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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School.

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

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

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

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

**Attachment(s)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Sankofa United Elementary School  
**CDS Code:** 1612590110254  
**Principal:** Dennis Guikema  
**Date of this revision:** 5/24/20

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:

<b>Contact:</b> Dennis Guikema	<b>Position:</b> Principal
<b>Address:</b> 581 61st Street Oakland, CA 94609	<b>Telephone:</b> 510-654-7787 <b>Email:</b> dennis.guikema@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

**2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Sankofa United Elementary School **Site Number:** 194

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

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

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

**Date(s) plan was approved:** 5/24/2023

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

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


**Signatures:**

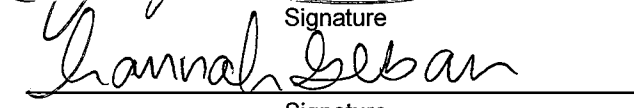
Dennis Guikema  
 \_\_\_\_\_  
*Principal*

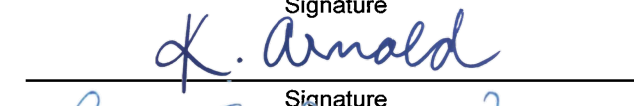
Hannah Geban  
 \_\_\_\_\_  
*SSC Chairperson*

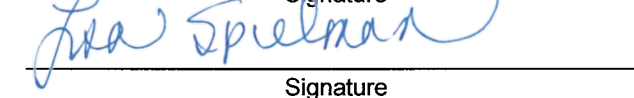
Kathleen Arnold  
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*Network Superintendent*

Lisa Spielman  
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*Director, Strategic Resource Planning*

  
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5/24/2023  
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**2023-24 SPSA ENGAGEMENT TIMELINE**

**School Site:** Sankofa United Elementary School **Site Number:** 194

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/18/2023	Staff	Staff meeting, review, and engagement about 2023-24 budget
1/18/2023	School Site Council	Budget review and engagement about 2023-24 budget priorities + Title 1, Title 1 Parent, and Title 4 spending approvals.
3/15/2023	School Site Council	Root cause analysis & public input.
4/19/2023	School Site Council	2023-24 SPSA development
5/23/2023	School Site Council	2023-2024 SPSA Budget Review, 2023-2024 SPSA: Review, Discussion, and Approval

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

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

### **Early Childhood Education Program**

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

### **Summer Learning Program**

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

### **Transitional Students and Families Unit**

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

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

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$66,420.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$416,058.63

### 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)	\$60,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,940	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,620	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$158,570	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$173,129	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,050	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$66,420</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$349,639</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$416,059</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Sankofa United Elementary School

**School ID:** 194

**School Description**

Sankofa United Elementary School opened in the Fall of 2020, blending the communities and legacies of Kaiser Elementary and Sankofa Elementary Schools on the beautiful and spacious campus that was originally Washington Elementary School. A design team of educators and families from both Kaiser and Sankofa captured the strengths of both programs and articulated a mission and vision that is equity centered. Sankofa United builds upon the rich music and arts enrichment at both schools and blends the demographics of the schools into a rich tapestry that is representative of our diverse North Oakland neighborhood. Our staff mirrors this diversity. Sankofa United is a community that honors and celebrates our students’ cultures and is a safe space for LGBTQ students, families and staff.

**School Mission and Vision**

**Mission**

At Sankofa United Elementary School all students engage in a rigorous academic program, enriched with music and art. We meet students where they are and position them to excel. Through the development of social-emotional skills, students learn to be in positive, respectful relationships that celebrate our similarities and our differences. We are creating a learning environment that is welcoming and reflective of all students’ and families’ abilities, cultures, and identities.

**Vision**

The vision of Sankofa United Elementary School is to nurture well-rounded people who are advocates for themselves and their learning. The Sankofa United community reflects the diversity of Oakland. Our students understand they are connected to and feel responsible for their community, and they know they are part of something bigger than themselves.

