

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Sankofa Academy.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Sankofa Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Sankofa Academy
CDS Code: 1612590110254
Principal: Monique Brinson
Date of this revision: 6/6/2017

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

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

Contact: Monique Brinson
Address: 581 61st Street
Oakland, CA 94609

Position: Principal
Telephone: 510-654-7787
Email: monique.brinson@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Sankofa Academy

Site Number: 191

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

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

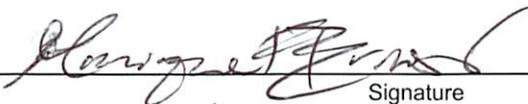
Date(s) plan was approved: 4/25/17

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:

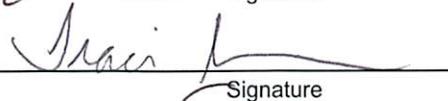
Monique Brinson


Signature

4/25/17
Date

School Principal

Traci Grizzle


Signature

4-25-17
Date

Print name of SSC Chairperson

Ron Smith


Signature

4-25-17
Date

Network Superintendent

Marcus Silvi


Signature

5/25/17
Date

Coordinator, Office of Accountability Partners

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Sankofa Academy

Site Number: 191

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

Date	Stakeholder Group	Engagement Description
11/15/2016	Parent/Families and Staff	Sankofa Academy Data Dive and Academic Priorities
12/12/2016	Students 6th-8th	Middle School Assembly: Academic & Behaviors Goals, Targets, & Next Steps
1/30/2017	Faculty & Staff	Staff Meeting: SPSA Review and Discussion
2/14/2017	SSC	SPSA Review and Discussion
2/27/2017	Faculty & Staff	SPSA Review and Discussion: Data Dive & School Needs Discussion
2/28/2017	Parent/Families and Staff	SPSA Review and Discussion: Data Dive & School Needs Discussion
3/21/2017	SSC	SPSA: Review and Discussion, Approved Vote of Title 1 Funds for 2017-2018
3/27/2017	Faculty & Staff	SPSA: Final Review and Discussion for 2017-2018
4/25/2017	SSC	SPSA: Final Review, Discussion, Vote and Approval for 2017-2018

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$43,400.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$129,734.92	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$127,464.17	TBD
TOTAL:	\$300,599.08	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$42,342.83	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,418.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$88,994.26	TBD
TOTAL:	\$132,755.09	\$0.00

PART A: ABOUT THE SCHOOL

School Description

The nexus of care and rigor is the “Sankofa Way.” Sankofa Academy serves students from Pre-K to Grade 5 and offers Transitional Kindergarten (TK) and a Pre-K-5 Autism Spectrum Program (Special Education). We strongly believe that our model and specialty programs create a unique and expansive, full service school community. Sankofa Academy emphasizes student empowerment and academic excellence. We believe that children learn best when they are actively engaged in answering their own questions about the relationship between their school work and their lives. In addition, we have a Family Resource Center that offers workshops and resources for families and an Extended Day Program to provide seamless care at Sankofa Academy. When your child starts with us in Pre-K, he or she will leave Sankofa prepared to pursue visual and performing arts at a high level.

School Mission and Vision

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Rigorous Common Core Instruction

SCHOOL GOAL for Rigorous Common Core Instruction:

Increase 10 percentage points of 3rd through 5th graders who are reading at or above grade level, as measured annually on SBAC ELA and by trimester on SRI. All students who are not proficient on either measure will grow at least one level. SRI growth will increase by 6% overall. 1.5 year growth on F&P for students approaching grade level. Running records assessment goals for all TK, K, 1st and 2nd grade classes will be utilized.

SCHOOL TARGETS for Rigorous Common Core Instruction:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	8.48%	17.00%	27.00%

Other Leading Indicators for Rigorous Common Core Instruction:

SRI, F&P, and Bi-weekly Common Core Assessments, complete Fall and Spring Observations with fidelity, high-quality PLCs as measured by a rubric, teachers/staff meet during the school day, and develop and follow assessment calendar.

NEEDS ASSESSMENT for Rigorous Common Core Instruction:

STRENGTHS	CHALLENGES
ELA- 3rd-5th: Moved from Red to Orange Overall Tier -Growth in SRI Math- Moved from Red to Orange Overall Tier -Slight growth in SBAC - Slight improvement in school-wide SMI scores	ELA- 3rd-5th Red Tier SPF, SBAC majority below level Math- Red Tier SPF, SBAC majority below level

ROOT CAUSE ANALYSIS
-Chronic Attendance Rate -BOY data below grade-level -Gaps of learning upon entry grade -Number of students starting school after the 20th Day Count -Quality PDs at site and District

MATHEMATICS PRIORITY: Rigorous Common Core Instruction**SCHOOL GOAL for Rigorous Common Core Instruction:**

Increase 10 percentage points of 3rd through 5th graders who are performing at or above grade level, as measured annually on SBAC Math and by trimester on SMI. All students who are not proficient on either measure will grow at least one level.
All TK-5 grade students will show growth in end of course and common core proficiency in academics due to personalization and continuous acceleration.

