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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 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)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Sankofa United Elementary School  
**CDS Code:** 1612590110254  
**Principal:** Charquita Arnold  
**Date of this revision:** 5/13/2024

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:** Charquita Arnold

**Position:** Principal

**Address:** 581 61st Street  
Oakland, CA 94609

**Telephone:** 510-654-7787

**Email:** charquita.arnold@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

## 2024-25 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      | <input checked="" type="checkbox"/> 21st Century Community Learning Centers          |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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 § 6500.
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:** 5/13/2024

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

- Flyers in students' home languages     
  Announcement at a public meeting     
  Other (notices, ParentSquare blasts, etc.)

**Signatures:**

Charquita Arnold <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <i>Principal</i>	<i>Dr. Charquita Arnold-Whitaker</i> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Signature	5/13/2024 <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Date
Jana Luft <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <i>SSC Chairperson</i>	<i>Jana Luft</i> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Signature	5/13/2024 <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Date
Sabrina Moore <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <i>Network Superintendent</i>	<i>Dr. Sabrina Moore</i> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Signature	5/16/24 <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Signature	5/16/24 <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/10/2024	SSC	Discussed this years plan, the progress we made, the strengths and challenges, and feedback on our data
1/24/2024	SSC and Families	Meeting held via zoom to inform our SPSA priorities and get additional feedback on the CCSP grant
1/24/2024	Staff	<a href="#">Staff Engagement</a>
1/26/2024	African American Familes	Black Family Night- Jamboard
2/14/2024	SSC	Provided time for additional review of priorities
3/11/2024	Staff	Reviewed porgress on 23-24 goals and discussed 24-25
3/14/2024	SSC	Alignment of additional Title 1 funds to SPSA priorities
4/29/2024	ILT	Meeting to inform instructional and organizatonal practices for next year that will help us meet our SPSA 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.

### **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$176,790.00
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	\$820,886.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$54,360	LCFF Discretionary (General Purpose Discretionary #0000)	\$12,300
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,510	LCFF Supplemental (LCFF Supplemental #0002)	\$113,400
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$117,145	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$3,775	After School Education & Safety (ASES) (ASES #6010)	\$174,759
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$299,639
		Proposition 28 (Arts & Music in Schools) (#6770)	\$43,998
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$176,790</b>		<b>\$644,096</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$820,886.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Sankofa United Elementary School</b>		<b>School ID: 194</b>
<b>CDS Code: 1612590110254</b>	<b>SSC Approval Date: 5/13/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Latino Students, Multiracial Students, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities** (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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 implimentation of EL Eduation English Language Arts curriculum.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.7%	36.3%	16.3%	0.0%	25.2%	14.1%	63.3%	6.3%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
41.9%	12.2%	1.5%	0.0%	0.4%	0.7%	61.9%	3.3%	81.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	If our students receive quality foundational literacy support and teachers use data from professional learning communities to inform next steps, students will improve their reading ability.
<b>Identified School Need:</b>	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. This will require 70% increase from the MOY data.

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	14.3%	not available until fall 2024	not available until fall 2025	45.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	31.1%	not available until fall 2024	not available until fall 2025	45.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	53.1%	not available until fall 2024	not available until fall 2025	60.0%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-36.7	not available until fall 2024	not available until fall 2025	-10.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	50.6%	not available until fall 2024	not available until fall 2025	80.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-43.0	not available until fall 2024	not available until fall 2025	-15.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	23.6%	not available until fall 2024	not available until fall 2025	38.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	37.0%	not available until fall 2024	not available until fall 2025	52.0%



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

**School Goal:** In order for African American scholars to increase their iReady and SBAC scores, teachers will need to carefully progress monitor student data and make concentrated response to intervention efforts. This includes partnering with the students family early in the year, providing SIPPS instruction daily, and ensuring staff plan for focal student accomodations and interventions weekly.

