

Board Office Use: Legislative File Info.	
File ID Number	19-1331
Introduction Date	6/26/19
Enactment Number	19-1178
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Sankofa Academy

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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Sankofa Academy



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

Legislative File Id. No. 19-1331
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Sankofa Academy
CDS Code: 1612590110254
Principal: Renee Bullie
Date of this revision: 5/16/2019

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: Renee Bullie
Address: 581 61st Street
Oakland, CA 94609

Position: Principal
Telephone: 510-654-7787
Email: renee.bullie@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School 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"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

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

Date(s) plan was approved: 5.16.19

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:

Renee Bralio
Principal

Margot Nijssure
SSC Chairperson

Sara Stone
Network Superintendent

[Signature]
Officer, State and Federal Programs

Margot Nijssure
Signature

Sara Stone
Signature

Mildred Oti
Signature

5.16.19
Date

5/16/19
Date

5.17.19
Date

5/21/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/13/2018	SSC	Explained role of the SSC,provide an overview of the SPSA, and discuss the school's strengths, challenges, and root causes of student achievement data.
12/11/2018	SSC	
02/12/2019	SSC	Vote on Title 1 Expenditures:
4/2/2019	SSC	Vote on Title 1and Title IV Expenditures:
5/7/19	SSC	Reviewed SPSA and made adjustments and modifications
5/16/19	SSC	Vote on SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$92,546.55
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	\$375,814.24

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)	\$45,281.73	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,475.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$870.22	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$103,352.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$46,394.60	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$139,229.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$92,546.55	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$263,056.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$355,602.55
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Sankofa Academy

School ID: 191

School Description

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

School Mission and Vision

At Sankofa Academy we will ensure that every student becomes a strong critical thinker who is a positive leader in our local and global community. Sankofa Academy emphasizes student empowerment and academic achievement. All our students are empowered to master literacy, numeracy, science, social studies, and technology. Through community-based projects, exhibitions, and arts-integrated lessons, we ensure that our students can demonstrate mastery of grade-level standards in a variety of ways. This is imperative in order for them to be competitive in an ever-growing global economy.

By aligning student achievement, our guiding principles, mission, and strategic partnerships, we will build up a full-service community that provides a dense network of support and serves the whole child. Our school will build and provide a strong sense of community.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
School Climate - Some teachers are distributing the SWAG tickets, and are implementing Fun Friday activities. Also, our HERO's program is in place and our students are learning teamwork	School Climate - In the fall, teachers received training on Trauma influence practices, PBIS Expectations, Buddy Room, Cool Down Area, and Classroom Management.
Literacy (Reading and Writing)- Teachers are providing instruction that relates to some of the BAL components	Literacy (Reading and Writing)- Teachers received intensive training and coaching support on two components of BAL Literacy (Mini Lesson and Guide Reading)
Math - Some teachers are pulling small guided math groups and are providing targeted instruction	Math - Some teachers are aligning their instruction to that of the district's pacing guide.
ELL - ITL is providing our ELLS with daily Systematic ELD instruction	ELL - An ITL was hired to support our English Language Learners
Priority Challenges	Root Causes of Challenges
School Climate- Teachers over using the URFs during the lunch recess. Most teachers would like to see more students suspended. They seem to have a misconception of the district's Discipline Matrix.	School Climate- We are experiencing less fights on the yard because we have organized activities in place and teachers are retrieving students on time.

Literacy (Reading and Writing)- Less than 20% of our 3rd and 4th graders performing near grade level standards on the IAB reading measure. These teachers need to align their ELA instruction to that of the district's pacing guide.	Literacy (Reading and Writing)- Our teachers must receive training on the CCSS. They also need to become familiar with the district's pacing guide.
Math - Not everyone received training on the district adopted curriculum at their grade. Not everyone is teaching with fidelity. Limited use of manipulatives	Math - Lack of training for teachers Teacher instruction is not aligned to the pacing guide
ELL - The ELLs instruction often interrupted due to teacher absences and so the ITL must sub	ELL - Teacher absences