SCHOOL TARGETS for Rigorous Common Core Instruction:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	6.00%	15.00%	24.00%

Other Leading Indicators for Rigorous Common Core Instruction:

SMI, F&P, and Bi-weekly Common Core Assessments
Personalized Learning: SRI, SMI, F&P, and Bi-weekly Assessments

NEEDS ASSESSMENT for Rigorous Common Core Instruction:

STRENGTHS	CHALLENGES
-Blended Learning Teacher Leader/TSA position created -TK-5 push-in and pull-out access -Greater number of teachers/students using Chromebooks and/or lab daily/weekly -Some TK-5 classroom use a co- teaching structure to provide personalization in the classroom setting	-Late start of using digital platforms e.g., Accelerated Reader, Reading A-Z, Raz-Kids etc. -Lack have functioning hardware -Lack of routines, schedules, systems to ensure instruction -Rotation and Lab classes not fully implemented

ROOT CAUSE ANALYSIS
-Lack of access to hardware and software at school -Lack of access to hardware and software at home -Technology gap between home and school

CULTURE & CLIMATE PRIORITY: Positive School Culture & Student**SCHOOL GOAL for Positive School Culture & Student:**

Decrease the percentage by 5% or more the number of negative behavior referrals that result in Teacher-Initiated Suspensions, In School Suspensions, and/or Out of School Suspensions.

SCHOOL TARGETS for Positive School Culture & Student:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students	4.13%	3.13%	2.13%

Other Leading Indicators for Positive School Culture & Student:

California Healthy Survey (CHKS), School Quality Review (SQR), Parent Recommendation Team data

NEEDS ASSESSMENT for Positive School Culture & Student:

STRENGTHS	CHALLENGES
-Increased achievement celebrations -Facilitated Student-led conferences -Lowered school-wide suspensions -Lowered chronic attendance -SQR data highlighted parents, teachers/staff highlighted school felt safe	-Chronic Absences hovers currently at 26.1% despite decrease -High-level of student turn-over -Tier 3 Level Behaviors interrupt instruction -PBIS not fully implemented with fidelity school-wide -CSC curricula not utilized in every classroom

ROOT CAUSE ANALYSIS

-Lack of personal connection to classroom and/or school -Safety protocols not followed and monitored routinely -Lack of trust

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement**SCHOOL GOAL for Family Engagement:**

Improve Overall Attendance: All Pre-K-5 grade students will attend school regularly to ensure proficient academic and social growth.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	91.80%	93.00%	96.00%

Other Leading Indicators for Family Engagement:

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
<p>-Increased number of monthly meetings for parent/families -Increased number of District led meetings focus on data -Increased number of meetings getting feedback on school culture climate -Increased number of field trips with parent/family chaperones -Families continued to be visible during school day and events -Expanded communication tools; School Event Calendar, updated website, use of "Talking Point" text messaging</p>	<p>-Other than Back-to-School Night, Oktoberfest and Winter Showcase parents/families did regularly attend school-wide events -Low attendance for Parent/Student conferences -Despite 'Data Showcases/Dives parents/families were unfamiliar with data trends e.g., SBAC, SRI, SMI, F&P, SPF and SPSA</p>

ROOT CAUSE ANALYSIS
<p>-Communication gaps due to lack of connection -Relationship building needed in classroom and school -Parent/Family outreach</p>

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Rigorous Common Core Instruction:</p>	<p>Head: Sankofa Academy Scholars will demonstrate mastery of grade level and core curriculum standards. Students will have a strong foundation of grammar, essay form, critical thinking skills, and self-esteem. Students will leave our school prepared to be college-bound. Students will meet IEP goals. If we teach Common Core ELA and Math Standards and Tasks daily by using a 'cycle of inquiry' consistently, our students will have grade-level mastery on informal, District, and State assessments.</p> <p>Hands: Students will be empowered to master literacy, numeracy, science, social studies, and technology. They will know how to structure a well-written essay, how to evolve elementary geometry, the process for developing a theory, and steps to developing an experiment. Students will have vocational and life skills. If we facilitate Common Core ELA and Math Standards and Tasks through hands-on and expeditionary learning our students will have grade-level mastery on informal, District, and State assessments.</p> <p>Heart: Students will be Respectful Individuals, Responsible Leaders, and Reflective Achievers. They will leave with a strong sense of self, and they will know they can impact the world and are capable of achieving their dreams. If we teach social/emotional curricula with fidelity and teach/model/manage the Positive Behavior Intervention and Supports system (PBIS) daily by using a 'cycle of inquiry' of Multi-Tier System of Supports (MTSS) consistently, our students will have grade-level mastery social-emotional mastery.</p> <p>Feet: Students will be critical thinkers and social change agents. Our Youth Leaders will become adults that are globally engaged. Students will be civic-minded and walk the path of social justice. They will be leaders and allies of the community. Students will know and respect the community, and they will be active participants in making the world a better place. Our students will be locally and globally connected. If we facilitate social/emotional curricula with fidelity and teach/model/manage the Positive Behavior Intervention and Support system (PBIS) daily by using a 'cycle of inquiry' of Multi-Tier System of Supports (MTSS) consistently, our students will have grade-level mastery social-emotional mastery.</p> <p>Foundation: By aligning achievement, our guiding principles, mission, vision, and strategic partnerships, we will build a full-service community school that provides a dense network of support and serves the whole child. Our school will build and provide a strong sense of community.</p>
<p>SCHOOL THEORY OF ACTION for Rigorous Common Core Instruction:</p>	
<p>SCHOOL THEORY OF ACTION for Positive School Culture & Student:</p>	
<p>SCHOOL THEORY OF ACTION for Family Engagement:</p>	

