAY 31, 2010



Thank You!



Strategy for maximizing assets

Recommendation:

Approval of a grade configuration change for Sankofa Academy to serve students in grades PreK to 8, beginning July 1, 2012.

- Sankofa will enroll its current single class of 5th grade students into 6th grade for the 2012-13 school year, serving approximately 30 students. Each subsequent year they will add an additional grade level until the 2014-15 school year when the school would reach capacity, serving grades PreK to 8.
- The middle school program will eventually grow to include two classes each in 6th grade, 7th grade, and 8th grade.
- The school will continue to operate at its current location. The school has enough space in its current facilities to add 6th – 7th grade classes. By 2014-15, additional space adjacent to the main building along 61st Street will be necessary for continued expansion, pursuant to additional facilities resources, depending on portable or permanent structure design.