

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1708
Introduction Date	8/24/22
Enactment Number	22-1480
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Oakland Academy of Knowledge  
**CDS Code:** 1612596001713  
**Principal:** Nikki Williams  
**Date of this revision:** 5/17/20

**Board Office Use: Legislative File Info.**  
**File ID Number:** 22-1708  
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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:** Nikki Williams  
**Address:** 8755 Fontaine Street  
Oakland, CA 94605

**Position:** Principal  
**Telephone:** 510-639-3244  
**Email:** nikki.williams@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

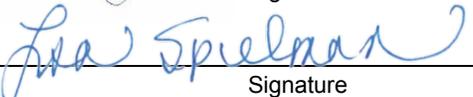
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes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

**Date(s) plan was approved:** 5/17/2022

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

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

**Signatures:**

Nikki Williams <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Nikki Williams</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/17/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Leslye Salinas <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Leslye Salinas</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/17/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5.27.2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/27/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date

## 2022-23 SPSA ENGAGEMENT TIMELINE

**School Site:** Oakland Academy of Knowledge

**Site Number:** 169

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
8/4	Staff	Reviewed 21-22 Priorities and Goals
10/26	SSC	Reviewed 21-22 Priorities and Goals
1/6	SSC	Final 22-23 Title 1 budget allocation
2/15	ILT	Reviewed proposed 22-23 priorities
3/8/2022	ILT	Collaboratively worked to develop practices
4/19/2022	ILT	Reviewed SPSA
5/17	SSC	Reviewed 22-23 SPSA
5/26	SSC	Approved 22-23 SPSA

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

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$73,390.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$485,048.77

### 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)	\$67,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,760.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,790.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$190,755.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,475.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$73,390.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$411,658.77</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$485,048.77</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Oakland Academy of Knowledge

**School ID:** 169

#### School Description

OAK is a small TK-5 elementary school located in Oakland, California that is a result of OUSD's first-ever colocation and redesign between Howard Elementary School, an OUSD school, and Roses in Concrete Community School, a charter school. The schools worked collaboratively to create a new school that embodies the best of both communities, a school with rigorous instruction grounded in the belief that students should be empowered to bring their unique identities, ancestries, cultures, histories, and experiences into the learning environment.

#### School Mission and Vision

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

### 1B: STUDENT GOALS & TARGETS

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

##### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	40%	<i>not available until Fall 2022</i>	50%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	52%	<i>not available until Fall 2022</i>	60%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	19%	<i>not available until Fall 2022</i>	60%

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-66.5	n/a	<i>not available until Fall 2022</i>	-40
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	7%	<i>not available until Fall 2022</i>	40%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-80.1	n/a	<i>not available until Fall 2022</i>	-60
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	40%
CAST (Science) at or above Standard	All Students	21%	n/a	<i>not available until Fall 2022</i>	40%

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

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-140.6	n/a	<i>not available until Fall 2022</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-72.4	Choose a group at left.	<i>not available until Fall 2022</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	7%	<i>not available until Fall 2022</i>	30%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-114.4	n/a	<i>not available until Fall 2022</i>	-80.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-90	n/a	<i>not available until Fall 2022</i>	-60.0

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0%	2%	<i>not available until Fall 2022</i>	10%
LTEL Reclassification	Long-Term English Learners	n/a	0%	<i>not available until Fall 2022</i>	5%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	70%	77%	<i>not available until Fall 2022</i>	85%
Out-of-School Suspensions	All Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	1%	n/a	<i>not available until Fall 2022</i>	50%
Out-of-School Suspensions	Special Education Students	2%	n/a	<i>not available until Fall 2022</i>	1%
Chronic Absenteeism	All Students	29%	27%	<i>not available until Fall 2022</i>	20%
Chronic Absenteeism	African American Students	31%	33%	<i>not available until Fall 2022</i>	25%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	85%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	85%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
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<i>LCAP Goal 1: College/Career Readiness</i>	Strong student growth with students mastering standards in Kindergarten and 3rd grade	Data grounded strategic teaching; teaches what students need; instruction is aligned to student data (informal & formal); students do the heavy lifting; all instructional minutes are used effectively
<i>LCAP Goal 2: Focal Student Supports</i>	Students with IEP showed academic growth in alignment with overall student growth.	Ensuring students with IEPs were identified as focal students.
<i>LCAP Goal 3: Student/Family Supports</i>	Partnerships with Food Bank, Clothes Closet, Access to Books and Resources	Needs assesment survey from families, focus on how to make OAK a community school
<i>LCAP Goal 4: Staff Supports</i>	Weekly PLCs	Committed resources to providing aligned preps on one day a week so that teachers could meet weekly
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>focusing on a strategically assigned sample of students serves as a barometer for overall teacher performance.</b>
<i>LCAP Goal 1: College/Career Readiness</i>	Lack of consistency in rigorous instruction.	Lack of common vision around instructional practices; Alignment around rigor and standards based instruction that drives student achievement  Teachers need to deepen understanding around backwards planning from the End of Unit Assessment so they can be critical consumers of the curriculum and identify the core standards for the module
<i>LCAP Goal 2: Focal Student Supports</i>	Focal students (students with iep) concisently test below grade level on academic asssestments.	Lack of instructional rigor in our SDC classrooms
<i>LCAP Goal 3: Student/Family Supports</i>	Chronic absenteeism is high across all student groups.	Lack of understanding from families of the instruction and learning that happens in the classroom that cannot be replicated through packets and independent work.  Lack of targeted outreach and support for families around attendance.