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Rigorous Common Core/NGSS Tasks: Teachers design or implement Depth of Knowledge (DOK) 2-4 tasks that require students to use academic language, academic discussion, to read complex text, write with evidence, and discuss across curriculum (math tasks require procedural, conceptual, and applicational understanding). Standards-Driven Planning: Teachers use CC/NGSS standards to backward plan instructional units, assessments and lesson plans.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will design Common Core lessons and plan tasks that will elevate 'depth of knowledge' in ELA. ELA shifts in writing and speaking, with evidence, informational and complex texts will be taught and facilitated.	TSA and E-CCTL to facilitate and monitor quality of ELA structures and strengthen Intervention/Acceleration PLC every six to eight weeks	Enhance school-wide structures to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons.
1-2	Common Core objectives and standards with emphasis on students' use of Academic Language, Academic Discussion, and content vocabulary in speaking and writing throughout the day	Purchase books other than textbooks, materials, supplies, equipment, and transportation/admission fees for field trips to expose students to rich use of academic language and discourse to build and expand core content knowledge	Implement reading intervention across grades TK-5 to address foundational skills and consistently using a systematic approach to address student needs and misconceptions about content
1-3	Develop Academic Language and Academic Discussion instruction with a Science (STEAM) focus	Provide opportunities to train teachers to teach Science curricula and to share effective STEAM teaching strategies during PLCs and PDs. A series of PLCs/PDs will address teacher's needs during Fall, Winter, and Spring semesters aligned with yearly cycle of inquiry monthly goals and content focus.	Identify and purchase technology-based resources to support specific focus on Literacy
1-4	Develop Academic Language and Academic Discussion instruction with a social studies focus	Provide opportunities for teachers to collaborate and plan to address social studies curricula and content at their grade level during PLC and/or Grade-Level Meeting.	Implement Literacy focus area of Independent Reading and Conventions in After School Program
1-5	Build and sustain informational writing during Science and Social Studies instruction	Principal, TSAs, and/or ILT Members use Weekly/Monthly observation 'Look Fors' checklist and will provide feedback (oral and/or written)	Explore how GATE/Advance students will integrate reading and writing in project-based learning

1-6	All teachers are able to administer F&P and/or SRI are teaching all elements of Common Core ELA Standards and Balance Approach Literacy	Progress Monitoring: Principal and E-CCTL and TSA will closely monitor small group/s during Reader's Workshop to ensure teachers become proficient in Guided Reading, 1 to 1 Confering. Teachers will support student progress using F&P, SRI, and other assessment tools	Review literacy practices in forums such as PLCs and/or a collaborative website
1-7	Teachers will teach Common Core identified math curricula. Math rigor will be a balance between procedural, conceptual, and application of content and sub-content skills taught.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. E-CCTL and TSA will lead math PDs on-site. District PDs will provide support to teachers who need additional training in math.	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis. Teachers/Staff will have regular opportunities to look at student work together.
1-8	All Elementary Teachers will implement developmentally appropriate 'Workshop Model' in Reading, Writing, and Math that contains the following: Mini-lesson, independent or small group practice, share out, and regular use of informal and formal assessments. Teachers may incorporate cooperative learning and student centered learning opportunities to promote mastery of grade-level academic and social/emotional skills.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in ELA	Purchase supplemental material aligned to Common Core standards to support Literacy and Math across the curricular areas
1-9	Teachers will teach Science and TSA/Science Lead will provide a STEM Common Core focus in Elementary Classrooms	TSA and/or Science Lead will provide teachers with professional learning opportunities to deepen and refine their skills in teaching Science content	Foss kits and identified curricula will be utilized to support Science and hands-on learning opportunities/experiences
1-10	Elementary Teachers will send home instructional learning packets (ILPs) for parent/families to partner with school in 360 degree learning	Leadership will provide and purchase materials to create instructional learning packets	ILP will be available in classrooms and can be accessed in the Extended Day program
1-11	All Teachers will work with parents/families to host three Academic Enrichment Workshops (AEW) in the Fall, Winter, and Spring each academic year to support 360 degree learning	Leadership will provide time in the calendar to promote AEW at each grade level, to support Family Engagement and understanding Common Core Standards and grade level content expectations and mastery. Leadership will send a least one representative to each meeting to answer questions and demonstrate support and commitment to 360 degree learning approach.	Organize three workshops with the following subject focuses: 1. Literacy/ELA, 2. Math/STEAM 3. Testing. Community will develop and support publicizing homework support and homework hotline.

