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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 Oakland Academy of Knowledge

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Oakland Academy of Knowledge
CDS Code: 1612596001713
Principal: Nikki Williams
Date of this revision:

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

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

Contact: Nikki Williams	Position: Principal
Address: 8755 Fontaine Street Oakland, CA 94605	Telephone: 510-639-3244 Email: nikki.williams@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/1/2023

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

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input 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 checked="" 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: 6/1/2023

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

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

Signatures:

Nikki Williams <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Principal</i>	Nikki Williams <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	6/1/2023 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Leslye Salinas <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>SSC Chairperson</i>	Leslye Salinas <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	6/1/2023 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Network Superintendent</i>	Monica Thomas <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	6/9/23 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Director, Strategic Resource Planning</i>	Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	6/9/2023 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date

2023-24 SPSA ENGAGEMENT TIMELINE

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

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

Date	Stakeholder Group	Engagement Description
4/17/2023	Staff Meeting	Teachers reviewed SPSA and provided feedback
4/12/2023	PD	Support staff reviewed SPSA and provided feedback.
2/13/2023	Staff Meeting	Teachers reviewed school priorities for next year
2/28/2023	SSC	We shared our priorities with our SSC
1/16/2023	Staff Meeting	Teachers reviewed 21-22 priorities to brainstorm for 22-23
12/23/2022	SSC	Reviewed Fall 22 data
8/25/2022	Families	Review 21-22 Priorities
8/2/2022	PD	Review 21-22 Priorities

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	\$93,070.00
Total Federal Funds Provided to the School from the LEA for CSI	\$148,631.73
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$593,358.16

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)	\$85,125	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,880	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,270	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$202,530	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,675	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$148,632	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
SUBTOTAL OF FEDERAL FUNDING:	\$241,702	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$351,656	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$593,358
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

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

1A: ABOUT THE SCHOOL

School: Oakland Academy of Knowledge

School ID: 169

School Description

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

School Mission and Vision

Our community cultivates resilient, engaged, and self-determined scholars who demonstrate the integrity, hope, knowledge, and skills that support the pursuit of personal achievement, racial social justice, and wellness. Students will confidently master grade-level content and leave our school ready to take on the next steps in their academic journey and their future endeavors. They will know they matter and be empowered to maximize their potential to make changes in our school and world. They will be prepared to disrupt systems of oppression by honoring and celebrating our community’s cultures, histories, ancestries, experiences, abilities, and languages. Students, families, and staff will feel joy in knowing they belong to a community where everyone is loved, safe, seen, heard, and understood.

We are an inclusive community that welcomes and embraces the diversities of our staff, students, and families. At our school we strive to develop leadership, collaboration, creativity, critical thinking, and problem solving skills. We learn from our experiences, both past and present, and reflect and take ownership for our future actions. Our curriculum is representative of who we are and supports real-world learning with a focus on both racial social justice and mastery of grade-level standards. Our school rituals and traditions elevate and honor learning, growth, and achievements & celebrate our community’s cultures & identities.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
56.4%	43.6%	19.4%	4.0%	6.2%	1.8%	89.0%	22.9%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
42.7%	3.5%	29.5%	4.4%	0.4%	0.9%	0.0%	7.5%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Data driven instruction Community Readiness:

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	40.0%	20.5%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	51.9%	8.0%	<i>not available until Fall 2023</i>	60.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	18.8%	30.6%	<i>not available until Fall 2023</i>	60.0%

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	-66.5	n/a	-88.0	<i>not available until Fall 2023</i>	-40.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6.6%	12.4%	<i>not available until Fall 2023</i>	40.0%

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	-80.1	n/a	-99.5	<i>not available until Fall 2023</i>	-60.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	8.7%	<i>not available until Fall 2023</i>	40.0%

CAST (Science) at or above Standard	All Students	20.8%	n/a	10.0%	<i>not available until Fall 2023</i>	40.0%
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: Students feel loved and affirmed