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	If we develop school-wide practices that build, maintain, and sustain a safe and caring school culture and climate centered on trust then students will improve their Average Daily Attendance to at least 95% thus causing an interruption in the Chronic Absenteeism for the Title 1, English Language Learners, Homeless and Foster Youth.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	64.00%	69.00%	74.00%
Suspensions	African-American Students	-2pp	9.49%	7.50%	5.50%
Suspensions	Students with Disabilities	-2pp	12.20%	10.20%	8.20%
Chronic Absence	African-American Students	-2pp	24.59%	27.70%	25.70%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	If teachers plan common core aligned lessons for their Reading and BAL instruction, then students will demonstrate growth on district and state assessment measures.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-97.6	-0.826	-90
ELA SBAC	Students with Disabilities	+20 points DF3	n/a	n/a	n/a
ELA SBAC	Low Income Students	+20 points DF3	-93.6	-73.6	-63.6

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: If teachers design Common Core lessons and plan tasks that will elevate "depth of knowledge" in math, then students will demonstrate growth on district and state assessment measures.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-107.5	-92.5	-82.5
Math SBAC	Students with Disabilities	+20 points DF3	n/a	n/a	n/a
Math SBAC	Low Income Students	+20 points DF3	-105	-85	-75

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

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

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	14.29%	16.00%	17%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	n/a	n/a

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All students will grow by 1.5 on the SRI measure and 1 year on other district reading assessments.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	40.63%	39.70%	44.70%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	37.50%	60.20%	65.20%
K at or above Benchmark	All Kindergarten Students	+5pp	40.63%	45.63%	50.60%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	25.81%	30.81%	35.80%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has also 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.

School: Sankofa Academy		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy: Reading and Writing			
June 2021 Language & Literacy Goal:		Our 3rd through 5th graders SBAC ELA score will increase by a 10% point, ensuring that the average student grows. To accomplish that, there will be an increase in grade-level proficiency in SRI and F&P, with students that are behind grade-level increasing their F&P by 1.5 years.			
Theory of Change for Language & Literacy:		If teachers plan common core aligned lessons for their reading and BAL instruction, then students will make greater progress towards mastery			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		-110.4	-97.6
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
During the fall of the 2018-19 school year, we hired an ITL who's spend the first half of the year building teachers capacity for Readers Workshop. As of December, all of our general education teachers are pulling at least one small guided reading group. They have also identified 5 focal students to progress monitor each month.					
What evidence do you see that your practices are effective?					
Teachers are beginning to provide their students with BAL instruction.					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
Teachers' instruction is not aligned to the district's pacing guide. Teachers will need more time backwards planning of lessons.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		Our 3rd through 5th graders SBAC ELA DF3 score will increase by 10 points, ensuring that the average student grows. To accomplish that, there will be an increase in grade-level proficiency in SMI and CEOUs. All K-5 grade students will show growth in end of course and common core proficiency in academics due to personalization and continuous acceleration.			
Theory of Change for Standards-Based Instruction:		If teachers and administrator ensures that every lesson is planned using Common Core State Standards and rigorous Tier 1 instruction is put in place and teachers are progress monitoring with both formative and summative assessments (SMI, CEOU's, ST Math, Illuminate assessment data) then all students learning will be accelerated; closing the identified achievement gaps of all students especially for the Title 1, English Learners, Homeless and Foster Youth; resulting in a higher percentage of 3rd-5th graders achieving proficiency on Math SBAC.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:

SBAC Math	All Students	-124.9	-107.5
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Sankofa was awarded the Math Enhancement Grant. As of Jan. 2019 district math coordinator will provide teachers with coaching support around the math curriculum.			
What evidence do you see that your practices are effective?			
I know that are students will benefit from coaching support because our current IAB math results suggest that only 20% of our students are performing near standard.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
If teachers are trained to use the district's math curriculum and they use it with fidelity, our students will achieve and or exceed goals that we set for them.			
18-19 Conditions for Student & Adult Learning Priority:	Positive School Culture & Student		
June 2021 Conditions for Student & Adult Learning Goal:	PBIS will be implemented with fidelity, so that there is a focus on positive behavior and students will be more engaged on coming to school. This will lead to a decrease in the percentage by 5% or more the number of negative behavior referrals that result in Teacher-Initiated Suspensions, In School Suspensions, and/or Out of School Suspensions.		
Theory of Change for Conditions for Student & Adult Learning:	If we develop school-wide practices that build, maintain, and sustain a safe and caring school culture and climate centered on trust then students will improve their Average Daily Attendance to at least 95% thus causing an interruption in the Chronic Absenteeism for the Title 1, English Language Learners, Homeless and Foster Youth.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Office Referrals	All Students	126	107
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
The teachers decided that this year they would make the implementation of PBIS Expectations a priority			
What evidence do you see that your practices are effective?			
Results from the ITF show that teachers and students are familiar with the PBIS Expections, Buddy Room, and Cool Down Area.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
We have experienced a rise in URF when compared Nov. to Dec. This might suggest that teachers need a refresher on the PBIS Systems and the Discipline Matrix.			