LCAP Goal 4: Staff Supports	Lack of consistent professional learning around instructional practices	Competing priorities for professional learning (Ethnic Studies, MOCHA, Culture & Climate).  Lack of PLC/PD scope and sequence
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**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

Funding is distributed equitably.

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

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

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Oakland Academy of Knowledge

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

**Conditions for Student Learning (Connected and Engaged Families and Students):** We were able to create strong systems and structures that supported families including consistent communication, relationships with community partners, and resources to families. We were also able to increase student engagement through student leadership structures and aligned classroom support systems.

**Standards Based Instruction (Rigorous Tasks Aligned to Focus Standards):** We were able to implement consistent administration of pre and post assessment to identify focal standards.

**Language and Literacy (Complex Text Based Writing & Discussion):** We were able to implement EL Education in all classrooms and provide students access with complex text based writing and discussion. In addition, we were able to increase student's access to culturally responsive texts and activities.

**Conditions for Adult Professional Learning (Student Centered Professional Learning Communities):** We were able to implement weekly PLCs facilitated by teacher leaders.

**Conditions for English Language Learners (Targeted Language Development for all Students):** We are able to implement integrated ELD in some classrooms, including language dives, and designated ELD for our newcomer students.

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

**Conditions for Student Learning (Connected and Engaged Families and Students):** The strategies implemented allowed us to build relationships with families following the merger and design.

**Standards Based Instruction (Rigorous Tasks Aligned to Focus Standards):** The strategies implemented allowed us to identify focal students and standards which resulted in more focused instruction for students.

**Language and Literacy (Complex Text Based Writing & Discussion):** The strategies implemented allowed students to have daily access to culturally responsive teachers that provided culturally responsive and complex text.

**Conditions for Adult Professional Learning (Student Centered Professional Learning Communities):** The strategies implemented allowed teachers to participate in weekly PLCs resulted in alignment across grade levels and increased instructional rigor in some grade levels.

**Conditions for English Language Learners (Targeted Language Development for all Students):** The strategies implemented allowed some teachers to institute language dives and increased opportunities for student communication and/or discussion opportunities which resulted in increased outcomes for students.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

**Conditions for Student Learning (Connected and Engaged Families and Students):** We will continue our work around family engagement and connectiveness but have expanded the work to developing our student engagement and connectiveness through PSIS implementation.

**Standards Based Instruction (Rigorous Tasks Aligned to Focus Standards):** We will continue our work around ensuring all students have access to data driven rigorous tasks but have expanded the work to encompass all content areas (math and foundational skills)

**Language and Literacy (Complex Text Based Writing & Discussion):** We will continue our work around complex text based writing and discussion in classrooms but

**Conditions for Adult Professional Learning (Student Centered Professional Learning Communities):**

**Conditions for English Language Learners (Targeted Language Development for all Students):**

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	CAST (Science) at or above Standard	Coaching to support teachers around STEM; Weekly technology and Science classes for students Facilitation of STEM professional development and STEM focused professional learning communities for each grade level. Guide staff in STEM data analysis to improve student achievement; Manage Chromebook carts, maintenance, and calendar to make sure all teachers utilize blended learning opportunities in classrooms. Intervention Groups for students below grade level	Additional teacher support around STEM has allowed us to ensure all teachers are trained on online learning programs and technology creating a better experiences for students.	Based on this evaluation, we will change the focus from Science to Literacy
ISS	SBAC ELA Distance from Standard Met	Family outreach; Academic support for students including intervention groups and homework support; provide student goal setting check-ins and manage the library.	Dedicated outreach and intervention staff allowed us to do targeted outreach and intervention for students.	Based on this evaluation we will continue to provided targeted outreach to families but will shift to focusing on attendance as this has been an growing areas of concern.