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	-140.6	n/a	-128.5	<i>not available until Fall 2023</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-72.4	n/a	-100.0	<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	7.1%	12.9%	<i>not available until Fall 2023</i>	30.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-114.4	n/a	-103.1	<i>not available until Fall 2023</i>	-80.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-90	n/a	-112.0	<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	0.0%	2.3%	9.4%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	5.0%

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

School Goal for Student & Family Engagement: Family engagement and connectedness

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	70.4%	77.4%	65.9%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	0.5%	n/a	0.7%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	0.9%	n/a	0.7%	<i>not available until Fall 2023</i>	50.0%
Out-of-School Suspensions	Special Education Students	1.8%	n/a	0.7%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	29.3%	26.8%	61.0%	<i>not available until Fall 2023</i>	20.0%
Chronic Absenteeism	African American Students	30.9%	32.9%	61.3%	<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: Student centered professional learning communities

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	79.0%	60.0%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Strong student growth on interium assessments: Overall 9% increase in students above grade level and 22% near on ELA IABs in upper grades Overall 7% increase in students above grade level on Math IABs in upper grades</p> <p>IReady Reading Growth Overall: Increase 6.2% Mid to Early on Grade Level Decreased 12.5% 2 Grade Levels Below</p> <p>Differeintated literacy groups Kinder Letter Id: 82.5% Mastered Monthly SIPPS MT Participation % of students on target lesson: Kinder 22.5% by EOY should be 62.5%</p> <p>Implementation of new math curriculum</p>	<p>Strong PD/PLC plan, academic alignment across all classrooms, focused cycles of inquiry, utilization of pre and post assessment to plan instruction. First Eureka/ELED cycle focused on curriculum aligned anchor charts demonstrating models and strategies consistently advancing across grade level Second Eureka2/ELED cycle focused on academic discourse to show student understanding and ownership Differentiated PDs to support teacher development around supporting students and personal reading growth</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Students with IEP academic growth in alignment with overall student growth. Per IReady Overall Reading Growth Non Special Ed 8.6% and Special Ed 7.5%</p>	<p>SIPPS implementation across all grade levels in small groups, progress monitoring, dedicated PLC and collaboration time, professional development.</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Support all staff to create responsive classrooms and school setting for students</p>	<p>Provide focused PD to support all classrooms and spaces to have tools to support students self regulate</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Weekly PLCs with rotating focus between ELA, Math, Ethnic Studies, and differentiated instruction</p> <p>Consistent professional learning around instructional practices aligned to walkthrough data</p>	<p>PLC/PD scope and sequence Weekly leadership team walkthroughs focusing on instructional goals and PD and site alignment with follow up feed back and next steps through Newsletters, PLCs, and coaching.</p>

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Lack of consistency across classroom.	Instructional modifications are not always aligned to grade level standards, tension between ethnic studies focus and academic rigor. Lack of focus on student data.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Students significantly below grade level are not making accelerated progress towards grade level mastery	Lack of focus on student data. Lack of understand on how to scaffold instructions that allows students to engage in the rigor of the work.
<i>LCAP Goal 3: Student & Family Engagement</i>	Chronic absenteeism is high across all student groups.	Lack of understanding from families of the instruction and learning that happens in the classroom that cannot be replicated through packets and independent work. Lack of targeted outreach and support for families around attendance.
<i>LCAP Goal 4: Staff Supports</i>	Support staff are not receiving weekly PD	Lack of support staff pd plan

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Funding is distributed equitably.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, 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: Oakland Academy of Knowledge

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.

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

Standards Based Instruction (Rigorous Tasks Aligned to Focus Standards): We were able to implement consistent administration of pre and post assessment to identify focal standards and students. We were able to support teacher implementation of new core curriculum.