**Core Values**

- Equity
- Rigor
- Care
- Joy

**School Demographics, 2021-22**

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
54.5%	44.6%	7.5%	7.0%	9.9%	0.5%	69.5%	14.6%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial

45.1%	19.7%	15.5%	1.9%	0.0%	0.0%	0.0%	9.4%
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**1B: STUDENT GOALS & TARGETS**

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

**School Goal for College, Career & Community Readiness:** 85% of Sankofa scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Sankofa scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	66.7%	34.3%	<i>not available until Fall 2023</i>	75.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	42.3%	31.4%	<i>not available until Fall 2023</i>	75.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	61.3%	40.9%	<i>not available until Fall 2023</i>	75.0%

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	n/a	n/a	-31.6	<i>not available until Fall 2023</i>	-8.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	20.0%	31.6%	<i>not available until Fall 2023</i>	70.0%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	n/a	n/a	-55.8	<i>not available until Fall 2023</i>	-17.0



i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	25.9%	<i>not available until Fall 2023</i>	70.0%
CAST (Science) at or above Standard	All Students	n/a	n/a	5.9%	<i>not available until Fall 2023</i>	40.0%

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

**School Goal for Targeted Supports for African American scholars will increase their iReady and SBAC scores to Focal Student Groups: show accelerated growth to close achievement disparities.**

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	n/a	n/a	-126.4	<i>not available until Fall 2023</i>	-70.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	n/a	n/a	-79.2	<i>not available until Fall 2023</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	7.7%	<i>not available until Fall 2023</i>	38.9%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	n/a	n/a	-189.9	<i>not available until Fall 2023</i>	-80.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	n/a	n/a	-124.5	<i>not available until Fall 2023</i>	-60.0

**Reclassification Measures & Annual Targets**

*\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	20.0%
LTEL Reclassification	Long-Term English Learners	n/a	n/a	0.0%	<i>not available until Fall 2023</i>	20.0%

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

**School Goal for Student & Family** 100% of Sankofa scholars and their families feel welcomed, safe and are **Engagement:** healthy and engaged in the learning community.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	n/a	72.4%	64.6%	<i>not available until Fall 2023</i>	90.0%
Out-of-School Suspensions	All Students	n/a	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	n/a	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	n/a	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	n/a	29.9%	45.9%	<i>not available until Fall 2023</i>	20.0%
Chronic Absenteeism	African American Students	n/a	44.1%	64.3%	<i>not available until Fall 2023</i>	25.0%

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

**School Goal for High-Quality Staff:** 100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	n/a	82.4%	88.2%	<i>not available until Fall 2023</i>	90.0%

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

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Added a TK grade. Implimented a new core math program. 2nd year of ELA implimentation.	District support in curriculum implimention. Teacher leadership.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Partnered with Children Rising to support upper grade students with tiered 1:1 tutoring in math and reading.	Advocacy from our CSM and support from teachers. Data driven & equity focused.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	<p>Student: Weekly art, dance, and PE are highy engaging. Strong After School Program further enriches students connection to school.</p> <p>Families:Returned to in-person community building activities, including Open Playground and PTA meetings. Hosted 2 well attended and welcoming African-American/Black family nights. Added a Black Family Advisory subcommittee to SSC.</p>	School mission driven. Strong support from families and staff. High caliber enrichment teachers. Enrichment experiences that promote creativity, movement, and health are inherently high interest.
<i>LCAP Goal 4: Staff Supports</i>	Full time STIP sub. Grade level weekly collaboration time (PLC), additional weekly common prep period.	School community prioritization of investment in STIP as well as full time PE teacher (to make possible the additional classroom teacher prep time.)
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Inconsistent application of core math and ELA curriculum	Learning curve with new curriculum. Inconsistency of teacher coaching and TSA support. Need for additional academic mentor time in classes to support teachers to deliver diffentiated instruction.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Tiered instructional support was inconsistent, in part due to staffing challenges	Consistent teacher coaching from TSA is essential for instructional support and data analysis. Teachers need more coaching and PD on strategies for differentiation without lowering the standard and cognitive load for students. Need for additional academic mentor time in classes to support teachers to deliver diffentiated instruction.