Technology	SBAC ELA Distance from Standard Met	<p>Support student access to online instructional programs and learning</p> <p>Support small group instruction in the classroom</p> <p>Support teachers in ensuring all students have access to engaging and interactive learning</p>	Increased access to technology provided enriched learning experiences for students	Based on this evaluation we will continue with expanded student and staff access to technology
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**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Oakland Academy of Knowledge

**School ID:** 169

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** Family engagement and connectedness

**School Theory of Change:**

If we provide an environment that promotes safety, wellness, and belonging by implementing family and student guided and centered celebrations, communication, and activities that support family wellness, engagement, education, and access to resources, then all students and families will feel connected to the school. This will result in an increase in active student engagement in learning and a decrease in chronic absences.

**Related Goal:**

Students and families are welcomed, safe, healthy, and engaged.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Staff will support the communication and involvement of families via newsletters, family conferences, and school-wide events and authentically engage with families to increase family engagement and ownership.	<p>The leadership team will identify two or three schoolwide practices based on community/family needs and develop systems that engage families daily, weekly, and monthly.</p> <p>The leadership team will gather and review family and community engagement data to track and analyze whether the community and families feel connected to the school.</p>	<p>Newsletters</p> <p>Family conference sign-ups</p> <p>OAK Instagram page and other Social Media Platforms</p> <p>Family surveys</p> <p>Participation Rates</p> <p>Instagram page</p>	Chronic absenteeism is high across all student groups.	Tier 1

1-2	Staff will collaborate internally and with outside partners to ensure families and students have access to the resources they need ensuring students are able to consistently attend school.	The leadership team will develop and implement short and long-term plans for family and community engagement tailored to the community's needs and focused on wellness, resources, engagement, and education.	List of partnerships Community Calendar Family Engagement Plan		Tier 1
1-3	Staff will implement consistent PBIS practices in all learning spaces to ensure all students have a positive and aligned school experience	The leadership team provide professional development and feedback around PBIS practices	Walkthrough Checklists		Tier 1
1-4	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	Leadership will organize and provide professional development for staff to develop relationship-building practices.	CHKS survey Teacher family engagement logs	Chronic absenteeism is high across all student groups.	Tier 1

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

<b>School Priority:</b>	Data driven instruction
<b>School Theory of Change:</b>	If all classrooms provide data-driven instruction through rigorous tasks that allow students to engage in collaborative meaning-making, then we can accelerate all student groups to meet grade-level standards and increase the number of students who show mastery on assessments.
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	<p>Teachers will collect and utilize multiple measures to assess student progress, including standardized assessments, curriculum embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets), and culturally responsive measurements that focus on student wellness.</p>	<p>The leadership team will create an assessment calendar including both formal and informal assessments.</p>	<p>Assessment calendar</p>		<p>Tier 1</p>
2-2	<p>Teachers will engage in inquiry cycles where they analyze student data, deepen their understanding of grade level standards and plan rigorous tasks that infuse ethnic studies and allow students to engage in meaning-making and and develop critical thinking skills through real-world application.</p>	<p>The leadership team will guide PLCs through data-driven instruction inquiry cycles and data conferences to identify focal standards.</p> <p>The leadership team will provide professional development in collaboration with an Ethnic Studies consultant to infuse Ethnic Studies into all content areas with the goal of developing Ethnic Studies standards</p> <p>The leadership team will provide professional development to norm on rigorous tasks to ensure vertical and horizontal alignment.</p> <p>The leadership team will provide observation and feedback around student tasks.</p>	<p>PLC and Data conferences notes</p> <p>PD calendar and agendas</p> <p>Observation and feedback notes</p>		<p>Tier 1</p>