**Identified School Need:** 85% of African American students will meet their i-ready growth goals by the EOY assessment

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-136.9	not available until fall 2024	not available until fall 2025	-107.0
SBAC ELA Distance from Standard Met	African American Students	-90.3	not available until fall 2024	not available until fall 2025	-60.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	62.5%	not available until fall 2024	not available until fall 2025	52.5%
SBAC Math Distance from Standard Met	Special Education Students	-158.5	not available until fall 2024	not available until fall 2025	-128.5
SBAC Math Distance from Standard Met	African American Students	-112.0	not available until fall 2024	not available until fall 2025	-82.0

**Reclassification Measures & Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	23.1%	not available until fall 2024	not available until fall 2025	26.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	20.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal:</b>	In order for Sankofa scholars and their families to feel welcomed, safe and engaged in the learning community we need all Sankofa staff to participate in the Sankofa way. All staff support students with their social emotional needs. Families are welcome on campus and supported in the process to become clear volunteers. We celebrate all heritage months and support student safety.				
<b>Identified School Need:</b>	100% of Sankofa scholars and their families feel welcomed, safe and are engaged in the learning community.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	not available until fall 2024	not available until fall 2025	n/a
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	67.1%	not available until fall 2024	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	78.4%	not available until fall 2024	not available until fall 2025	10.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
<b>School Goal:</b>	In order for teachers to improve student learning they must engage in research based practices that are proven to support this goal. The principal and TSA will support teachers in engaging in professional learning communities to improve the learning outcomes for all students and eliminate clear inequities in our classrooms				
<b>Identified School Need:</b>	100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	75.5%	not available until fall 2024	not available until fall 2025	85.0%

## 1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	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.	1st, 3rd, and 5th are progressing toward meeting our goal with each class showing between 10-24% increase from the previous year.
LCAP Goal 2:	African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.	There has been marginal improvement from last year. We believe the improvement could be greater with the inclusion of modern classroom technology and additional support from a TSA.
LCAP Goal 3:	100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	The community engagement committee of the PTA, PTA leadership, as well as several volunteers have come together to ensure Sankofa feels warm and welcoming to all students and families. Staff work to develop relationship with families. Our CSM has deep connections with families that make Sankofa feel special.
LCAP Goal 4:	100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)	We have a PLC structure where teachers are analyzing student data and submitting task cards.
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	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.	There has been some increase in some spaces and a decline in 2nd grade. Families stated "There are cohorts of students that may have endured different challenges due to the pandemic, there are some issues that impact 2nd graders directly" when asked about the challenges. 2nd grade needs further support. Staffing and attendance has proven a challenge. The TSA is needed to (Teacher on Special Assignment) directly work with teachers to improve their foundational literacy techniques. The TSA can also support teacher coaching and provide them with the support they need to improve learning for all students.

<p><i>LCAP Goal 2:</i></p>	<p><i>African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.</i></p>	<p><i>African American scholars, at the MOY i-ready diagnostic, showed a 3% increase from the 22-23 school year. We are not currently making the progress we need to make. This is in part due to challenges with staffing for early literacy tutors, staff issues with the district adopted curriculum, focal student work, and the need to align our support programs with our phonics curriculum.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>100% of Sankofa scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</i></p>	<p><i>Parents feel "like culture is on a more positive trajectory", but do have suggestions for how to make school feel more positive and welcoming. This includes engaging classrooms and families in getting feedback from students as well as improving the volunteer and room representative program. We have been especially challenged to support the chronic absenteeism for the following student groups: African American Students, Multiracial Students, Latino/a Students, and Special Education Students based on the impact of Pandemic school closures and the OUSD teacher's strike in May 2023</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)</i></p>	<p><i>Challenges here include teachers feeling that PLC is too structured. It also took a while to get buy in for the PLC process. Now we need teachers to move to the step of using the data from PLC to inform instruction. The TSA has a great role in supporting PLC and planning for differentiated and appropriate adult learning experiences. Also, teachers can transform learning with classroom technology. We can assist staff in learning how to use the technology during PD.</i></p>

<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	Latino/a Students	63.0%	not available until fall 2024	not available until fall 2025	17.8%
Chronic Absenteeism	Multiracial Students	63.0%	not available until fall 2024	not available until fall 2025	23.6%
Chronic Absenteeism	Special Education Students	60.4%	not available until fall 2024	not available until fall 2025	23.3%

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Sankofa United Elementary School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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.**

We have incorporated SEL daily, bi-weekly PE, and weekly Art. We have also provided flexible parent-teacher conferences, communications, and parent feedback. Our goal is to provide structured cooperative recess activities for 3rd graders and under. We have also included culture and climate discussions with staff and Admin. We introduced Expectation Rotation to students after the Christmas break. We implemented school assembly.