1-12	Teachers will implement developmentally appropriate 'Workshop Model' in Reading, Writing, and Math that contains the following: Mini-lesson, independent or small group practice, share out, and regular use of informal and formal assessments. Teachers may incorporate cooperative learning and student centered learning opportunities to promote mastery of grade-level academic and social/emotional skills.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in ELA. Teacher Growth & Development System (TGDS) Fall and Spring Evaluations will be completed. TGDS Evaluation feedback will also support teaching practice and improving grade-level proficiency.	Purchase supplemental material aligned to Common Core standards to support Literacy and Math across the curricular areas
1-13	Teachers will design Common Core lessons and plan tasks that will elevate 'depth of knowledge' in ELA. ELA shifts in writing and speaking, with evidence, informational and complex texts will be taught and facilitated for Newcomers/ELs.	TSA and E-CCTL to facilitate and monitor quality of ELA structures/practices and strengthen Intervention/Acceleration PLC every six to eight weeks for Newcomers/ELs.	Enhance school-wide structures/practices to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons with a focus to support our Newcomers/ELs.
1-14	Teachers will teach Common Core identified math curricula. Math rigor will be a balance between procedural, conceptual, and application of content and sub-content skills taught to support Newcomers/ELs.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. E-CCTL and TSA will lead math PDs on-site. District PDs will provide support to teachers who need additional training in math to supports skills of Newcomers/ELs.	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis. Teachers/Staff will have regular opportunities to look at student work together to how to better support Newcomers/ELs.

1-15	Teachers will design Common Core lessons and plan tasks that will elevate 'depth of knowledge' in ELA. ELA shifts in writing and speaking, with evidence, informational and complex texts will be taught and facilitated support students with disabilities. Teachers will teach Common Core identified math curricula. Math rigor will be a balance between procedural, conceptual, and application of content and sub-content skills taught to support students with disabilities.	RSP, TSA and E-CCTL to facilitate and monitor quality of ELA structures/practices and strengthen Intervention/Acceleration PLC every six to eight weeks for students with disabilities.	Enhance school-wide structures/practices to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons with a focus to support our students with disabilities. Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis. Teachers/Staff will have regular opportunities to look at student work together to how to better support students with disabilities.
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Improvement Strategy #2:	Develop school-wide practices that build, maintain, and sustain a safe and caring school culture and climate. Create school-wide practices that cultivate excellence and rigor to facilitate active and compelling engagement. All members of the school community need to participate in the vision and mission of Sankofa Academy. Improve Average Daily Attendance to at least 95% and interrupt Chronic Absenteeism by creating safe, caring, and compelling classrooms that actively engage students. Create systems and tools to proactively support a school culture that uses preventive and early intervention strategies and techniques. For example, Student Attendance Review Team (SART) members will attend weekly Coordination of Support Team meetings and Family Director/Liaison will work directly with parents/families struggling with attendance. Additionally, students will be recognized for excellent or most improved attendance publicly.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Building Relationship with Students and Community: Teachers and Staff will lead daily circles. K-5th Teachers will participate in Daily Whole-School Morning Community Circle. Pre-K, Transitional Kindergarten, Kindergarten, and Special Day Classes/K-2nd will have Morning Circle in their respective classrooms.	Evidence of Shared Vision: Principal continually shares measurable progress toward the school's vision and goals. Leadership will create a time and space for morning circle, community meetings and support the implementation of Caring School Community (CSC).	Classroom/school rituals and norms reflect diverse cultural perspectives. Daily Morning Circles, PDs focused on social emotional curricula/strategies, and students and teachers/staff will take ownership of leading their class/community meeting structures.

2-2	Teachers will use school-wide social/emotional curricula to teach and support Social Emotional Learning/SEL skills daily	Majority of teachers/staff/Community Partners agree that our school leadership speaks with one voice and leadership is distributive	School personnel treat all people equally well, regardless of their cultural, ethnic, linguistic or gender diversity
2-3	Teachers/Staff will use and reinforce school-wide Positive Behavior Intervention and Support/PBIS strategies and techniques, PBIS lesson plans, matrices, flow charts, cafeteria expectations and school-wide routines to build and safe and caring classroom, as well as school. Teachers/Staff will identify and explain the behavior/s outlined in the PBIS Behavior Matrix that needs to be highlighted as a teaching point.	Leadership will provide PDs and lesson plans on PBIS to teachers and staff. Principal will reinforce school-wide routines when with students.	Monthly school-wide events (Back-to-School Night, Family Literacy Night (2), Math Night, and Science Night, Achievement Assemblies) and Sankofa Community Meetings; TK-2nd, 3rd-5th, and 6th-8th will honor a range of cultural experiences and social and academic achievements. PBIS informational sheet will be given to parents with school orientation information to allow parents to learn about PBIS at the beginning of the school year. PTO will implement a mechanism for electing parent representative to PBIS team for buy-in.
2-4	Teachers will support students to use PBIS and social/emotional curricula to problem solve and resolve peer-to-peer conflict peacefully	Norms are stated at the start of a meeting, assembly, Morning/Afternoon Community Circle, Parent/Family Meeting	Assemblies will be used to educate and expand student thinking and perspectives
2-5	Teachers will use progressive discipline, including positive reinforcement, warnings, and 'Buddy Classroom' system to deal with Tier 1 behaviors	Continual review and refresher PDs on using PBIS, as well as recognizing and dealing with Tier 1 behaviors	Positive Behavior Intervention and Support (PBIS) will meet bi-weekly with ILT to build and sustain school rules, norms, and behaviors
2-6	Teacher will document and use the Universal Referral Form/URF to cite negative behaviors by completely filling out the form to inform other stakeholders	Protocols are followed for parent/teacher conversations (Student Attendance Review Team/SART, Student Study Team/SST, Individual Education Plan/IEP meeting/s, Parent Report Card Conferences). PDs will be provided for all staff on their role in the PBIS process.	Coordination of Support Team (COST) will meet weekly to address students' social and emotional needs and/or concerns. All staff will respond using PBIS coordinated behaviors.
2-7	Teachers will create cross-age/inter-age 'Buddy' opportunities	Supplies will be provided to support the teaching and learning environment	Public ceremonies to recognize students for academic and social growth after testing period and/or report card cycle
2-8	Teachers will take daily attendance accurately upon arriving in the classroom following Morning Circle	Equipment will be provided to support the teaching and learning environment	Classroom "expositions" of student work will be held for parents/families and school community
2-9	Teachers and/or Attendance Clerk will contact family of absent student daily	Instructional supplies will be provided to support the teaching and learning environment	Lincoln Child Center will provide social and emotional support for students with the greatest Tier 2 and Tier 3 needs