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

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

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

Conditions for Black Students (Ethnic Studies): We were able to implement 2 times weekly ethnic studies blocks. Teachers have collaboratively developed ethnic studies lessons aligned to our ethnic studies scope and sequence

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

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

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

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

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

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

Conditions for Black Students (Ethnic Studies)

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.

Changes that will be made.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
0.3 TSA	SBAC ELA Distance from Standard Met	Supported ELL reclassification Release teachers for observation and feedback	Additional teacher support around reclassification has allowed us to reclassify significantly more students 9.4% vs 2.3% the previous year.	Based on this evaluation we will continue to fund a TSA to support focal students and teacher.
0.5 Attendance Clerk	Chronic Absenteeism	Family outreach around attendance; Manage attendance procedures for the school; Support teachers around attendance; Facilitate Attendance Team Meetings; Schedule and facilitate SARTS.	Attendance clerk assisted in addressing chronic absenteeism across all student groups. Based on observation, the attendance procedures created were instrumental in increasing the outreach and support to families around attendance.	Based on this evaluation we will continue to fund a 0.5 attendance clerk.

Technology	SBAC Math Distance from Standard Met	<p>Supported student access to online instructional programs and learning</p> <p>Supported small group instruction in the classroom</p> <p>Supported teachers in ensureing all students have access to engaging and interactive learning</p>	<p>Increased access to technology provided enriched learning experiences for students. Every classroom now has a chromebook cart, student headphones, and other technology supplies.</p> <p>9 classrooms now have Smartboards an increase of 7 classrooms from the previous year.</p>	Based on this evaluation we will continue with expanded student and staff acces to technology
Field Trips	Student Connectedness to School	Funded buses for all classrooms to take at least one off campus field trip.	Everyone classroom has completed or scheduled a field trip aligned to grade level standards.	Based on this evaluation we will continue to fund field trips for students.

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

School: Oakland Academy of Knowledge

School ID: 169

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Academic Discourse that promotes student ownership and independence.

School Theory of Change: If classrooms provide instruction prioritizing participation in rigorous academic discourse that encourages students to engage in collaborative meaning-making and builds students capacity to engage in high level tasks and assessments, then we can accelerate all student groups to meet grade-level standards on all assessments.

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 backwards plan to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	<p>The leadership team will provide professional development around school-wide discourse practices/norms aligned to the common core instructional shifts that support all students, including students with IEPs</p> <p>The leadership team will collaborate with teachers twice weekly (individually and in PLCs) to support the internalization of lessons and academic discourse practices and norms.</p>	<p>Teacher lesson plans</p> <p>Observation notes and feedback</p> <p>IAB</p> <p>iReady</p> <p>PD/PLC Agendas</p>		Tier 1

1-2	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	<p>The leadership team, in collaboration with teachers, will develop school-wide aligned expectations and structures that create the conditions for student discourse.</p> <p>The leadership team will focus on continuous cycles of inquiry for strategies that facilitate opportunities for student discourse in all content areas.</p>	Classroom schedules PLC agendas and notes		Tier 1
1-3	Teachers will facilitate student discourse grounded in complex text or math tasks using strategic questioning, a variety of discourse protocols, and a focus on student, not teacher talk to support learning for ALL students.	<p>The leadership team will model discourse strategies during PD and PLC.</p> <p>The leadership team will observe and provide specific, timely feedback on the implementation of Strategic Questions, TDQs, and academic discussion protocols.</p>	PD agenda and notes		Tier 1
1-4	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	The leadership team will provide professional development and collaboration time for the development of culturally sustaining communication strategies and structures that incorporates students' home languages, cultures, and ancestries.			Tier 1

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

School Priority:	Data driven differentiated instruction
School Theory of Change:	If all classrooms provide data-driven tiered instruction that allow students to receive differentiated support aligned to their identified needs, then we can accelerate all student groups to meet grade-level standards and increase the number of students who show mastery on assessments.
Students to be served by these actions:	<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	Teachers will collect and utilize multiple measures to assess student progress, including standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data), and culturally responsive measurements that focus on student wellness	<p>The leadership team will create a site assessment calendar, including formal and informal assessments.</p> <p>The leadership team will collaborate with teachers to create meaningful informal data collection structures aligned to district scope and sequence.</p> <p>The leadership will facilitate data conferences and provide PD and PLC structures to support teacher efficacy and development around data.</p>	Assessment calendar		Tier 1