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

We are having weekly PD that are focused on building strong school culture, consistent school-wide language and practices. Some cross grade teacher collaboration is happening to support student culture. The expectation rotation helped ground the school in school-wide expectations. Monday morning all-school assemblies help start the week off with school-wide shared language and goals. There is support from all teachers to reinforce expectations of other classes as well as their own. The ARE ELT walkthrough and ILT summit gave time for the school ILT to make action plans for school-wide support.

**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 need to have designated ELD training earlier in the year.. We think we should have more training in ELD earlier in the year and ongoing as needed by staff (LCAP Goal 2),

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Refreshments	Student Connectedness to School	These items are provided for families at events.	Families love the snacks. In person events get better engagement when we have refreshments. 17 families attended the title 1 meeting in person and less than 10 attended online.	We will continue to offer snacks

Consultants	i-Ready Reading at or above Mid-Grade	Parent Education	We were not able to hire anyone to perform these services	We decided to reduce the amount of pull out services for next year and to centralize support within the classroom through the early literacy tutor
10-Month Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	Coaches, models, and supports teachers with SIPPS, planning for EL Ed, and other work that impacts i-ready	The TSA is providing superior support to the PLC process as well as coaching teachers and supporting SIPPS. The TSA supported 5 teachers this year with coaching and all 10 teachers with structured PLC.	The TSA should continue these activities next year and will work with the principal to streamline coaching
Academic Mentor	One-Year Teacher Retention	Teachers needed additional support in the classroom and named this as something that impacts their retention	The Academic mentor is supporting the first grade class and its 29 students. The teacher feels highly supported. However, we no longer have funds to continue to the position in 24-25	We will ask the academic mentor if they wish to move into an ELT position next year to continue the work
Professional/contracted Services	SBAC ELA Distance from Standard Met	Buses for Fieldtrips. Students went on several fieldtrips this year and were transported by Bus.	Yes, students have gone on fieldtrips to Mosaic, Universities, the Zoo, etc. This has created joy in our school. 23 students benefitted from this fieldtrip. 100% of students went on a fieldtrip.	We will continue to use this money for fieldtrips
Admission Fees	Student Connectedness to School	Fieldtrips	Fieldtrips have contributed to the success of our students and their feeling of belonging. We have had a total of 6 fieldtrips this year with one additional in planning. 100% of students went on a fieldtrip.	We will continue to host fieldtrips

**2024-25 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 Goal:**

If our students receive quality foundational literacy support and teachers use data from professional learning communities to inform next steps, students will improve their reading ability.

**Identified Need:**

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. This will require 70% increase from the MOY data.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers will use formative and summative assessment (embedded within the curriculum) data to determine instruction next steps (DDI). Analysis to happen during PLCs.	All Students	Academic	Tier 1 - Universal
1-2	Teachers will regularly engage in student and family conferences to action plan for growth	All Students	Academic	Tier 2 - Supplemental
1-3	Early literacy tutors will provide support to targeted groups in 3rd-5th	All Students	Academic	Tier 1 - Universal
1-4	Teachers will engage students in daily SEL so that they are prepared able to navigate their thoughts and feelings and participate fully in class	All Students	SEL / Mental Health	Tier 1 - Universal
1-5	TsAs will participate in the Colloborative Cohort model to help support teachers with instruction and assessment of core curriculum and utilizing learning walks to support collaboration.	All Students	Academic	Tier 1 - Universal



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

<b>School Goal:</b>		In order for African American scholars to increase their iReady and SBAC scores, teachers will need to carefully progress monitor student data and make concentrated response to intervention efforts. This includes partnering with the students family early in the year, providing SIPPS instruction daily, and ensuring staff plan for focal student accomodations and interventions weekly.		
<b>Identified Need:</b>		85% of African American students will meet their i-ready growth goals by the EOY assessment		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers will collect focal student data and action plan for those students in PLC cycles	African American Students	Academic	Tier 1 - Universal
2-2	Teachers partner with AA families to ensure student success through weekly communication and conferences at least 3x per school year	African American Students	Academic	Tier 1 - Universal
2-3	Teachers and other staff will participate in homevisits to build deeper connections with Black families and support the whole child	African American Students	Behavioral	Tier 2 - Supplemental
2-4	Leaders ensure all ELL students are receiving designated ELD	Latino/a Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>		In order for Sankofa scholars and their families to feel welcomed, safe and engaged in the learning community we need all Sankofa staff to participate in the Sankofa way. All staff support students with their social emotional needs. Families are welcome on campus and supported in the process to become clear volunteers. We celebrate all heritage months and support student safety.		
<b>Identified Need:</b>		100% of Sankofa scholars and their families feel welcomed, safe and are engaged in the learning community.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Collaborating with and making families feel invited and included in all campus activities	All Students	Academic&Behavioral	Tier 1 - Universal
3-2	attempting to broaden PTA and make it more representative of our school community	All Students	Academic&Behavioral	Tier 1 - Universal