<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Some events were not well attended by Black families	Outreach, welcoming message, and relevancy must be intentional.
<i>LCAP Goal 4: Staff Supports</i>	Feeling, at times, of not enough support.	2 mid year teacher vacancy and mid year TSA vacancy resulted in all resources being spread thin. Hiring challenges w/ Early Literacy Tutor position.

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

Prior to the creation of Sankofa United, there were highly inequitable learning outcomes between Kaiser and Sankofa Elementary Schools. All students will be supported in accessing grade level standards through robust intervention and differentiation as well as the implementation of EL Education English Language Arts curriculum.

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

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, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Sankofa United Elementary School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 SPSA](#)

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

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

By and large, we addressed each goal. We have implemented a school wide MTSS plan; are in our 2nd year of a new ELA curriculum and early literacy supports; and in our first year of a new math curriculum. Grade level PLC times are weekly, but the connection to our PD scope and sequence needs to strengthen. Staff turnover this school year has limited us reaching our full potential (2 teachers, TSA, and other staff.) Most students demonstrate a sense of belonging and connection to school.

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

In addition to classroom work, we fostered and strengthened our partnerships with outside organizations, such as Children's Rising (tiered academic support), MoCHA (art), BACR (after school) and Lincoln and Hope Reimagined (behavioral health)

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

We will incorporate more structure and support from our TSA for PLC's, and a richer professional development plan, led by principal, TSA and ILT.

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

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b> <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Extended Contracts for Teachers	Staff Satisfaction with Professional Development	Funds a team of teacher planning time.	Teacher meet 2x/month to review data and plan professional development, intervention, etc.	Continue. Teacher leadership is essential.
Extended Contracts for Teachers	Student Connectedness to School	Extended contracts for teacher lead workshops for parents.	These funds have not been expended at the time of this evaluation.	Continue.

Substitute Teacher Incentive Plan (STIP) Teacher	Reading Inventory (RI) Growth of One Year or More	Title I provided partial funding of a full time STIP sub. Providing coverage for teacher absences, teacher attendance in SST, IEP, COST, etc. Provide excellerated learning.	Classroom coverage provided by STIP has helped learning to continue when a teacher is attending a PLC. Principal has observed that due to the high demand in other areas, very little excellerated learning occurred.	Discontinue. In 2023-24 we have a full time STIP in our base budget. This will allow us to invest in other excellerated learning supports.
Supplies for Fam Resource Room	Student Connectedness to School	The Family Resource Room is a hub for both service to families (family education, resources for families with specific needs, etc) as well as a hub for family and community volunteers.	Family Resrouce Room is a hub for family involvement and service to families. Although there is still more that could be done to utilize the space, principal has observed a growing number of family involvement and volunteering.	Continue investment in this space as a hub to serve and engage families.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Sankofa United Elementary School

**School ID:** 194

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** Standards based Math curriculum

**School Theory of Change:**

If we implement a strong standards based Math curriculum that includes a clear and consistent scope and sequence, consistent progress monitoring, and accelerated support for students multiple years below then we will be able to track the individual needs of each student and differentiate our supports in order to both close the learning gap and position all students to excel.

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

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will participate in a monthly Math PLC to analyze data and review student work.	Math PLC lead by ILT, the Math Lead and TSA	- PLC agenda - Student data	85% of Sankofa scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Sankofa scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.	Tier 1
1-2	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	Teachers will have opportunities to engage in collaborative data analysis and planning.	- Tiered intervention schedule - Student data	85% of Sankofa scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Sankofa scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.	Tier 2
1-3	After school Math Intervention Team & Family Engagement (Math night)	Funding Math Intervention program	- Agenda and slide deck - Attendee sign in		
1-4	Math night family engagement	Provide resources for math night	- Agenda and slide deck - Attendee sign in		