2-3	Teachers will implement daily foundational skills instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data.	Teachers will implement daily foundational skills instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data.	SIPPS Mastery Test iReady Phonics data		Tier 1
2-4	Teachers will nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor by providing rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	The leadership team will provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Student work Improved i-Ready proficiency Classroom observation Standard Mastery		Tier 1

<b>District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum</b>					
<b>School Priority:</b>	Complex text grounded discussion and writing				
<b>School Theory of Change:</b>	If all classrooms provide standards-aligned ELA instruction that offers students opportunities to engage in rigorous academic writing and discussion grounded in culturally responsive complex texts, then all students will show significant gains on all literacy assessments.				
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

3-1	Teachers will backwards plan for and implement high-level, collaborative, culturally and community responsive and strength-based instructional practices aligned to common core shifts that allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	The leadership team provide professional development around school-wide instructional practices/norms aligned to the common core instructional shifts that support all students, including students with IEPs, accessing instruction.	Teacher lesson plans Observation notes and feedback RI IAB iReady		Tier 1
3-2	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	The leadership team will provide regular collaboration time to look at standards, student work, curriculum embedded assessments, data, and instruction.	PLC schedules. Students increased participation (percentage) per assessment.		Tier 1
3-3	Teachers center conversation and writing around the text, use strategic questioning to support learning for ALL students and use protocols and conversation cues to engage in meaning making and ensure students engage in daily academic writing and/or discussion grounded in culturally responsive texts and Ethnic Studies.	The leadership team observe and provide specific, timely feedback on the implementation of Strategic Questions, TDQs and academic discussions The leadership team will provide professional development around ethnic studies and draft exemplar grade level schedules and curriculum	Informal or Formal Learning Walk Data	Lack of consistency in rigorous instruction.	Tier 1
3-4	Staff will ensure that students learn about themselves and each other through sharing their personal narrative writing in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	The leadership team will provide professional development and collaboration time for the development of personal narrative writing tasks grounded in students' home languages, cultures, and ancestries	Teacher lesson plans Observation notes and feedback PD agendas		Tier 1

*District Strategy: Cultivating* **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority:</b>	Student centered professional learning communities
<b>School Theory of Change:</b>	If we develop professional learning communities that build upon existing structures and center adult learning around both student results and educators’ reflections on their biases and their expectations for students, then we will see a culture shift where PLCs improve teacher practice and lead to increased outcomes for students.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland’s rich diversity.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	All staff will engage in weekly student PLCs with clear outcomes, norms, and goals focused on student learning and growth.	The leadership team will train and support teachers to facilitate student data grounded PLCs with collaboratively developed norms, goals, and agenda..	PLC Agendas and Meeting Notes PLC visions, norms, and goals		Tier 1
4-2	All staff will engage in PLCs that result in improved instruction and vertical and horizontal alignment around rigor and instructional practices.	The leadership team will identify high-leverage instructional strategies that support instructional rigor.	PLC Meeting Notes and next steps		Tier 1
4-3	All staff will participate in PLC inquiry cycles aligned to school data, Ethnic Studies principles, arts instregation work and culture and climate focus areas.	The leadership team will develop an inquiry cycle PLC calendar aligned to school instructional needs and assessment and observational data. The leadership team will develop inquiry questions rooted in Ethnic Studies principles.	PLC plan and calendar		Tier 1

4-4	All staff will participate in an anti-racist adult learning community, reflecting on their experiences and biases and collaborating to support all students' wellness and achievement.	The leadership team will provide professional development in collaboration with an Ethnic Studies consultant to facilitate educators' reflections about racism, white privilege, anti-Blackness, and their expectations for students of color.	PLC plan and calendar PD agendas		Tier 1
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**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Focus Area: Love and Affirmed				
<b>School Theory of Change:</b>	If all black students are provided with both integrated and designated ethnic studies that places an emphasis on Black, Indigenous, People of Color (BIPOC)'s community, history, heritage, struggles, and accomplishments, builds a culture of celebrating Blackness in all aspects of school: academic content, celebrations and ceremonies, family and community participation, and school environment and brings the Black experience into focus for our staff and students then all Black students will feel love and affirmed and develop the confidence, knowledge and skills to be successful.				
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>Black students and families</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