2-10	Members of the Attendance Team will call "At Risk" students to improve their attendance. Additional support and attention will be given to Homeless and Foster Youth and their families.	Workshops and training will be provide for parent/families	Extended Day provides a 'seamless' high quality program that has strong enrichment activities, tutorials, and mentoring
2-11	Teachers will conference with student and/or families that have attendance challenges.	Provide social, emotional, and behavior management program/s to work with Tier 1, Tier 2, and Tier 3 students	Family Director/Liaison works in tandem with parent/family and teacher to build and sustain positive relationships in classrooms and school
2-12	Teachers/Staff will target Chronically Absent students and develop an attendance action plan with the assistance of the Attendance Clerk and/or members of the Attendance Team. The Attendance Team tracks and maintains Student Attendance Review Team (SART) and supports the Student Attendance Review Board (SARB) process. Additional support and attention will be given to Homeless and Foster Youth and their families.	Principal and Family Director/Liaison will host regular SART meetings once a month. Additional support and attention will be given to Homeless and Foster Youth and their families.	Oakland Public Education Fund (OPEF) will support student and families to ensure academic and social success. Other Community Partners will help in positive attendance initiatives to promote improved attendance goals. Additional support and attention will be given to Homeless and Foster Youth and their families.
2-13	Teachers will create an environment that is engaging, organized, and contains learning centers	Principal will work with District to provide Parent/Family workshops to help curb chronic attendance and use Parent/Family workshops to highlight the importance of consistent attendance	Attendance Team will meet regularly to review attendance data and monitor progress of "At Risk" students
2-14	Teaching Principles- Incorporate community partners, guest speakers, and presenters at Morning Circle, Assemblies, and Community Meetings	Attendance Team will use weekly/monthly data to decrease Chronic Attendance and to engage parent/families. Leadership will encourage speakers/guests to share their stories and engage student and families.	The school community will support Morning Circle by being on-time and actively encouraging parent/family, student, and staff/teacher participation and supporting of Morning Circle activities. Engage TK-8th about the importance of coming to school, on-time, and in uniform.
2-15	Teachers/Staff will select students to be recognized and highlighted for meeting and exceeding attendance goals	Principal will formally recognize and celebrate students with 'Perfect Attendance' and 'Greatest Improvement' publicly	Attendance Team will develop attendance support plans for chronically absent/tardy students
2-16	Monthly workshops for Teachers/Staff and bi-monthly workshops for parent/families in better understanding and using PBIS and CSC methods	Use Positive Behavior Intervention and Support (PBIS) and Caring School Community (CSC) in tandem to provide workshops about methods and use to build and sustain a caring, safe, and engaging culture	Extended Day Program will create an environment that is compelling, organized, and safe

Improvement Strategy #3:	<p>All Pre-K-5 need further training in using relevant software and technology to further depth of knowledge of content and overall teaching and learning in their classrooms. Blended Learning Teacher Leader and selected District personnel will provided systematic support to build the Teaching Teams core knowledge and expertise at the grade level they teach. Support will also be given to Extended Day Staff/Instructors. Implement Common Core Standards using key elements of Balance Literacy, specifically Reading Workshop: Guided Reading, Shared Reading, Mini-lessons, Independent Reading and Writing Workshop. For Math use Common Core Standards, identified grade-level curricula and instruction, Achievement-level Math groups, Math Acceleration and Intervention. Also, including improved usage of technology and software, to incorporate strategies to address the needs of low-performing students and ELLs. Improved and specific Professional Development to meet the needs of our teachers to improve instruction and curriculum design, as well as planning.</p>
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will teach Common Core identified math curricula and share effective STEM teaching strategies with their Grade Level Partners, while creating personalized Blended Learning experiences	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in math with District support	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work
3-2	Teachers will teach Common Core identified math curricula and share effective STEM teaching strategies with their Grade Level Partners to address the needs of ELL students using Blended Learning techniques	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in math with District support	Bi-weekly/Monthly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work
3-3	Personalized learning will be use to accelerate and challenge GATE students. Teachers will modify Common Core identified math curricula and share effective STEM teaching strategies with their Grade Level Partners to address the needs unique needs of GATE students	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in math with District support	Bi-weekly/Monthly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work
3-4	Grade level team will plan, design, and observe each other's practice	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills to support grade level planning and design during PLCs and PDs	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis
3-5	Extended Day Instructors/Teachers will teach Common Core identified math curricula	Extended Day Director, Principal, and ILT/ED Staff will provide professional learning opportunities to deepen and refine staff skill; Extended Learning Team with provide PD in math	Bi-weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to lesson design and data analysis