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

<b>School Priority:</b>	Lessons grounded in complex texts and explicit language instruction.
<b>School Theory of Change:</b>	<p>If we have rigorous standards-based multi-tiered English Language Arts instruction and intervention in all grades, then students will either be at or above grade level or will have 1.5 years or more of accelerated growth annually</p> <p>Tier 1: CORE Complex text, vocabulary instruction, academic language through EL Ed; all K-2 students are going to receive SIPPS (after Kinder PA/Letter naming)</p> <p>Tier 2: Small group/differentiated SIPPS instruction; identifying the lower groups/struggling students and adding on to multi-sensory strategies (Tutor PD around), with increased frequency (double up with SIPPS HFW/Fluency)</p> <p>Tier 3: 1:1 supports as assigned through COST and SST.</p>
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction through EL Education and SIPPS.	<ul style="list-style-type: none"> <li>-Establish the expectation that teachers provide daily instruction grounded in EL Education,</li> <li>-Support &amp; monitor instruction via learning walks and instructional coaching</li> <li>-Provide time in weekly grade level or grade span PLCs to analyze student work/engagment/progress data</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional schedules</li> <li>- Observations, walkthroughs, and learning walks</li> <li>- Analyzing student data/student work protocols</li> </ul>		



2-2	Progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff of Early Lit tutors and STIP Subs to provide foundational skills instruction in small groups daily using SIPPS/ 3-5 I-Ready and SIPPS	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	<ul style="list-style-type: none"> <li>- SIPPS training</li> <li>- SIPPS tutor schedule</li> <li>- Instructional schedules with intervention times indicated</li> </ul>	85% of Sankofa scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Sankofa scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.	Tier 2
2-3	All teachers provide daily, explicit language and literacy instruction grounded in EL Education, planning lessons and assigning tasks to ensure that students are purposefully reading, building knowledge of academic language and content over time, and writing and speaking grounded in textual evidence	<p>Establish expectation of implementation of EL Education and SIPPS curriculum, including regular I-Ready assessments.</p> <p>-Provide Professional development and learning for implementation of the EL Education curriculum and strategies</p> <p>-Support &amp; monitor use of foundational skills curriculum across K-2 classrooms and all grade levels to ensure instructional alignment.</p> <p>-Partner with District Literacy coordinators to ensure all teachers are trained in use of the EL Education curriculum across classrooms and grade levels to ensure instructional alignment.</p>	<ul style="list-style-type: none"> <li>- Foundational curriculum training for all teachers</li> <li>- Observations, walkthroughs, and learning walks</li> <li>- Instructional schedules aligned with curriculum minute expectations</li> <li>- Professional development including unit packing, lesson unpacking, and student work analysis</li> </ul>		

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Priority:</b>		Build school wide systems, rooted in shared values, to support positive school wide expectations and to meet the socio emotional needs of all students.			
<b>School Theory of Change:</b>		If we build a strong MTSS, rooted in shared values, then we will produce consistent, predictable and successful conditions for student learning.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>WHICH SCHOOL GOAL DOES THIS ADDRESS?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
3-1	<p>Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders.</p> <p>Teachers will include class meeting, at least twice weekly</p>	<p>Professional development for all staff for support of SEL curriculum</p> <p>SEL leadership includes:            -Culture and Climate team led by CSM            -Counselors and interns            -ILT            -P.E. or Recess Coaches</p>	<ul style="list-style-type: none"> <li>- Explicit SEL time included in instructional schedules</li> <li>- Observations and learning walks</li> <li>- Caring School Community training for all staff</li> </ul>	100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1