5-1	<p>Teachers will utilize an Ethnic Studies lens and community responsive approach in curriculum planning and instruction, which will heavily take into consideration and highlight the Black Experience: book selection, how things are covered, multiple learning modalities, and more</p>	<p>The Leadership team will plan specific PDs and designated PLC times on the calendar which will have check points and deliverables to look over, reflect on, and direct future PDs and PLCs. The Leadership team will also devote time in their meetings to look over and discuss progress and evidence, as well as, plan collaborative times for staff in meetings.</p>	<p>Designated Ethnic Studies lesson plans and units will be gone over through PLC times and meetings. Highlighted literature and books "on display" accompanying room environments that feature and highlight Black folk, stories, and accomplishments. Mandated Curriculum will be looked through and planned to uplift and highlight areas where this is already embedded into, or can be supplemented.</p>		Tier 1
5-2	<p>Designated Ethnic Studies times will be used to incorporate, connect and bridge, develop, and highlight the Black Experience including moments of fostering a culture of affirmation, acknowledgement, respecting, and celebration.</p>	<p>The Leadership team will collect and share "best practices" amongst staff and community. Continued PDs designated for implementation of Ethnic Studies will be held once a month, and alignment with the OUSD Equity Department work will be distributed and shared. Leadership walkthroughs will inform and provide evidence to address in future meetings and PDs.</p>	<p>Designated Ethnic Studies time will show student collaboration, circling and culture building with activities that will showcase our overall culture and affinity. Room environment and artifacts will also evidence this.</p>		Tier 1

5-3	Teachers will include opportunities to involve families and community members as participants, consultants, presenters, and workshop leaders to create authentic moments and honor the expertise and experiences. By doing this, Teachers will not have to shoulder the load of expertise, especially if they are not coming from a place of experience.	The Leadership team along with the Community Schools Manager will develop a resource list for staff to draw from. A protocol for guests and visitors will be created to provide opportunities to families and community to participate. Community and school events will be planned with and for the entire school community.	Invited family and community workshops and presentations will be set up and shared amongst the grade levels and will be evidenced by teacher created activities, projects, and work samples. Students will reflect on their experiences with invited guests (through Zoom or in person).		Tier 1
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))**

<b>School Priority:</b>	Integrated and Designated ELD practices
<b>School Theory of Change:</b>	If we implement student centered designated and integrated ELD practices that honor and uplift students' home languages, are aligned to ELD standards and support language development of our English learners and academic language learners then all ELL students will be reclassified by 4th grade.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will implement daily ELD, vocabulary and academic language instruction aligned to common core standards.	Leadership team will develop structures that support daily ELD instruction through aligned classroom schedules.	RI IAB I Ready		Tier 1

6-2	Teachers will implement integrated and designated ELD instruction including language dives and sentence unpacking to support all ELL and ALL students.	Leadership team will provide professional development around designated and integrated ELD  Leadership team will provide observation and feedback around ELD instruction.	Observational Data Classroom Agenda/Schedules Lesson Plans		Tier 1
6-3	Teachers and staff will provide students with speaking and listening opportunities through student talk and academic discussion that will provide students opportunities to showcase and celebrate their personal experiences, cultural backgrounds, ancestors, and home languages.	Leadership team will provide professional development and collaboration time focused on the development of speaking and listening tasks that are rooted in students' personal experiences, cultural backgrounds, and home languages.	Observational Data Classroom Agendas Lesson Plans PD/PLC agendas		Tier 1

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 169

**School:** Oakland Academy of Knowledge

10-Month Teacher on Special Assignment (TSA)	\$70,397	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8777	10-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational skills instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data.	169-1
10-Month Teacher on Special Assignment (TSA)	\$80,855	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9173	TSA 10 Pay	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational skills instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data.	169-2
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Staff will support the communication and involvement of families via newsletters, family conferences, and school-wide events and authentically engage with families to increase family engagement and ownership.	169-3
To be allocated in Fall 2022.	\$3,790	LCFF Supplemental	4399	Unallocated		n/a		n/a	Out-of-School Suspensions	Staff will implement consistent PBIS practices in all learning spaces to ensure all students have a positive and aligned school experience	169-4
10-Month Teacher on Special Assignment (TSA)	\$36,700	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2363	TSA 10 Pay	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will backwards plan for and implement high-level, collaborative, culturally and community responsive and strength-based instructional practices aligned to common core shifts that allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	169-5
Attendance Specialist	\$59,274	Other Donations	2205	Classified Support Salaries	8112	Attendance Specialist	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers will implement daily foundational skills instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data.	169-6
Attendance Specialist	\$23,052	Title I: Basic	2205	Classified Support Salaries	3929	Attendance Specialist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	169-7

