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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge

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**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Oakland Academy of Knowledge  
**CDS Code:** 1612596001713  
**Principal:** Nikki Williams  
**Date of this revision:** 5/14/25

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on:* 5/14/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Oakland Academy of Knowledge

**Site Number:**

169

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 5/14/2025

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:

Nikki Williams

*Principal*

*Nikki Williams*

Signature

5/14/2025

Date

Tricia Sarmiento

*SSC Chairperson*

*Tricia Sarmiento*

Signature

5/20/2025

Date

*SELLS Representative (optional)*

Signature

Date

Monica Thomas

*Network Superintendent*

*Monica Thomas*

Signature

5/19/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/20/25

Date

## 2025-26 SPSA ENGAGEMENT TIMELINE

**Site Number:**

169

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$79,550.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$652,411.22

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$77,400
Title I, Part A Parent & Family Engagement (#3010)	\$2,150
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$79,550</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$652,411.22</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$21,400
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$43,428
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$572,861</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Oakland Academy of Knowledge</b>		<b>School ID: 169</b>
<b>CDS Code: 1612596001713</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>

#### 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.

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

Base staffing does not support program, requiring school to utilize allocated funding resulting in a decrease in funds available to implement and extend program.

#### School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.4%	44.4%	32.1%	1.4%	2.5%	17.0%	88.8%	21.3%	1.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.6%	7.2%	2.2%	1.1%	0.0%	1.1%	86.6%	4.3%	79.8%

1B: GOALS & IDENTIFIED NEEDS					
LCAP Goal 1: All students graduate college, career, and community ready.					
School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp				
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."				
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	42.9%	36.7%	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	36.0%	29.4%	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	52.9%	47.5%	not available until fall 2025	65.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-83.7	-61.1	not available until fall 2025	-60.0
SBAC ELA Participation	All Students	96.8%	96.6%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.5%	58.6%	not available until fall 2025	70.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					



SBAC Math Distance from Standard Met	All Students	-79.8	-72.3	not available until fall 2025	-55.0
SBAC Math Participation	All Students	96.6%	96.6%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	9.7%	19.8%	not available until fall 2025	30.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.0%	26.7%	not available until fall 2025	20.0%
California Science Test (CAST) Participation	All Students	100.0%	97.8%	not available until fall 2025	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

**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	-127.1	-87.7	not available until fall 2025	-60.0
SBAC ELA Distance from Standard Met	African American Students	-102.3	-74.7	not available until fall 2025	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	50.0%	not available until fall 2025	4000.0%
SBAC Math Distance from Standard Met	Special Education Students	-140.7	-81.3	not available until fall 2025	-55.0

SBAC Math Distance from Standard Met	African American Students	-94.1	-87.9	not available until fall 2025	-75.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	6.8%	5.3%	not available until fall 2025	10.0%
LTEL Reclassification	Long-Term English Learners	25.0%	0.0%	not available until fall 2025	40.0%

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	65.5%	not available until fall 2025	TBD
Out-of-School Suspensions	All Students	1.6%	1.1%	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	2.0%	0.8%	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	6.1%	3.2%	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	68.0%	52.6%	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	72.5%	56.1%	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
<b>Identified School Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	70.5%	69.2%	not available until fall 2025	80.0%

### 1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>Reading groups/SIPPS</p> <p>95% of students completed ELA and Math CEAs</p> <p>Implementation of ALL Block</p> <p>Implementation of T1 Pilot (95 Percent Curriculum)</p> <p>Personal growth monitoring and feedback to each student</p>

LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Tiered literacy instruction provided support for all students below grade. (SIPPS &amp; T3 Tutoring: Open Literacy)</p> <p>Academically focused and consistent UED time</p> <p>Maximum push-in time for CE students/Common Curriculum in all classes</p> <p>Leveraged UED to provide differentiated support for students</p>
LCAP Goal 3:	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Attendance celebrations, highlights and supports for students and families.</p> <p>Communicating with families what our attendance data was on a weekly basis also supported them feeling empowered to have the information. Students had different opportunities for engagement. PBIS Rewards was a highlight for students.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management.</p> <p>Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Professional learning plan felt cohesive and effective.</p> <p>ILT Members leading PLCs</p> <p>Implementation of Agendas for next steps and data tracking</p> <p>Support staff received twice monthly professional learning</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>Lack of Math Tutor</p> <p>Lack of norming around data tracking/setting goals for CEA growth first trimester</p> <p>Combos make it difficult to teach both grades and contents</p> <p>Keeping up with pacing in Upper Grade</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Designated ELD for MLLs</p>
LCAP Goal 3:	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Transportation continues to be a struggle for mainly families.</p> <p>Independent study process for families can sometimes not clear or incomplete from the teacher end.</p> <p>Tardies are a problem dependend of bus out of family control.</p> <p>Need for case management support for families and students including targeted outreach and support and SEL support for students</p> <p>Students feeling connected to school</p>