3-3	Staff will support students before/after conflicts through community building and restorative justice circles and work to prevent them through daily SEL (Sown to Grow and Caring School Community)	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-4	All adults support student safety by intervening swiftly and promptly in conflict and engaging families when there are safety issues	All Students	Academic&Behavioral	Tier 1 - Universal
3-5	Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	African American, Latino, Low Income, Multi Racial, SPED	Academic&Behavioral	Tier 2 - Supplemental

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

<b>School Goal:</b>	In order for teachers to improve student learning they must engage in research based practices that are proven to support this goal. The principal and TSA will support teachers in engaging in professional learning communities to improve the learning outcomes for all students and eliminate clear inequities in our classrooms
<b>Identified Need:</b>	100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Establish a diverse and experienced personnel committee reflective of our schools demographics	All Students	Academic&Behavioral	Tier 1 - Universal
4-2	Teachers will engage meaningfully in professional learning communities and use insights from data analysis to drive instruction	All Students	Academic	Tier 1 - Universal
4-3	Fund Black staff positions to support the needs of Black students	All Students	Academic&Behavioral	Tier 1 - Universal
4-4	Build a positive staff culture through staff celebrations and community building events	All Students	Academic	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS** [Instructions & resources](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings	African American	Academic&Behavioral	Tier 1 - Universal
5-2	Black students have access to knowledge and learning about Black history, culture and identity.	African American	Academic&Behavioral	Tier 1 - Universal

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS** [Stages of ELD Implementation Self-Assessment](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ELL students will experience growth in their ELPac and iready scores by ensuring all teachers are using the designated ELD lessons in EL ED and working with families to help support this goal.	English Learner Students	Academic	Tier 1 - Universal
6-2	Make deeper connections with Latinx families to understand any barriers/challenges they may experience supporting their student	Latino/a Students	Academic&Behavioral	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$5,700	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will collect focal student data and action plan for those students in PLC cycles	194-1
4310 - Materials and Supplies	\$6,600	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will engage meaningfully in professional learning communities and use insights from data analysis to drive instruction	194-2
4410 - School Tech	\$4,783	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will use formative and summative assessment (embedded within the curriculum) data to determine instruction next steps (DDI). Analysis to happen during PLCs.	194-3
Early Literacy Reading Tutor	\$21,857	LCFF Supplemental	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.4	Goal 1: All students graduate college, career, and community ready.		Early literacy tutors will provide support to targeted groups in 3rd-5th	194-4
Attendance Specialist	\$32,855	LCFF Supplemental	2205	Classified Support Salaries	3670	Attendance Specialist	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings	194-5
TSA 10Pay	\$53,905	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9535	10-Month Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.		Teachers will collect focal student data and action plan for those students in PLC cycles	194-6
4410 - Classroom Tech	\$160	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Early literacy tutors will provide support to targeted groups in 3rd-5th	194-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Early Literacy Reading Tutor	\$21,857	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.4	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Early literacy tutors will provide support to targeted groups in 3rd-5th	194-8
TSA 10Pay	\$32,343	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9535	10-Month Teacher on Special Assignment (TSA)	0.3	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will collect focal student data and action plan for those students in PLC cycles	194-9
4311 - Meeting Refreshments	\$200	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Make deeper connections with Latinx families to understand any barriers/challenges they may experience supporting their student	194-10
5838 - Fingerprinting	\$210	Title I, Part A Parent & Family Engagement	5838	Fingerprinting	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Collaborating with and making families feel invited and included in on campus activities	194-11
2222 - Childcare	\$250	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Collaborating with and making families feel invited and included in on campus activities	194-12
1122 - Parent Workshops	\$850	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	ELL students will experience growth in their ELPac and iready scores by ensuring all teachers are using the designated ELD lessons in EL ED and working with families to help support this goal.	194-13
5825 - Consultants	\$21,703	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Collaborating with and making families feel invited and included in on campus activities	194-14