3-2	<p>Trauma informed practices</p> <ul style="list-style-type: none"> <li>-Understand trauma and stress</li> <li>-Anti-racist practices</li> <li>-Resilience and SEL</li> <li>-Safety and Predictability</li> <li>-Calm down corner provided for all students</li> <li>-Routines and rituals consistently practiced</li> </ul>	<p>Increase all staff education related to bias and anti-racism work.</p> <p>Professional development on trauma and de-escalation</p> <p>Support staff self care and support with the stress of teaching students impacted by trauma</p> <p>Multi-Tiered Systems of Support (MTSS) clearly articulated to staff and families.</p> <p>COST and Culture &amp; Climate Teams will review data and recommend actions.</p>	<ul style="list-style-type: none"> <li>- Trauma-informed professional development</li> <li>- Reduction in office referrals</li> <li>- Classroom environment walkthroughs</li> <li>- Reduction in COST referrals</li> <li>- Observations</li> </ul>	<p>100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</p>	Tier 1
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3-3	<p>Build strong relationships with families through ongoing 2-way communication and contact</p> <ul style="list-style-type: none"> <li>-Provide flexible scheduling for families for conferences</li> <li>-Use ParentSquare for communication</li> <li>-Monitor for opportunities for parents to provide feedback</li> </ul>	<p>Teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled</p> <p>Monthly coffee chat with the principal, coordinate with CSM &amp; network partners to provide relevant workshops for parents</p> <p>Provide academic data (i.e., iReady, SBAC, EL snapshot) and standards in family-friendly language with actionable steps for support and improvement</p> <p>Support opportunities for meaningful family leadership (SSC, PTA, committees) and social engagements</p>	<ul style="list-style-type: none"> <li>- Communication tracking</li> <li>- Conference agendas and sign-ins</li> <li>- ParentSquare reports</li> <li>- Family engagement meetings</li> </ul>	<p>100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</p>	Tier 1
3-4	<p>Individualized plans for students with symptoms related to trauma</p> <ul style="list-style-type: none"> <li>-Sensory breaks scheduled for students with regulation challenges</li> <li>-Progress monitoring for students receiving tier 3 mental health services</li> </ul>	<p>Sensory stations available to all students in class and in communal spaces (hallway, office, playground)</p> <p>COST team tracks progress monitoring</p> <p>Support from behavioral health network partners</p>	<ul style="list-style-type: none"> <li>- Trauma-informed professional development</li> <li>- Reduction in office referrals</li> <li>- Classroom environment walkthroughs</li> <li>- Reduction in COST referrals</li> <li>- Observations</li> <li>- CICO</li> <li>- Clinical groups and schedules</li> </ul>	<p>100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</p>	Tier 2

3-5	Provide all students with weekly PE, and art. Music and garden/health education every other week.	Leverage resources, support staff, and schedules to support enrichment  Provide professional development for arts integration and garden/health.	- Instructional schedule & prep schedules	100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1
3-6	Structured cooperative recess activities, aligned with SEL best practices	Training and clear expectations for all staff who supervise students	- Training for supervision team - Recess schedule - Recess observations	100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1

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

<b>School Priority:</b>	Building teacher capacity to serve every student through strong, focused, data driven PLCs with an ongoing equity/anti-racist framework				
<b>School Theory of Change:</b>	By creating strong PLCs we will foster safe spaces for teachers to take risks and try new strategies; by continually returning to our equity/anti-racist focus, we will ensure that these strategies are relevant and helpful for all children at our school with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R)				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will work in Grade Level Teams and/or PLCs to develop and test strategies to benefit struggling students with a special focus on students with disabilities, ELLs, and low income students.	Principal and ILT will develop PD Calendar around Inquiry Cycles	- PLC agenda and notes - PD calendar - Student Data	100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)	Tier 1

4-2	Teachers will consistently implement Tier 1 Whole Class strategies (eg. Community Circle, Positive Discipline, PBIS) and be able to describe what they are doing in their classrooms for struggling students. Teachers will utilize and document in-class strategies, interventions and tools (eg. Behavior Plans, outreach to families, preferred seating, daily check ins) before referring to COST.	ILT leading training on Tier 1 Intervention Strategies run by ILT members; COST will meet weekly to collaborate on meeting the needs of struggling students; ILT, CSM & network partners will provide PD on SEL risk factors including foster care and homelessness Mental Health supports.	<ul style="list-style-type: none"> <li>- COST referrals and documentation of pre-intervention strategies</li> <li>- COST meeting schedule</li> <li>- Classroom culture walkthroughs</li> <li>- Student data action plans</li> <li>- Reduction in office referrals</li> </ul>	100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1
4-3	Teachers will lead and actively participate in robust professional development	<p>Prioritize time and resources for ILT and teacher leadership.</p> <p>Maintain a feedback cycle that helps guide professional development.</p> <p>Align observation and feedback to professional development</p>	<ul style="list-style-type: none"> <li>- Professional development schedule</li> <li>- Classroom observations and learning walks</li> </ul>	100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)	Tier 1
4-4	Engage in facilitated anti-racist staff trust building	Partner with an outside expert facilitator	- Professional development schedule and agenda	100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)	Tier 1