3-6	TK-5 Classroom Teachers/E-CCTL/TSA will use Blended Learning strategies to personalize and accelerate students' achievement	Blended Learning Teacher Leader will provide PD and PLC opportunities to incorporate use of technology to support personalized learning experiences embedded in Common Core standards	Blended Learning Teacher Leader will push-in classrooms and pull-out students/classrooms to facilitate personalization and promote continuous acceleration
3-7	Common Core ELA and math grade level instruction, and Blended Learning used in classroom will be identified and explained to parent/family	Teacher Leaders, ILT and Community Partners, as well as District Staff will provide Parent/Family Workshops	Monthly Parent/Family Workshops will facilitate understanding of Common Core and elements of Blended Learning
3-8	Use Common Core ELA objectives and standards to plan and teach with emphasis on students' use of Academic Language and content vocabulary in reading, speaking and writing throughout the day	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in ELA/BAL	Enhance school-wide structures to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum
3-9	TK-2nd Grade Teachers will visit the Computer Lab once per week and use math and/or ELA software to enhance learning and computer familiarity	Leadership will provide PDs on technology and technology integration	School will commit to purchasing needed hardware and software/licenses for web-based or site programs.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

191

School:

Sankofa Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$88,994.26	21st Century Learning	Contract with Bay Area Children's Resources for afterschool program	Extended Day Program will create an environment that is compelling, organized, and safe	A1.6: After School Programs	5825	Consultant			191-1
\$127,464.17	After School Education & Safety (ASES)	Contract with Bay Area Children's Resources for afterschool program	Extended Day provides a 'seamless' high quality program that has strong enrichment activities, tutorials, and mentoring	A1.6: After School Programs	5825	Consultant			191-2
\$15,680.72	General Purpose Discretionary	Attendance specialist	Members of the Attendance Team will call "At Risk" students to improve their attendance. Additional support and attention will be given to Homeless and Foster Youth and their families.	A5.4: Root Causes of Chronic Absence		SPECIALIST, ATTENDANCE	SPECAT0052	0.30	191-3
\$22,719.28	General Purpose Discretionary	Supplies to support overall school operation	Supplies will be provided to support the teaching and learning environment	A2.3: Standards-Aligned Learning Materials	4310				191-4
\$5,000.00	General Purpose Discretionary	Copier maintenance contract to support overall school operation	Supplies will be provided to support the teaching and learning environment	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				191-5
\$31,881.73	LCFF Supplemental	Teacher	Teachers will teach Common Core identified math curricula. Math rigor will be a balance between procedural, conceptual, and application of content and sub-content skills taught.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSION	K12TCH1952	0.40	191-6
\$64,430.30	LCFF Supplemental	Teacher	Teachers will design Common Core lessons and plan tasks that will elevate 'depth of knowledge' in ELA. ELA shifts in writing and speaking, with evidence, informational and complex texts will be taught and facilitated.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSION	K12TCH0412	1.00	191-7
\$24,652.16	LCFF Supplemental	PE EEIP to provide release time for teachers to participate in instructional planning and other professional development	Equipment will be provided to support the teaching and learning environment	A5.2: Health and Wellness (Mental & Physical Health)		TCHR EDUC ENHANCEMENT/INTVNT PROG	TCEEIP0157	0.40	191-8
\$2,079.99	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Teachers will implement developmentally appropriate 'Workshop Model' in Reading, Writing, and Math that contains the following: Mini-lesson, independent or small group practice, share out, and regular use of informal and formal assessments. Teachers may incorporate cooperative learning and student centered learning opportunities to promote mastery of grade-level academic and social/emotional skills.	A2.1: Implementation of CCSS & NGSS		TEACHER RSP	TCHRSP0008	0.03	191-9
\$527.71	LCFF Supplemental	Supplies to support blended learning and academic acceleration	Supplies will be provided to support the teaching and learning environment	A3.1: Blended Learning	4310				191-10