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

Certificated Pupil Support Salary	\$106,109	LCFF Supplemental	1205	Certificated Pupil Support Salaries	8181	Counselor	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	169-8
Classified Instructional Aide salaries	\$27,544	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	6691	n/a	0.70	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor by providing rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	169-9
Classified Instructional Aide salaries	\$72,142	Measure G: Library	2105	Classified Instructional Aide Salaries	7243	Instructional Support Specialist	0.80	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	169-10
Classified Instructional Aide salaries		Other Donations	2105	Classified Instructional Aide Salaries	8187	Para Educator	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily ELD, vocabulary and academic language instruction aligned to common core standards.	169-11
Classified Instructional Aide salaries		Other Donations	2105	Classified Instructional Aide Salaries	8191	Para Educator	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will implement daily foundational skills instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data.	169-12
Classified Instructional Aide salaries	\$40,000	Other Donations	2105	Classified Instructional Aide Salaries	8188	Para Educator	0.80	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Staff will support the communication and involvement of families via newsletters, family conferences, and school-wide events and authentically engage with families to increase family engagement and ownership.	169-13
Clerical Salaries	\$68,682	Other Donations	2405	Clerical Salaries	8183	Outreach Consultant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers will implement daily foundational skills instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data.	169-14

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

Community School Manager	\$150,208	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	8776	Program Mgr Community School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Staff will support the communication and involvement of families via newsletters, family conferences, and school-wide events and authentically engage with families to increase family engagement and ownership.	169-15
Copier Maintenance		General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will collect and utilize multiple measures to assess student progress, including standardized assessments, curriculum embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets), and culturally responsive measurements that focus on student wellness.	169-16
Restorative Justice Facilitator	\$106,679	One-Time COVID Funding	2205	Classified Support Salaries	8778	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	169-17
Supplies	\$10,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Staff will ensure that students learn about themselves and each other through sharing their personal narrative writing in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	169-18
Technology	\$4,475	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	169-19
Unallocated	\$4,760	General Purpose Discretionary	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	169-20
Unallocated	\$7,373	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	169-21

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 169

**School:** Oakland Academy of Knowledge

Unallocated	\$1,790	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	169-22
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# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Oakland Academy of Knowledge**

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

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

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

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

- Report card conferences, family workshops, family events

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

- Monthly SSC meetings

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

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

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

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

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

- Monthly SSS meetings

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

- Newsletters, parent conferences, family events

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

- Newsletters, event calendars, flyers, Parent Square communications

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

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

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

- Supporting Families with volunteer requirements

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

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

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

- Family workshops

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

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

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

- Monthly SSC meetings

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

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

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

- Reviewing school priorities and student data at SSC meetings

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

- Providing translated documents

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

- Communicating monthly with parents

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

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

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

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

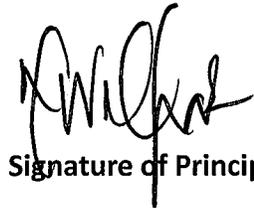
If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was jointly developed and adopted by Oakland Academy of Knowledge on 10/27/2021 and will be in effect for the period 8/9/2021 through 5/25/2021.

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

Nikki Williams



Name of Principal

Signature of Principal

10/26/2021

Date

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



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## School-Parent Compact Oakland Academy of Knowledge 2021-22

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

*This School-Parent Compact is in effect for the 2020-21 school year.*

### **School Responsibilities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Parent Responsibilities**

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Ensure student attends school every day
- Contact the school if you require support

This Compact was adopted by Oakland Academy of Knowledge on October 26, 2021 and will be in effect for the period of August 10, 2021 to May 28, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 30, 2021.

**Signature of Principal**



**Date**

10/27/2021



## HOWARD ELEMENTARY SCHOOL

### School Site Council Membership Roster

### 2021-2022

#### SSC - Officers

Chairperson:	Leslye Salinas
Vice Chairperson:	Cor'Vetta Kirtman
Secretary:	Nikki Williams

#### 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
Nikki Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glen Rabang	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rachel Berelson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christine Ataee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslye Salinas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gloria Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CorVetta Kirtman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sarah Rispoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amy Argenal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cindi Barisione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Last Tuesday of Each Month at 5:30 pm.
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members