CONDITIONS FOR BLACK STUDENTS ( <a href="#">instructions &amp; resources</a> )					
<b>School Priority:</b>		Safe & Sense of Belonging: Black well-being should be defined to include social emotional and intellectual support through honoring and valuing our Black Black students and families. This indicator measures Black Black students and families engagement at the classroom, school site and central office level that intentionally incorporates Black student/family voice and is made visible through school and community connections.			
<b>School Theory of Change:</b>		If we create the condintions in which Black students, families, staff, and community are welcomed, valued, and empowered, then Black students will thrive academically and socio emotionally at Sankofa United.			
<b>Related Goals:</b>		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
<b>Students to be served by these actions:</b>		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	- Professional development	100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)	Tier 1
5-2	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	- Professional development - Student data meetings	African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.	Tier 2
5-3	Teachers ensure Black students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	- Classroom observations - Video reflection protocols	African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.	Tier 2

5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time is embedded into school calendar, PD time for family engagement is scheduled.	<ul style="list-style-type: none"> <li>- Communication log</li> <li>- Conference schedule, agenda, and sign-ins</li> <li>- Family engagement events</li> </ul>	100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**  
*Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)*

<b>School Priority:</b>	All English Language Learners who are at Sankofa United for 3 or more years will be reclassified as Fluent.
<b>School Theory of Change:</b>	As Sankofa United has a small ELL population (under 5%) we can provide differentiated instruction and academic intervention to support all ELLs to maximize learning and academic growth.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers engage students in academic discussion via structures and equitable participation strategies. Teachers provide students with language resources and other scaffolds to support their understanding. Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. Teachers provide opportunities for students to learn how language works to make meaning.	<p>ILT will provide ensure that professional development builds teachers capacity to support these actions.</p> <p>Obervation &amp; debrief</p>	<ul style="list-style-type: none"> <li>- Professional development in designated ELD</li> <li>- Professional development around student talk protocols</li> <li>- Classroom observations and learning walks</li> <li>- Teacher unit &amp; lesson unpacking</li> </ul>	85% of Sankofa scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Sankofa scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.	Tier 1



6-2	Teachers lead parent engagement to build understanding around literacy practices to support all families.	Fund stipends for teachers leaders to prepare and facilitate parent Info Nights.	<ul style="list-style-type: none"> <li>- Family engagement nights/activities</li> <li>- Event calendar</li> <li>- Events team meetings</li> </ul>	100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1
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PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Facilitator Manhood Development Program	\$32,324	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	9336	Facilitator Manhood Development Program	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Trauma informed practices -Understand trauma and stress -Anti-racist practices -Resilience and SEL -Safety and Predictability -Calm down corner provided for all students -Routines and rituals consistently practiced	194-1
12-Month Community School Manager	\$133,514	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7949	12-Month Community School Manager	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders.  Teachers will include class meeting, at least twice weekly	194-2
To be allocated in Fall 2023.	\$59,162	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Funding Math Intervention program	194-3
Extended Contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Increase all staff education related to bias and anti-racism work.  Professional development on trauma and de-escalation  Support staff self care and support with the stress of teaching students impacted by trauma  Multi-Tiered Systems of Support (MTSS) clearly articulated to staff and families.  COST and Culture & Climate Teams will review data and recommend actions.	194-4
STIP Teacher	\$75,888	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	6257	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leverage resources, support staff, and schedules to support enrichment  Provide professional development for arts integration and garden/health.	194-5

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$32,306	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8001	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	194-6
Early Literacy Tutor	\$34,995	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8000	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	194-7
Supplies	\$12,940	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide professional development on high leverage teaching strategies.	194-8
Copy Machine	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide professional development on high leverage teaching strategies.	194-9
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$15,391	LCFF Supplemental	1105	Certificated Teachers' Salaries	4217	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide all students with weekly PE, and art. Music and garden/health education every other week.	194-10
10-Month Teacher on Special Assignment (TSA)	\$62,566	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	-Establish the expectation that teachers provide daily instruction grounded in EL Education, -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data	194-11