\$6,163.03	LCFF Supplemental	Licenses for software to support academic acceleration	Supplies will be provided to support the teaching and learning environment	A3.1: Blended Learning	5846				191-11
\$10,000.00	Measure G: TGDS	Teacher stipends to support TGDS	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in ELA. Teacher Growth & Development System (TGDS) Fall and Spring Evaluations will be completed. TGDS Evaluation feedback will also support teaching practice and improving grade-level proficiency.	A2.6: Teacher Evaluation	1120				191-12
\$3,896.30	Measure G: TGDS	Supplies to support TGDS	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PD in ELA. Teacher Growth & Development System (TGDS) Fall and Spring Evaluations will be completed. TGDS Evaluation feedback will also support teaching practice and improving grade-level proficiency.	A2.6: Teacher Evaluation	4310				191-13
\$7,970.43	Supplemental Program Investment	Teacher	Teachers will teach Common Core identified math curricula. Math rigor will be a balance between procedural, conceptual, and application of content and sub-content skills taught.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH1952		191-14
\$15,253.25	Supplemental Program Investment	Intervention Teacher	Teachers will implement developmentally appropriate 'Workshop Model' in Reading, Writing, and Math that contains the following: Mini-lesson, independent or small group practice, share out, and regular use of informal and formal assessments. Teachers may incorporate cooperative learning and student centered learning opportunities to promote mastery of grade-level academic and social/emotional skills.	A2.1: Implementation of CCSS & NGSS		TEACHER RSP	TCHRSP0008		191-15
\$336.32	Supplemental Program Investment	Supplies to support overall school operation	Supplies will be provided to support the teaching and learning environment	A2.3: Standards-Aligned Learning Materials	4310				191-16
\$40,355.64	Title I Basic	TSA	Teachers will implement developmentally appropriate 'Workshop Model' in Reading, Writing, and Math that contains the following: Mini-lesson, independent or small group practice, share out, and regular use of informal and formal assessments. Teachers may incorporate cooperative learning and student centered learning opportunities to promote mastery of grade-level academic and social/emotional skills.	A2.9: Targeted School Improvement Support		10 MONTH CLASSROOM TSA	C10TSA0022	0.40	191-17

\$1,987.19	Title I Basic	Supplies/Licenses	Instructional supplies will be provided to support the teaching and learning environment	A3.1: Blended Learning	3010				191-18
\$709.00	Title I Parent Participation	Supplies for parent engagement	Monthly Parent/Family Workshops will facilitate understanding of Common Core and elements of Blended Learning	A6.5: Academic Parent-Teacher Communication & Workshops	4310				191-19
\$709.00	Title I Parent Participation	Parent Workshops	Monthly Parent/Family Workshops will facilitate understanding of Common Core and elements of Blended Learning	A6.5: Academic Parent-Teacher Communication & Workshops	5825				191-20



Family-School Partnership Expectations

Sankofa Families agree to ...

- Make sure your students are at school on time every day
- Support your students' need to be healthy by ensuring an early bedtime, nutritious meals and snacks, and regular exercise
- Monitor student homework and progress reports
- Contribute 10 hours per year to the school to help improve student achievement
- Attend all conferences, exhibitions and parent meetings
- Enforce the school uniform policy
- Uphold the Sankofa Academy principles and code of conduct

Sankofa Students agree to ...

- Come to school on time everyday, ready to learn
- Follow all school and classroom rules and procedures
- Complete all classwork and homework
- Work hard every day to achieve excellence
- Participate in daily Community Circles
- Demonstrate the Sankofa Academy principles
- Wear the school uniform daily

Sankofa Educators agree to ...

- Make introductory phone calls to every family
- Send home regular updates on student progress
- Make monthly phone calls to discuss student progress
- Participate in daily Community Circles
- Demonstrate and emphasize the Sankofa Academy principles
- Use instructional strategies to accommodate the learning styles of diverse learners
- Maintain classrooms that are inviting and conducive to learning

A handwritten signature in black ink that reads "Monique F. Brinson". The signature is written in a cursive style with a large initial "M".

Monique F. Brinson, Principal

School Site Council Membership Roster – Elementary School

School Name: Sankofa Academy

School Year 2016-2017

Chairperson: Kristin Smith	Vice Chairperson: Traci Grizzle
Secretary: Victoria Grimes	DAC Representative: Kristin Smith

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Tiffany Archer	581 61 st Street Oakland, CA 94609				X
Valencia Burton	“ “ “				X
Victoria Grimes	“ “ “				X
Erica Mitchell	“ “ “				X
Kristin Smith	“ “ “				X
Israel Cisneros	“ “ “		X		
Neneyen Eshiett-Nwachukwu	“ “ “		X		
Traci Grizzle	“ “ “		X		
Pastor Rickey Richard-Walker	“ “ “			X	
Monique Brinson	“ “ “	X			
DAC Representative	Kristin Smith				
Home Ph. 510-282-3067	Email: mrskristinsmith@gmail.com				

Meeting Schedule	2nd Tuesday of the month 3:30-5:30 PM
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SSC Legal Requirements:

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



Home School Compact and Parent Involvement Policy
Sankofa Academy – Parent/Family Home-School
Compact

Sankofa Academy and the parents/families of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2017-2018 school year.

School Responsibilities - Sankofa Academy will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- *Maintain classrooms that are engaging and conducive to learning*
- *Provide at least 2 hours of standards-based instruction in literacy, and at least 1 hour of standards-based instruction in mathematics daily*
- *Use instructional strategies to accommodate the learning styles of diverse learners*
- *Provide intervention and additional support for struggling students*
- *Demonstrate and emphasize the Sankofa Academy guiding principles*
- *Work collaboratively with staff in the Extended Day program to meet student needs*

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent-teacher conferences are held at the end of each trimester. All families are invited to attend at least two conferences (first and third trimester), with the second trimester conferences focused on those students in need of the most support to achieve academic goals.

3) Provide parents with frequent reports on their children's progress.

The school will provide report cards to parents at the end of each trimester (November, March, and June). In addition, teachers will maintain regular (at least monthly) informal communication with families about student progress.

4) Provide parents reasonable access to staff.