18-19 Conditions for English Language Learners Priority:	English Learner Reclassification		
June 2021 Conditions for English Language Learners Goal:	Reclassify 50% of students each year.		
Theory of Change for Conditions for English Language Learners:	If teachers designate a time for teaching ELD 50% of the students will be reclassified for the 2018/2019 school year and the other 50% will experience gains in the target language.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	16.7%	17%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
This year we have an ITL, who is providing our ELLs with daily Systematic ELD instruction.			
What evidence do you see that your practices are effective?			
The ITL progress monitoring system suggest that these students have made slight gains in reading. (F&P and Foundations)			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
We have a difficult time securing subs therefore the ITL must cover which interrupts their daily instruction. Perhaps, an extended contract can be given to the RSP (who is working part-time) to teach ELD on the days that the ITL can not.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
We are interested in securing Reading Partners for the 2019-20 school year in addition to having the Heroes Program			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Sankofa Academy

School ID: 191

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Positive School Culture & Student		
School Theory of Change:	If we develop school-wide practices that build, maintain, and sustain a safe and caring school culture and climate centered on trust then students will improve their Average Daily Attendance to at least 95% thus causing an interruption in the Chronic Absenteeism for the Title 1, English Language Learners, Homeless and Foster Youth.		
Related School Goal(s):	If we develop school-wide practices that build, maintain, and sustain a safe and caring school culture and climate centered on trust then students will improve their Average Daily Attendance to at least 95% thus causing an interruption in the Chronic Absenteeism for the Title 1, English Language Learners, Homeless and Foster Youth.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Building Relationship with Students and Community: Teachers and administrator will lead morning circle twice a week (once on Monday and once on Friday). K-5th Teachers will participate in Daily Whole-School Morning Community Circle. Pre-K, Kindergarten, and Special Day Classes/K-2nd will have Morning Circle in their respective classrooms.	Evidence of Shared Vision: Principal and ILT continually share measurable progress toward the school's vision and goals. Leadership will create a time and space for morning circle, community meetings and support the implementation of Caring School Community.	Classroom/school rituals and norms reflect diverse cultural perspectives. Morning Circles, PDs focused on social emotional curricula/strategies and students and teachers/staff will take ownership of leading their class/community meeting structures.

1-2	Teachers 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 request that PBIS lessons are incorporated into lesson plans. Principal will explicitly model SEL practices during PD so that staff understand how to use these practices in their classrooms.	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. Monthly school-wide events (Back-to-School Night, Family Literacy Night (2), Math Night, and Science Night, Achievement Assemblies) and Sankofa Community Meetings; TK-2nd, and 3rd-5th will honor a range of cultural experiences and social and academic achievements that will be presented during Family Engagement Night in the Fall.
1-4	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
1-7	Teachers/Staff will target Chronically Absent students and develop an attendance action plan with the assistance of the Attendance Clerk. The Attendance Specialist will track and maintain Student Attendance Review Team (SART) and support the Student Attendance Review Board (SARB) process. Additional support and attention will be given to Homeless and Foster Youth and their families. Teachers will submit COST forms for these students and they will be referred to McKinney-Vento Program.	Principal and the Attendance Specialist Family 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 by providing volunteers. 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.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Change:	If teachers and administrator ensures that every lesson is planned using Common Core State Standards and rigorous Tier 1 instruction is put in place and teachers are progress monitoring with both formative and summative assessments (CEOUs, ST Math, Illuminate assessment data) then all students learning will be accelerated; closing the identified achievement gaps of all students especially for the Title 1, English Learners, Homeless and Foster Youth; resulting in a higher percentage of 3rd-5th graders achieving proficiency on Math SBAC.