<p>2-2</p>	<p>Teacher will engage in inquiry cycles where they analyze student data, deepen their understanding of grade level standards tier students based on assessment data to ensure that all students receive needed support aligned to their needs.</p> <p>Teachers will choose five focal students representing each tier per trimester to monitor and reflect on their academic progress grounded in student work samples, recorded or scripted academic discussions, or assessment data to analyze and plan for next steps.</p>	<p>The leadership will facilitate data conferences and collaborate with teachers to tier students and identify focal students.</p> <p>The leadership teams will PD and PLC structures to develop teacher understanding of assessment and data to increase teacher efficacy.</p>	<p>PLC and Data conferences notes</p> <p>PD calendar and agendas</p> <p>Observation and feedback notes</p>		<p>Tier 1</p>
<p>2-3</p>	<p>Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.</p>	<p>Leadership will provide regular observation and feedback focused on high quality implementation of SIPPS and student ownership</p> <p>Leadership will meet with teachers and tutors to do data analysis of Mastery Tests and student development of instructional routines to determine instructional shifts.</p>	<p>SIPPS Mastery Test</p> <p>iReady Phonics data</p>		<p>Tier 1</p>

2-4			Student work Improved i-Ready proficiency Classroom observation Standard Mastery		
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Family engagement and connectedness
School Theory of Change:	If we provide an environment that promotes safety, wellness, and belonging by implementing family and student guided and centered celebrations, communication, and activities that support family wellness, engagement, education, and access to resources, then all students and families will feel connected to the school. This will result in an increase in active student engagement in learning and a decrease in chronic absences.
Students to be served by these actions:	<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?
3-1	Staff will support the communication and involvement of families via newsletters, family conferences, and school-wide events and authentically engage with families to increase family engagement and ownership.	<p>The leadership team will identify two or three schoolwide practices based on community/family needs and develop systems that engage families daily, weekly, and monthly.</p> <p>The leadership team will gather and review family and community engagement data to track and analyze whether the community and families feel connected to the school.</p>	<p>Newsletters</p> <p>Family conference sign-ups</p> <p>OAK Instagram page and other Social Media Platforms</p> <p>Family surveys</p> <p>Participation Rates</p> <p>Instagram page</p>		

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

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

School Priority:	Student centered professional learning communities				
School Theory of Change:	If we develop professional learning communities that build upon existing structures and center adult learning around both student results and educators' reflections on their biases and their expectations for students, then we will see a culture shift where PLCs improve teacher practice and lead to increased outcomes for students.				
Students to be served by these actions:	<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	<p>All staff will engage in PLCs with clear outcomes, norms, and goals focused on staff development and student learning and growth..</p>	<p>The leadership team will train and support PLC leads to facilitate PLCs grounded in student work with collaboratively developed norms, goals, and agendas.</p> <p>The leadership team will attend and support weekly PLCs and support staff with setting goals and</p> <p>The leadership team will collaboratively create PLC agendas related to specific cycles of inquiry and a scope and sequence. .</p>	<p>PLC Agendas and Meeting Notes</p> <p>PLC visions, norms, and goals</p>		Tier 1
4-2	<p>All staff will participate in PLC inquiry cycles aligned to school data, staff need, Ethnic Studies principles, arts integration work, and culture and climate focus areas.</p>	<p>The leadership team will develop an inquiry cycle PLC calendar aligned to school instructional needs and assessment and observational data.</p> <p>The leadership team will develop inquiry questions rooted in Ethnic Studies principles.</p> <p>The leadership team will prioritize PLC time which will lead into continued focused collaboration on Wednesdays to maximize adult learning and planning. .</p>	<p>PLC Meeting Notes and next steps</p>		Tier 1