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Make deeper connections with Latinx families to understand any barriers/challenges they may experience supporting their student	194-15
5100 - Subagreement & Services	\$70,442	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	194-16
5829 - Admission Fees	\$500	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 in joyful schools.	Student Connectedness to School	Collaborating with and making families feel invited and included in on campus activities	194-17
5826 - Field trip Transportation	\$500	Title IV, Part A Student Support & Academic Enrichment	5880	Transportation (Contracted)	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Collaborating with and making families feel invited and included in on campus activities	194-18
4310 - Materials and Supplies	\$2,775	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Early literacy tutors will provide support to targeted groups in 3rd-5th	194-19
5825 - Consultants	\$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 in joyful schools.		All adults support student safety by intervening swiftly and promptly in conflict and engaging families when there are safety issues	194-20
5100 - Subagreement & Services	\$149,759	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 in joyful schools.		Collaborating with and making families feel invited and included in on campus activities	194-21

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will engage meaningfully in professional learning communities and use insights from data analysis to drive instruction	194-22
5825 - Consultants	\$49,074	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		ELL students will experience growth in their ELPac and iready scores by ensuring all teachers are using the designated ELD lessons in EL ED and working with families to help support this goal.	194-23
Restorative Justic Facilitator	\$111,215	California Community Schools Partnership Program	2205	Classified Support Salaries	9977	Restorative Justice Facilitator	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Staff will support students before/after conflicts through community building and restorative justice circles and work to prevent them through daily SEL (Sown to Grow and Caring School Community)	194-24
Program Mgr Community School	\$139,350	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7949	12-Month Community School Manager	0.7	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings	194-25
Dance Equipment/Material	\$5,764	Proposition 28 (Arts & Music in Schools)	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Collaborating with and making families feel invited and included in on campus activities	194-26
Teacher Education Enhancement	\$38,234	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Int ervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.		Teachers will collect focal student data and action plan for those students in PLC cycles	194-27
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will engage students in daily SEL so that they are prepared able to navigate their thoughts and feelings and participate fully in class	194-28

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$76,112	Measure G, Library Support	2205	Classified Support Salaries	7907	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Early literacy tutors will provide support to targeted groups in 3rd-5th	194-29





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy for 2023-2024**

**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 August 17, 2023, and will be in effect for the period August 1, 2023 through May 31, 2124.

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

**Principal, Dr. Charquita Arnold**

*Dr. Charquita Arnold*

August 17, 2023

**Date**

Please attach the [School-Parent Compact to this document](#).

## School-Family Compact 2023-2024

*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 2023-2024 school year.*

### 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 all students access to grade-level complex texts.
  - 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, 2023, 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 and assessments and how to monitor and improve their children's achievement.
  - Families will receive progress reports after each trimester.
  - The SST (Student Success Team) process will provide support to students with increased needs.

- 4) Provide families with 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.oaklandedfund.org/programs/volunteer](http://www.oaklandedfund.org/programs/volunteer))
  - Families may volunteer to go on student field trips.
  
- 6) Provide families with materials and training to help them improve their children's academic achievement.
  - 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, including Back to School Night, Family-Teacher Conferences, family training, family education nights, etc. We do outreach via email, ParentSquare, Robo-Call, website, and backpacked messages.
  
- 7) Educate staff members on 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 PDs.
  - 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 for

meetings, whole school functions, and at any time, families need to access information about their child's education.

9) Ensure students receive tiered literacy support to ensure they are reading at or above grade level.

### **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 using anti-racist best practices.

### **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 August 17, 2023, and will be in effect for the 2023-24 school year from August 1, 2023, to May 31st, 2024.

The school will distribute the draft of this Compact to all parents and family members by September 30, 2023.

**Dr. Charquita Arnold, Principal**

**August 17, 2023**

*Dr. Charquita Arnold*



Strategic Resource Planning (SRP)

## SANKOFA ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2023-2024**

### SSC - Officers

Chairperson:	Temple Byars
Vice Chairperson:	Sophie Hou
Secretary:	Jana Luft

### 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?)
Dr. Charquita Arnold	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Traci Grizzle	<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
Keith Dodds	<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
Jana Luft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Temple Byars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Barry Victor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mahogany Gilam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sophie Hou	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	2nd Wednesday of the month at 4:30 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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