LCAP Goal 4:	<i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i>	<i>Consistent use of designated agenda to drive PLC work</i>
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## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Oakland Academy of Knowledge

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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.

All students graduate college, career, and community ready (Student Discourse)

-PD plan was focused on increasing student discourse aligned to grade level tasks across all content areas.

Focal student groups demonstrate accelerated growth to close our equity gap (Differentiated Instruction)

-All students were assessed and placed in differentiated reading groups.

-Library time was utilized to provide math intervention for all students.

-Teachers identified focal students and utilized data to make instructional decisions.

Students and families are welcomed, safe, healthy, and engaged (Empowered and Engaged Families)

-Expanded student leadership opportunities were implemented including school jobs, peacemakers and student focus groups.

-Continued implementation of Fun Fridays (community relationship building events) and The Latino Literacy project to educate and empower families.

Our staff are high quality, stable, and reflective of Oakland's rich diversity (Student Centered Professional Learning Communities)

-Weekly PLCs and PL to support and develop staff.

Conditions for Black Students (Ethnic Studies)-Students participated in twice weekly ethnic studies blocks.

-Teachers participated in MTSS and Ethnic Studies PL.

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

-Daily language dives were embedded in the instructional day to ensure all students received both integrated and designated ELD.

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

All students graduate college, career, and community ready

- Increased in amount and quality of student discourse in the classroom
- Provide PL for all teachers on discourse

Focal student groups demonstrate accelerated growth to close our equity gap

- Students below grade level passed on average 10 SIPP's mastery tests
- All students received small group math instruction
- All students received small group reading instruction

Students and families are welcomed, safe, healthy, and engaged.

- Students were able to use different academic skills with student jobs and the student store.
- Students and families saw improvement and celebration via i-Ready growth celebrations and value based recognitions.
- Wise Wednesdays provided families an opportunity to have hands on techniques that support their student at home to grow academically and socially.
- Families feedback has been positive and resources are shared for families who are not able to attend. In particular, we have received feedback from families that the Emotional Regulation workshop and ELL Reclassification Wise Wednesdays were very useful for them.
- Fun Fridays were well attended and families build connections that have led to carpools, playdates and other overall connections
- We have seen SIPPS and i-Ready growth for the 12 students whose family enrolled and completed the Latino Literacy project.

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

- Teachers participated in weekly PLC that provided opportunities for CEA analysis and planning

Conditions for Black Students

- Ethnic studies blocks were designated on all classroom schedules

Conditions for English Language Learners

- Daily language dives were designated on all classroom schedules

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

We will continue with our focused priorities but will hone our focus based on data.



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

<b>Title I Expenditure Code</b> <i>(this column will be hidden eventually)</i>	<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
4310 - Materials and Supplies	Family Engagement Materials and Supplies	Student Connectedness to School	Supplies to support family communication, family events, and enrollment/recruitment for new families.	Based on my observation, having purchased supplies to support families has allowed us to engage in community outreach by at 20% more than the previous school year.	Based on this evaluation we will continue to purchase supplies and resources to support family engagement.
Attendance Specialist	0.1 Attendance Specialist	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 prioritize family outreach but will utilize different staff.
TSA Classroom 10Mos	TSA 11M	i-Ready Math at or above Mid-Grade	Facilitates and guides weekly PLCs with a focus on Math and Science and fluency 2 out of 3 trimesters Leads monthly math PDs to support Cycle Inquiry Question goals and growth for teachers Bi-weekly observation and feedback/suggestions/coaching for all teachers	Students on grade level EOY I ready Math Diagnostic increased by 12% school wide PLCs successfully lead by ILT members after trimester of guidance SBAC math distance from standard consistently decreased each year Teachers implementing curriculum, EOM Assessments with fidelity and keeping up with pacing	Based on this evaluation, we will continue to prioritize a TSA but will pay for it out of other funding.
4310 - Materials and Supplies	Materials and Supplies	Chronic Absenteeism	Supplies to support family communication, family events, and enrollment/recruitment for new families.	Based on my observation, having purchased supplies to support families has allowed us to engage in community outreach by at 20% more than the previous school year.	Based on this evaluation we will continue to purchase supplies and resources to support family engagement.