4-3	<p>All staff will participate in anti-racist PLCs that result in improved vertical and horizontal alignment around instruction and climate and culture practices and allow them to reflect on their experiences and biases and collaborate to support all students' wellness and achievement.</p>	<p>The leadership team will identify high-leverage strategies that support instruction and climate and culture.</p> <p>The leadership team will schedule time for all staff to engage both vertical and horizontal PLCs groups</p> <p>The leadership team will provide PD and PLCs and in collaboration with an Ethnic Studies leads to facilitate educators' reflections about racism, white privilege, anti-Blackness, and their expectations for students of color..</p>	PLC plan and calendar		Tier 1
4-4	<p>Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction. Teachers will bring varying types of data to weekly PDs and PLCs to share strengths and analyze places for improvement and will work with coaches in PLCs to assess student talk to determine next steps.</p>				

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Focus Area: Love and Affirmed
School Theory of Change:	If all black students are provided with both integrated and designated ethnic studies that places an emphasis on Black, Indigenous, People of Color (BIPOC)'s community, history, heritage, struggles, and accomplishments, builds a culture of celebrating Blackness in all aspects of school: academic content, celebrations and ceremonies, family and community participation, and school environment and brings the Black experience into focus for our staff and students then all Black students will feel love and affirmed and develop the confidence, knowledge and skills to be successful.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions: *Black students and families*

#	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 utilize an Ethnic Studies lens and community responsive approach in curriculum planning and instruction, which will heavily take into consideration and highlight the Black Experience: book selection, how things are covered, multiple learning modalities, and more	The Leadership team will plan specific PDs and designated PLC times on the calendar which will have check points and deliverables to look over, reflect on, and direct future PDs and PLCs. The Leadership team will also devote time in their meetings to look over and discuss progress and evidence, as well as, plan collaborative times for staff in meetings.			

5-2	Designated Ethnic Studies times will be used to incorporate, connect and bridge, develop, and highlight the Black Experience including moments of fostering a culture of affirmation, acknowledgement, respecting, and celebration.	The Leadership team will collect and share "best practices" amongst staff and community. Continued PDs designated for implementation of Ethnic Studies will be held once a month, and alignment with the OUSD Equity Department work will be distributed and shared. Leadership walkthroughs will inform and provide evidence to address in future meetings and PDs.			
5-3	Teachers will include opportunities to involve families and community members as participants, consultants, presenters, and workshop leaders to create authentic moments and honor the expertise and experiences. By doing this, Teachers will not have to shoulder the load of expertise, especially if they are not coming from a place of experience.	The Leadership team along with the Community Schools Manager will develop a resource list for staff to draw from. A protocol for guests and visitors will be created to provide opportunities to families and community to participate. Community and school events will be planned with and for the entire school community.			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

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

Students to be served by these actions:		English Language Learners			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will implement daily designated ELD, vocabulary, and academic language instruction aligned to common core standards using EL ED language dives and sentence unpacking to support all ELL and ALL students.	<p>The leadership team will develop and reinforce structures that support daily designated ELD instruction through aligned classroom schedules.</p> <p>The leadership team will provide professional development around designated ELD practices</p>	Observational Data Classroom Agenda/Schedules Lesson Plans		Tier 2
6-2	Teachers will implement integrated ELD instruction in all content areas aligned to weekly language objectives and teach foundational lessons that foster the conditions for productive academic discussion aligned to language supports for academic discussion including conversation cues/sentence frames and conversation structures/norms	<p>Leadership team will provide professional development, observation, and feedback to support integrated ELD practices.</p> <p>The leadership team will provide PD around unpacking language demands of academic tasks and designated PLC time to unpack the language demands or tasks</p>	Observational Data Classroom Agenda/Schedules Lesson Plans		Tier 1