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
ILT Extended Contracts	\$24,015	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Principal and ILT will develop PD Calendar around Inquiry Cycles	194-12
Attendance Specialist	\$38,930	LCFF Supplemental	2205	Classified Support Salaries	3670	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	ILT leading training on Tier 1 Intervention Strategies run by ILT members; COST will meet weekly to collaborate on meeting the needs of struggling students; ILT, CSM & network partners will provide PD on SEL risk factors including foster care and homelessness Mental Health supports.	194-13
Supplies	\$17,667	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teachers will participate in a monthly Math PLC	194-14
Library Technician	\$70,302	Measure G, Library Support	2205	Classified Support Salaries	7907	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leverage resources, support staff, and schedules to support enrichment  Provide professional development for arts integration and garden/health.	194-15
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$15,391	Preschool Support Budget	1105	Certificated Teachers' Salaries	4217	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide all students with weekly PE, and art. Music and garden/health education every other week.	194-16
Supplies	\$1,409	Preschool Support Budget	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers lead parent engagement to build understanding around literacy practices to support all families.	194-17

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,615	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8001	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	194-18
Early Literacy Tutor	\$4,999	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8000	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	194-19
Early Literacy Tutor	\$16,623	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7473	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	194-20
Refreshments	\$500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Math night family engagement	194-21
Consultants	\$1,120	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Funding Math Intervention program	194-22
10-Month Teacher on Special Assignment (TSA)	\$37,540	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	-Establish the expectation that teachers provide daily instruction grounded in EL Education, -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data	194-23

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Academic Mentor	\$23,210	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff of Early Lit tutors and STIP Subs to provide foundational skills instruction in small groups daily using SIPPS/ 3-5 I-Ready and SIPPS	194-24
Professional/contracted Services	\$2,000	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase all staff education related to bias and anti-racism work.  Professional development on trauma and de-escalation  Support staff self care and support with the stress of teaching students impacted by trauma  Multi-Tiered Systems of Support (MTSS) clearly articulated to staff and families.  COST and Culture & Climate Teams will review data and recommend actions.	194-25
Admission Fees	\$2,050	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leverage resources, support staff, and schedules to support enrichment  Provide professional development for arts integration and garden/health.	194-26
Early Literacy Tutor	\$16,623	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	7473	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Tier 2/3 supports -Support Early lit tutors and Intervention Team members as they provide small group literacy intervention through SIPPS and I-Ready and track progress of all intervention students	194-27



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **Title I, Part A School Parent and Family Engagement Policy for 2022-2023**

**Sankofa United**  
ELEMENTARY SCHOOL

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

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

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

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

- Regular communication between teachers and families, including newsletters, Google Classroom, and conferences.
- Family education workshops.
- School website: [www.ousd.org/sankofaunited](http://www.ousd.org/sankofaunited) and OUSD's Family Central website.

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

- School Site Council (SSC)
- Parent-Teacher Association (PTA)
- A variety of volunteer committees

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

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

The school communicates to families about the School Parent and Family Engagement Policy and the school's Title I, Part A programs by:

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

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

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

- Regular communication between teachers and families, including newsletters, Google Classroom, and conferences.
- Family education workshops.
- School website: [www.ousd.org/sankofaunited](http://www.ousd.org/sankofaunited) and OUSD's Family Central website.

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

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

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

- Partnering with Oakland Public Education Fund for volunteer clearance
- Messaging classroom and school-wide volunteer opportunities via Talking Points, email, website, and robocalls.
- Soliciting family input about meaningful volunteer opportunities.

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

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

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

- Building on our best practices developed during distance learning to connect children and families to learning at home. This includes multiple platforms, such as Google Classrooms, ST Math, Raz-Kids, Seesaw, and more.
- Family training and support for creating structured home learning routines.