Related School Goal(s):		If teachers design Common Core lessons and plan tasks that will elevate "depth of knowledge" in math, then students will demonstrate growth on district and state assessment measures.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	All Elementary Teachers will implement key elements of Math Workshop daily: A. Math Warm-Up 10-15 minutes (Spiral review, routine practice to achieve mastery). B. Minilessons- 10 minutes (introduce new Math concept, strategies or skills). C. Independent Math Practice - 40 minutes (applying the math strategy or demonstrating use of the skill)	Principal and the Instructional Leadership Team will align PD to Math Workshop focus areas; Closely monitor student progress in math (Grade level Math CEOU's, (ST Math) SBAC Interim Formative assessments, and interventions). Principal will engage teachers in data conferences (quarterly) and will provide teachers with on-going feedback on classroom instruction.	Teachers will turn in lesson plans showing evidence of Math Workshop, Data from math assessments include: SBAC Math Interim, Math CEOU's, and weekly data generated from ST Math . PLCs will meet weekly to collaborate for data analysis and planning, where a regular set of time is dedicated to cross grade level planning and data analysis, as well as discussion of student work.
2-3	Personalized learning will be use to accelerate and challenge GATE students. Teachers will modify Common Core identified math curricula and share effective teaching strategies with their Grade Level Partners to address the needs unique needs of GATE students. GATE students will be given opportunities to challenge themselves mathematically on the ST Math program.	Principal and Leadership Team will provide teachers with professional learning opportunities to deepen and refine their skills; LT and principal will plan PD in math with District support Bi-weekly/Monthly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis, as well as discussion of student work	Bi-Weekly PLCs will meet weekly to collaborate for data analysis and planning, where a regular set of time is dedicated to cross grade level planning and data analysis, as well as discussion of student work.
2-5	All teachers will engage in data conferences (4X/ year); analyze data and plan units of study	Calendar Data Conferences	Bi-Weekly PLCs will meet weekly to collaborate for data analysis and planning, where a regular set of time is dedicated to cross grade level planning and data analysis, as well as discussion of student work.

2-6	Teachers will engage the Latino and African American students in blended Learning math lessons to enhance their cognitive understanding of Common Core Math Standards. During math instruction teachers will differentiated instruction by creating math rotations. (teachers will pull small groups, allow a small group to complete online math lessons- Cool Math; Fun Brain, and ST Math; and other students will work in small groups to complete teacher generated independent work)	The administrator will make sure that teachers are adhering to the computer schedule.	Teachers be given a schedule for when they are to take their students to the computer lab.
2-9	Teachers will meet across grade levels to plan and facilitate Family Engagement activities that are designed to accelerate student learning.	Principal and the Instructional Leadership Team will determine what skills and concepts to present to parents during Family Engagement Nights. This team will also determine how often Family Engagement activities will take place during the 2019/2020 school year.	Family Engagements nights (Math, ELA and Science) will be scheduled to educate families on best practices for providing their child with support in understanding common core shifts.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):		Literacy: Reading and Writing	
School Theory of Change:		If teachers plan common core aligned lessons for their reading and BAL instruction, then students will make greater progress towards mastery	
Related School Goal(s):		If teachers plan common core aligned lessons for their Reading and BAL instruction, then students will demonstrate growth on district and state assessment measures. All students will grow by 1.5 on the SRI measure and 1 year on other district reading assessments.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

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

3-3	Teachers will design differentiated lessons that are aligned to the Common Core to elevate 'depth of knowledge' in ELA for our Foster Youth, Homeless students, Economically Disadvantage, Gate and Low Performing students. Teachers will teach students how to use the Close Reading Strategy to breakdown grade level text. Teachers will also teach students how to pull evidence from the text to support their writing and thinking of the text.	The principal and the ILT will facilitate and monitor quality of ELA structures/practices and strengthen Intervention/Acceleration PLC every six to eight weeks for our Foster Youth. We will make sure that teachers have in place school-wide structures/practices to support the implementation of a Balanced Approach to Literacy and Literacy across the curriculum by maintaining a daily schedule at all grades that address components of Balanced Literacy: Readers' and Writers' Workshop, word study, shared reading, independent reading, and mini lessons with a focus to support our Foster Youth.	Coordinated Services Team (C.O.S.T) Team meeting notes identifying high need students and interventions for those students aligned with their specific needs; track progress monthly
3-7	Incorporate Academic Language and Academic Discussion instruction with a STEAM focus into daily lesson planning so that all students have opportunities to develop skills. This will especially be important to our ELLs	Provide opportunities to train teachers to teach Science curricula and to share effective STEAM teaching strategies during PLCs and PDs. All students will have science journals and all teachers will create content-boards. A series of PLCs/PDs will address teacher's needs during Fall, Winter, and Spring semesters aligned with yearly cycle of inquiry monthly goals and content focus. Identify and purchase technology-based resources to support specific focus on Literacy	60% or more of our students will demonstrate proficiency on the district SIRA assessment.