6-3	<p>Teachers and staff will provide students with speaking and listening opportunities through student talk and academic discussion that will provide students opportunities to showcase and celebrate their personal experiences, cultural backgrounds, ancestors, and home languages and families will be invited to engage in a literacy project to feel empowered to support their students at home and increase connection and relevance.</p>	<p>Leadership team will provide professional development and collaboration time focused on the development of speaking and listening tasks that are rooted in students' personal experiences, cultural backgrounds, and home languages.</p>	<p>Observational Data Classroom Agenda/Schedules Lesson Plans</p>		Tier 1
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PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

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
contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	The leadership team will identify two or three schoolwide practices based on community/family needs and develop systems that engage families daily, weekly, and monthly. The leadership team will gather and review family and community engagement data to track and analyze whether the community and families feel connected to the school.	169-1
contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	The Leadership team along with the Community Schools Manager will develop a resource list for staff to draw from. A protocol for guests and visitors will be created to provide opportunities to families and community to participate. Community and school events will be planned with and for the entire school community.	169-2
Teacher, Structured English Immersion	\$15,659	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	9468	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teacher will engage in inquiry cycles where they analyze student data, deepen their understanding of grade level standards tier students based on assessment data to ensure that all students receive needed support aligned to their needs. Teachers will choose five focal students representing each tier per trimester to monitor and reflect on their academic progress grounded in student work samples, recorded or scripted academic discussions, or assessment data to analyze and plan for next steps.	169-3
Para Educator	\$49,951	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8188	Para Educator	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	169-4

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

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
12-Month Community School Manager	\$175,179	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8776	12-Month Community School Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	The Leadership team along with the Community Schools Manager will develop a resource list for staff to draw from. A protocol for guests and visitors will be created to provide opportunities to families and community to participate. Community and school events will be planned with and for the entire school community.	169-5
Outreach Consultant	\$82,680	California Community Schools Partnership Program	2405	Clerical Salaries	8183	Outreach Consultant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	The Leadership team will collect and share "best practices" amongst staff and community. Continued PDs designated for implementation of Ethnic Studies will be held once a month, and alignment with the OUSD Equity Department work will be distributed and shared. Leadership walkthroughs will inform and provide evidence to address in future meetings and PDs.	169-6
Family engagement supplies and resources	\$1,532	California Community Schools Partnership Program	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	The leadership team will develop and implement short and long-term plans for family and community engagement tailored to the community's needs and focused on wellness, resources, engagement, and education.	169-7
11-Month Classroom Teacher on Special Assignment (TSA)	\$148,632	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	The leadership team will model discourse strategies during PD and PLC. The leadership team will observe and provide specific, timely feedback on the implementation of Strategic Questions, TDQs, and academic discussion protocols.	169-8

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

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
Extended Contract for PD	\$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.	Student Connectedness to School	Leadership team will provide professional development and collaboration time focused on the development of speaking and listening tasks that are rooted in students' personal experiences, cultural backgrounds, and home languages.	169-9
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will backwards plan to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	169-10
Early Literacy Tutor	\$37,923	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	4952	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-11
Early Literacy Tutor	\$40,268	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8854	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-12
Supplies	\$13,880	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	169-13

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

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
Copy Machine Maintenance	\$4,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	169-14
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$51,675	LCFF Supplemental	1105	Certificated Teachers' Salaries	9312	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.66	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teacher will engage in inquiry cycles where they analyze student data, deepen their understanding of grade level standards tier students based on assessment data to ensure that all students receive needed support aligned to their needs. Teachers will choose five focal students representing each tier per trimester to monitor and reflect on their academic progress grounded in student work samples, recorded or scripted academic discussions, or assessment data to analyze and plan for next steps.	169-15
10-Month Classroom Teacher on Special Assignment (TSA)	\$35,127	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2363	10-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	The leadership team will develop and reinforce structures that support daily designated ELD instruction through aligned classroom schedules. The leadership team will provide professional development around designated ELD practices	169-16
Counselor	\$79,868	LCFF Supplemental	1205	Certificated Pupil Support Salaries	8181	Counselor	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	The Leadership team will collect and share "best practices" amongst staff and community. Continued PDs designated for implementation of Ethnic Studies will be held once a month, and alignment with the OUSD Equity Department work will be distributed and shared. Leadership walkthroughs will inform and provide evidence to address in future meetings and PDs.	169-17