All staff members are available to meet with families daily. Parents may schedule appointments with staff members before school, after school, or on their preparation period. Staff are expected to respond to messages/request for conferences from parents/families within 24 hours.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents/families are always welcome to observe classroom activities at any time. Regular communication between teachers and parents outlines additional times and ways that parents may volunteer and participate in the classroom. Monthly school-wide family events and Parent/Family Leadership Committee meetings are scheduled to provide additional opportunities for parent/family involvement at the school.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

- *Monitoring attendance, ensuring students attend school daily and on time*
- *Supporting students' need to be healthy by ensuring an early bedtime, nutritious meals and snack, and regular exercise*
- *Monitoring amount of television viewing time*
- *Make sure homework is completed and review progress reports from teachers*
- *Attend all conferences, exhibitions, and parent meetings*
- *Enforce the school uniform policy*
- *Promoting positive use of child's out of school time*

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- *Come to school on time everyday, ready to learn*
- *Follow all school and classroom rules and procedures*
- *Do all my class work and homework every day*
- *Work hard every day to achieve excellence*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*
- *Demonstrate the Sankofa Academy guiding principles*
- *Wear the school uniform colors daily*

Sankofa Academy Parental/Family Involvement Policy

Part 1. General Expectations

Sankofa Academy agrees to implement the following statutory requirements:

- The school will jointly develop with parents/families, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents/families about the School Parental/Family Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental/Family Involvement Policy available to the local community.
- The school will periodically update the School Parental/Family Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental/Family Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- 1) *Sankofa Academy* will take the following actions to involve parents in the joint development and joint agreement of its School Parental/Family Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

We hold regular meetings (monthly School Site Council Meetings, and Annual Title I Meeting) to disseminate Title I information to families and to gather their input on:

- student achievement data
- Family Involvement Policy

- Family-School Compact
 - Teacher Status
 - School goals and Priorities
- 2) *Sankofa Academy* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
- distribute in take-home packets and newsletters
 - distribute in start-of-school registration packets
 - post on school bulletin boards
 - share during monthly family events
- 3) *Sankofa Academy* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
- Based on family surveys and other data collected in family meetings, the SSC will make revisions to the Family Involvement Policy and Site Plan as needed. Reviews of Family Involvement Policy will occur at least once per trimester.
- 4) *Sankofa Academy* will convene an annual meeting to inform parents of the following:
- That their child's school participates in Title 1
 - About the requirements of Title 1
 - Of their rights to be involved
 - Of their right to participate in the development of the District's Title 1 Plan
 - About their school's participation in Title 1
 - Families will be notified of the meeting via newsletter, take-home flyers, announcements at "Community Circle," "Community Meeting," and monthly family events, and phone calls. Refreshments and child-care will be available at the evening meeting.
- 5) *Sankofa Academy* will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:
- Our family meetings are held at a variety of times that are conducive to families – we have opportunities in the morning (before, or just after, the start of school), in the early afternoon, in the evening and on Saturdays.
 - Our teachers and staff participate in Home Visits
 - We coordinate many family meetings with other events, such as student arts performances
 - We provide refreshments and child care
- 6) *Sankofa Academy* will provide information about Title 1 programs to parents of participation children in a timely manner:

- Monthly newsletters
 - Weekly take-home flyers
 - Postings in the school
 - Phone calls
- 7) *Sankofa Academy* will provide to parents/families of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
- At Back to School Night and Open House, teachers formally present their academic program
 - Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
 - At monthly family events, families may participate in activities carefully aligned to the classroom academic program
 - In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month
- 8) *Sankofa Academy* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Invitations published in newsletters
 - Invitation re-iterated at monthly Family Friday event
 - Family-School Meetings and Conferences
- 9) *Sankofa Academy* will submit to the district any parent comments if the school-wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
- Written notification will be sent to the Network Executive Officer with a plan for addressing the unsatisfactory portions of the plan

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) *Sankofa Academy* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- Effective School Site Council, trained in data-analysis and strategic planning and monitoring
 - Effective PTA/FTA
 - Volunteer opportunities for families to support the school

- Family Literacy, Math, and Arts Nights throughout the year, where families will learn strategies to support student learning
- 2) The school will incorporate the School-Parent/Family Compact as a component of its School Parental Involvement Policy:
 - Family-School Partnership Agreement distributed and explained as part of registration and throughout the year in newsletters and family events
 - 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - The State of California’s academic content standards
 - The State of California’s student academic achievement standards
 - The State of California’s and Oakland Unified School District’s academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child’s progress
 - How to work with educators
 - 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - Community Relations Assistant will coordinate with Adult Education and other community resource providers to bring workshops on site for families
 - During monthly family events, families will be trained in activities to use at home to strengthen students’ academic skills
 - 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - All staff participate in regular professional development workshops on working with families
 - All teachers participate in training on the Home Visit Program
 - 6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Working with neighboring Early Childhood Education Center to align curricular programs and provide seamless transition
- Coordinate family involvement events with local community partners

7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- Information is sent home in newsletters and flyers, in family-friendly language
- Information is presented orally at Community Circle, Community Meeting, and monthly family events
- Translated information is available to families who require it

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by Annual Title I Meeting.

This policy was adopted by the Sankofa Academy School Site Council on April 25, 2017 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before September 27, 2017. It will be made available to the local community on or before September 27, 2017. Sankofa Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



04/25/17

(Principal's signature)

(Date)