3-8	Create confident and independent citizens by applying metacognitive reading strategies to Social Studies texts. Students will use informational texts and primary sources to practice important critical thinking skills that build content and academic vocabulary development and encourages students to support arguments with evidence. Learn strategies for students to demonstrate understanding through reading, writing, listening, and speaking in the classroom and beyond by developing Academic Language and Academic Discussion instruction with a social studies focus.	Provide opportunities for teachers to collaborate and plan to address social studies curricula and content at their grade level during PLC and/or Grade-Level Meeting.	Weekly reports generated from the NewsELA, our online platform, will show and increase in students' comprehension.
3-9	Build and sustain informational writing during Science and Social Studies instruction	Principal and ILT Members use Weekly/Monthly observation 'Look Fors' checklist and will provide feedback (oral and/or written) Explore how students integrate reading and writing into project-based tasks.	Student data from district writing assessments will show improvements from one benchmark period to the next.
3-10	All teachers are able to administer F&P and/or SRI are teaching all elements of Common Core ELA Standards and Balance Approach Literacy. Teachers will conduct Item Analysis to reteach skills that students have not mastered.	Progress Monitoring: Principal and ILT will closely monitor small group/s during Reader's Workshop to ensure teachers become proficient in Guided Reading, 1 to 1 Confering. Teachers will support student progress using F&P, SRI, and other assessment tools Review literacy practices in forums such as PLCs and/or a collaborative website	Review literacy practices in forums such as PLCs and or from a collaborative website

3-11	Teachers will explicitly teach reading and writing strategies; teachers will administer writing assessments each trimester and score them collectively using a common rubric.	Principal and ILT will provide teachers with professional learning opportunities to deepen and refine their skills; ILT will plan PDs in math. Principal and the ILT will lead reading and writing PDs on-site. District PDs will provide support to teachers who need additional training in teaching reading and writing. Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to Grade Level planning and data analysis. Teachers/Staff will have regular opportunities to look at student work together.	Weekly PLC collaboration for data analysis and planning, where a regular set of time is dedicated to across grade level planning and data analysis. Teachers/Staff will have regular opportunities to look at student work together.
3-12	The Preschool, Tk, and Kinder teachers will collaborate once a month to plan developmentally appropriate literacy lessons Tk and kinders. They will also identify opportunities for the groups to interact.	The administrator will provide sub coverage for the Pre-school teacher.	Monthly collaboration between pre-school, Transitional kinders, and kindergarten teachers. These teachers will meet once a month on a Wednesday from 2:10pm until 2:45pm
3-13	The SDC teachers will collaborate with the Tk-2nd grade general education teachers to plan developmentally appropriate literacy lessons. They will also identify and opportunities for the groups to interact	The administrator will provide sub coverage for the SDC, TK-2nd grade teachers to plan once a month	Monthly collaboration between K-thru 2nd SDC and 3rd-5th grade SDC teachers to meet once a month from 2:10pm until 2:45pm to plan lessons and opportunities for the two to interact
3-14	Teachers will meet to plan and facilitate Family Engagement activities (Family Read Night, Effective Discipline Skills, Family Poetry Night) that are designed to accelerate student's critical thinking skills.	Principal and the Instructional Leadership Team will determine what skills and concepts to present to parents during Family Engagement Nights. This team will also determine how often Family Engagement activities will take place during the 2019/2020 school year.	Family Reading Night will be scheduled to educate families on best practices for providing their child with support in understanding common core shifts.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification
School Theory of Change:	If teachers designate a time for teaching ELD 50% of the students will be reclassified for the 2018/2019 school year and the other 50% will experience gains in the target language.