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

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
Attendance Specialist	\$27,076	LCFF Supplemental	2205	Classified Support Salaries	3929	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	169-18
Extended Contract for PD	\$8,784	LCFF Supplemental	5825	Consultants	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 backwards plan to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	169-19
Library Technician	\$85,512	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will facilitate student discourse grounded in complex text or math tasks using strategic questioning, a variety of discourse protocols, and a focus on student, not teacher talk to support learning for ALL students.	169-20
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$10,961	Preschool Support Budget	1105	Certificated Teachers' Salaries	9312	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.14	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	169-21
Supplies	\$239	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	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	169-22

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

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	\$5,418	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	4952	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-23
Early Literacy Tutor	\$5,753	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8854	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-24
Early Literacy Tutor	\$33,246	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8093	Early Literacy Tutor	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-25
Family engagement supplies and resources	\$2,270	Title I, Part A Parent & Family Engagement	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	The leadership team will identify two or three schoolwide practices based on community/family needs and develop systems that engage families daily, weekly, and monthly. The leadership team will gather and review family and community engagement data to track and analyze whether the community and families feel connected to the school.	169-26

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 169

School: Oakland Academy of Knowledge

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
10-Month Classroom Teacher on Special Assignment (TSA)	\$76,352	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	8777	10-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Leadership will provide regular observation and feedback focused on high quality implementation of SIPPS and student ownership Leadership will meet with teachers and tutors to do data analysis of Mastery Tests and student development of instructional routines to determine instructional shifts.	169-27
Classroom Technology	\$8,773	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Teachers will facilitate student discourse grounded in complex text or math tasks using strategic questioning, a variety of discourse protocols, and a focus on student, not teacher talk to support learning for ALL students.	169-28
Field trip buses	\$5,675	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	Staff will implement consistent PBIS practices in all learning spaces to ensure all students have a positive and aligned school experience	169-29



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Oakland Academy of Knowledge

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Report card conferences, family workshops, family events

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

- Monthly SSC meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Monthly SSS meetings

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

- Newsletters, parent conferences, family events

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

- Newsletters, event calendars, flyers, Parent Square communications

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Supporting Families with volunteer requirements

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Family workshops

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Monthly SSC meetings

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

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

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

- Reviewing school priorities and student data at SSC meetings

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

- Providing translated documents

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

- Communicating monthly with parents

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was jointly developed and adopted by Oakland Academy of Knowledge on 8/25/2022 and will be in effect for the period 8/9/2022 through 5/25/2023.

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

Nikki Williams



8/25/2022

Name of Principal

Signature of Principal

Date

Please attach the School-Parent Compact to this document.



School-Parent Compact

Oakland Academy of Knowledge

2022-23

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

This School-Parent Compact is in effect for the 2022-23 school year.

School Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent Responsibilities

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

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

This Compact was adopted by Oakland Academy of Knowledge on August 25, 2022 and will be in effect for the period of August 9, 2022 to May 25, 2023.

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



Signature of Principal

8/25/2022

Date



Oakland Academy of Knowledge School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Leslye Salinas
Vice Chairperson:	Jeffrey Andrade Duncan
Secretary:	Nikki Williams

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?)
Nikki Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leslye Salinas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Frances Hammond*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Beverly Castillo*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Claudia Leon*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jeff Duncan Andrade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Amy Argenal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gloria Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Lateefa Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Keisha Henderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Last Tuesday of the Month @ 5:30
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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.