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

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

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



- Maintaining engagement trackers
- Participating in anti-bias training.
- Soliciting family feedback

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

- School Site Council (SSC)
- Parent-Teacher Association (PTA)
- A variety of volunteer committees

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

- Hosting an annual Title I meeting
- School Site Council Meetings
- Soliciting family feedback throughout the year

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

- Providing translation services
- Ensuring ADA accessibility
- Connecting families to district and community resources through our Community School Manager.

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

- School Site Council (SSC)
- Parent-Teacher Association (PTA)
- A variety of volunteer committees

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

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

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

- Prioritizing the funding of a Community School Manager position
- Taking a school-wide approach to service and care, grounded in our mission, vision, and values.

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

### **Adoption**

This policy was adopted by Sankofa United on September 14, 2022, and will be in effect for the period August 1, 2022 through May 31, 2123.

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

Dennis Guikema  
**Principal**

September 14, 2022  
**Date**

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



## School-Family Compact 2022-2023

### School Responsibilities

Sankofa United agrees to carry out the following responsibilities to the best of our ability:

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

- Implement a Common Core standards aligned curriculum to give access to grade level complex texts to all students.
- Implement a Common Core standards aligned math curriculum.
- Implement the Next Generation Science Standards curriculum for science.
- Implement Designated and Integrated English Language Development (ELD).

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

- Family-Teacher conferences will be the week of October 3, 2022 and February 21, 2023
- Teachers will schedule other conferences as necessary.

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

- Families will receive progress reports after each trimester.
- The SST (Student Success Team) process will provide support to students with special needs.

4) Provide families reasonable access to staff.

- Teachers will send communication through calls, ParentSquare or emails.

- Principal will send frequent communication and make appointments available to meet with families.

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

- Families can observe their child's classroom by contacting the teacher in advance. (Temporarily unavailable due to Covid Safety protocols.)
- Families may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirements (more info at [www.oaklandfund.org/programs/volunteer](http://www.oaklandfund.org/programs/volunteer))
- Families may volunteer to go on student field trips.

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

- During Family-Teacher conferences, teachers will provide families guidance (and material when warranted) on how to work with children.
- Holding various family education and involvement events which include Back to School Night, Family-Teacher Conferences, family training, family education nights, etc. We do outreach via email, ParentSquare, Robo-Call, website, backpacked messages.

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

- Teachers will have opportunities for training and workshops during our regularly scheduled PD's.
- Resources and materials will be made available to teachers and staff.

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

- Providing families with information and school reports, in the family's home language. We offer translation services, when it is necessary in meetings, whole school functions, and at any time families need to access information about their child's education.

## Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and families.
- Strive to address the individual needs of each student.
- Provide a safe, positive and healthy learning environment
- Partner with families and community in a culturally responsive manner and using anti-racist best practice.

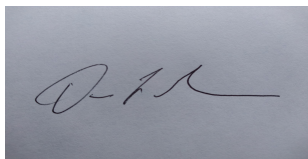
## **Family Responsibilities**

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Provide a quiet place at home for my child to do homework.
- Attend as many parent involvement and educational opportunities as possible throughout the year.

This Compact was adopted by SANKOFA UNITED ELEMENTARY SCHOOL on September 14, 2022, and will be in effect for the 2022-23 school year.

The school will distribute the draft of this Compact to all parents and family members by September 30, 2022

A rectangular box containing a handwritten signature in black ink. The signature appears to be 'D. Guikema'.

**Dennis Guikema, Principal**

**September 14, 2022**



**Strategic Resource Planning (SRP)**



**School Site Council Membership Roster**  
**2022-2023**

**SSC - Officers**

<b>Chairperson:</b>	Hannah Geban
<b>Vice Chairperson:</b>	Mahogany Gillam
<b>Secretary:</b>	Amy Stice

**SSC - Members** *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Dennis Guikema	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Traci Grizzle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Isabel Estrada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Tenesha Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Erica Macklin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Hannah Geban	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mahogany Gillam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Issac Saffier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Monesha Scott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Amy Stice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Wednesday of every month at 4:00 PM
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members