Related School Goal(s):		If teachers provide students with targeted ELD instruction then 50% of our ELL students (who have been in school for 5 years or more) will be reclassified by the end of the 2019/2020 school year.	
Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will analyze ELPAC, SRI , Student Writing Samples, and F&P data to determine needs of the ELLs in their PLC. Then they will group students purposely and put them into strategy aligned groups based on to their language needs (early literacy, emergent, etc.)	The principal and the ILT will provide data and establish a protected time for teachers to plan from the data. PLCs will meet during the first week of school and weekly thereafter. Create an agreed upon weekly PLC time for teachers to meet during their prep.	Evidence of Implementation: Assessment Calendar (with cycles of Inquiry), meeting notes, and data from the assessments. Teachers will use graphic organizers (that range from simple to complex), realia, poetry, and music to enhance students' understanding of various concepts.
4-2	Teachers will integrate SDAIE strategies into the core content areas throughout the day, specifically social studies and science (Integrated ELD).	The principal and the Instructional Leadership Team will conduct professional development around SDAIE strategies that can support ELLs; monitor the quality of the SDAIE instruction throughout the day.	Evidence of Implementation: Anchor Charts (across content area), progress on ELD rubric (Beginning of Year, Midyear, End of Year)
4-3	Teachers will implement key elements of Reader's and Writer's Workshop daily. A Read Aloud (introduce reading/writing strategies) To build upon student speaking, reading and writing skills in English.	The Principal and ILT will utilize weekly observation; look fors: checklist designed to provide feedback (written and/oral) within 24 hours of observations. Principal and Instructional Leadership Team will closely monitor Read Alouds, mini lessons, and small group work during Reader's and Writer's Workshop; teaching points match student task when assessed during one to one confering. Leadership will ensure that teachers receive necessary resources which include purchasing ELD materials and training.	Evidence of Implementation: ELD instruction during designated time. Assessment Calendar (with cycles of Inquiry), meeting notes, and data from the assessments. Anchor charts should be aligned to instruction to support content area teaching.

PROPOSED 2019-20 SCHOOL SITE BUDGET
Site Number: 191
School: Sankofa Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$46,295.00	21st Century Community Learning Centers	After School	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Principal and ILT continually share measurable progress toward the school's vision and goals. Leadership will create a time and space for morning circle, community meetings and support the implementation of Caring School Community.	191-1
\$139,229.00	After School Education & Safety (ASES)	After School	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Principal and ILT continually share measurable progress toward the school's vision and goals. Leadership will create a time and space for morning circle, community meetings and support the implementation of Caring School Community.	191-2
\$7,423.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	191-3
\$5,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	191-4
\$8,052.48	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.20	Teachers 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.	191-5

\$37,324.13	LCFF Supplemental	EEIP/Library Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.30	Teachers will implement key elements of Reader's and Writer's Workshop daily. A Read Aloud (introduce reading/writing strategies) To build upon student speaking, reading and writing skills in English.	191-6
\$37,500.63	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	The administrator will provide sub coverage for the SDC, TK-2nd grade teachers to plan once a month	191-7
\$5,992.54	LCFF Supplemental	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		The principal and the Instructional Leadership Team will conduct professional development around SDAIE strategies that can support ELLs; monitor the quality of the SDAIE instruction throughout the day.	191-8
\$5,298.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teachers will implement key elements of Reader's and Writer's Workshop daily. A Read Aloud (introduce reading/writing strategies) To build upon student speaking, reading and writing skills in English.	191-9
\$17,265.63	LCFF Supplemental	Attendance Specialist	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	520	Attendance Specialist	0.50	Principal and the Attendance Specialist Family will host regular SART meetings once a month. Additional support and attention will be given to Homeless and Foster Youth and their families.	191-10
\$17,822.83	Measure G	EEIP/Library Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.20	Teachers will implement key elements of Reader's and Writer's Workshop daily. A Read Aloud (introduce reading/writing strategies) To build upon student speaking, reading and writing skills in English.	191-11

\$2,459.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teachers will implement key elements of Reader's and Writer's Workshop daily. A Read Aloud (introduce reading/writing strategies) To build upon student speaking, reading and writing skills in English.	191-12
\$4,282.00	Title I: Basic	Books (Other Than Textbooks)	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teachers will implement key elements of Reader's and Writer's Workshop daily. A Read Aloud (introduce reading/writing strategies) To build upon student speaking, reading and writing skills in English.	191-13
\$30,000.00	Title I: Basic	Contracts	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		Teachers will meet to plan and facilitate Family Engagement activities (Family Read Night, Effective Discipline Skills, Family Poetry Night) that are designed to accelerate student's critical thinking skills.	191-14
\$11,000.00	Title I: Basic	Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		The administrator and the Leadership Team will monitor the quality of the ELA structures. Cycles of Inquiry will be put in place every 6 to 8 weeks to monitor students' progress on curricular areas (Balanced Literacy, Blended Learning, Formative assessments, interventions). 2018-2019 Professional Development Calendar will be aligned to deepening knowledge of CCSS's and Anchor standards; Reader's and Writer's Workshop lessons (minilessons) and teaching points align to student tasks and formative assessments; Principal and the Instructional Leadership Team will lead site-based PD aligned to site-based focus areas.	191-15

\$870.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		Principal and the Instructional Leadership Team will determine what skills and concepts to present to parents during Family Engagement Nights. This team will also determine how often Family Engagement activities will take place during the 2019/2020 school year.	191-16
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Title I School Parental Involvement Policy 2018-19

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

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

Involvement of Parents in the Title I Program

Sankofa Academy

agrees to implement the following statutory requirements:

(Name of school)

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

Discuss PIP, the role of the SSC

Explain parent's rights

Provide information about the SPSA

*To explain purpose of Title 1 funding and how it is spent.

*Sankofa held a meeting at the beginning of the year to inform parents about the Title 1 Program. This year it was on Wednesday, August 22, 2018 at 6:00 p.m.

- Offer a flexible number of meetings for parents.

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

5:30 Tuesdays (5:00 2nd Tuesdays) We meet on the second Tuesday of each month from 5:00 to 6:00 p.m. to inform and revise Title 1 programs.

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

SSC Information Board (Post fliers on Thursdays)

Send out text messages

Send out robo calls

*Parent Workshops — This is an opportunity for the school to provide parents with training on curriculum so that they can support with reading and math.



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

SSC monthly meetings.

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

*During Back to School Night grade level benchmarks and assessment data
*Parent/Student/Teacher conferences two times a year
*SST process for students with academic, attendance or social challenges
*Family Literacy classes provided two times a week
*Monthly coffee chats with the principal

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

*All parents are invited to participate in the SSC monthly meetings. The SST process provides opportunities to actively participate. Parent/Student/Teacher conferences are held twice a year to discuss student academic progress.

School-Parent Compact

(Name of school) **Sankofa Academy**:

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



Building Parent Capacity for Involvement

(Name of school) Sankofa Academy:

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

During Back to School Night grade level proficiency standards are presented to parents. Parents also have access to bi monthly Parents workshops focused on academic standards.
Parent/Student/Teacher conferences two times a year.
Family Literacy night in the Spring; Family Engineering night in the Fall. (STEM)

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

The teachers share instructional materials as well as strategies at all conferences as well as regularly through homework packets. Kindergarten teachers post the homework and samples of student work as well. Parent literacy workshops and family nights will provide parents with instructional materials and training which will teach parents how to help their children have academic success.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC meetings are another venue where parents and teachers partner up to make decisions about academic and social needs of all children. Family Literacy and Science nights.



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

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

Share School Calendar

Parent Newsletter

Parent coffee & chat sessions -- Principal meets with parents on the first Friday of each month to discuss issues or concerns that can be addressed to the SSC agenda.

Parent involvement, activities include -- volunteering in classrooms.

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

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

Robocalls/text messages

Principal coffee & chat

Post information onto the Parent Board /

Parent Newsletter -- Principal sends out a monthly newsletter to keep parents informed of monthly events.

We also send home flyers and have created a bulletin board of engagement of activities in the hallway titled Family Engagement Board.

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

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

Always provide space on the agenda for community/parent questions

Parent Newsletter

Robocalls/text messages -- Principal send robocalls to inform parents of regularly held meetings, Title 1 events, and parent meetings.

Accessibility

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

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

Text messages -- Principal uses a texting tool. Talking Points translates all messages into the primary language to each student.



Adoption

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

This policy was adopted by the (Name of School) Sankofa Academy's School Site Council on (Date) 11/13/2018 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Sankofa Academy 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Kenee B. Dillie
(Principal's Signature)

11/13/2018

(Date)

SANKOFA ACADEMY

Elementary School Compact

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.


2018-2019
School Site Council Membership Roster – Elementary

 School Name: **Sankofa Academy**

Chairperson : Jazmyne Muhammad

Vice Chairperson: Margot Nijsure

Secretary: Traci Grizzle

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Renee Bullie	X			
Roxanne Gray				X
Tauninga Vital				X
Adenike Oluyombo				X
Jazmyne Muhammad				X
Margot Nijsure				X
Shalina Harris			X	
Traci Grizzle		X		
David Carrigan		X		
Khelsey Pllum		X		

 Meeting Schedule
(day/month/time)

2nd Tuesday of the Month at 5:00 pm
SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community