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b>	Oakland Academy of Knowledge	<b>SCHOOL ID:</b>	169
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### 3: SCHOOL STRATEGIES & ACTIVITIES

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

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

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	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 backwards plan for mastery and make strategic decisions about student tasks to ensure that tasks are rigorous, high-level, collaborative, culturally and community responsive, and ask students to carry the majority of the cognitive load, thereby developing students' critical thinking skills.	All Students	Academic	Tier 1 - Universal
1-2	Teachers will ensure students engage in daily academic tasks that allows them to justifying thinking using evidence from the text and justify their mathematical strategies based on previous knowledge. Students ask clarifying questions to guide conversations and reach understanding	All Students	Academic	Tier 1 - Universal
1-3	Teachers will facilitate student discourse and rigorous tasks grounded in complex text or math tasks using strategic questioning and that utilize grade-level academic vocabulary and provide specific feedback to students	Special Education Students	Academic	Tier 1 - Universal
1-4	Staff will ensure that we engage students in learning by allowing them to share their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	African American Students	Academic	Tier 1 - Universal

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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 and utilize multiple measures to assess academic and social emotional student progress, including standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data) and SEL measures (Sown to Grow data, Climate surveys, and referrals)	Special Education Students	Behavioral	Tier 1 - Universal
2-2	<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 in intentional student groups or individually.</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>	African American Students	Academic	Tier 1 - Universal
2-3	Teachers will implement daily foundational skills as a Tier 1 instruction. The SIPPS curriculum will be used as instruction for Tier 2 intervention. 1 on 1 services will be provided as a Tier 3 intervention.	All Students	Academic	Tier 1 - Universal
2-4	Teachers will implement data based weekly small group math intervention to ensure all students are able to development grade level procedural fluency, concetual understanding and application skills.	All Students	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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	Family Connectedness: 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. Staff will support the communication and involvement of families via newsletters, family conferences, grade level activities and school-wide events and meaningfully engage with families to increase engagement and empowerment of families. Monthly family newsletters with academic and operational information.	All Students	Academic	Tier 1 - Universal
3-2	Student engaged: Staff will provide the space and guidance for students to set academic and personal goals and families will be invited to celebrations of achievement.	All Students	Academic	Tier 1 - Universal
3-3	Student Joy: Staff will implement consistent PBIS practices & student store and Toolkit SEL tools in all spaces to ensure all students have a empowering, positive and aligned school experience	All Students	Behavioral	Tier 1 - Universal
3-4	Family Connectedness: Staff will have 3-4 focal families per semester to engage with via conferences, check ins, and progress monitoring to support their engagement and attendance.	African American, Arab American, Latino, Pacific Islander, and Special Education Students, Low-Income students	Academic	Tier 1 - Universal
3-5	Students engaged: Upper grade students have the opportunity to be empowered and engaged to make changes at school in the community through participation in student council, a student led group. Through student led school surveys, all students will have their voices be taken into account. Peace Makers allows for the development of leadership and community building skills.	Low-Income Students	Behavioral	Tier 1 - Universal
3-6	Student safety: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	All Students	Behavioral	Tier 1 - Universal

3-7	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 - Universal
3-8	Family Connectedness: OAK Family Summit created to provide families resources and tools to support student's academic growth and overall wellness at home.	All Students		Tier 1 - Universal

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

<b>School Goal:</b>		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
<b>Identified Need:</b>		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	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	Weekly PLCs with clear outcomes, norms, and goals focused on staff development and student learning and growth..	All Students	Academic	Tier 1 - Universal
4-2	PLC inquiry cycles aligned to school data, staff need, and trimester focus areas (Trimester 1: Science and Math, Trimester 2: Foundational Skills and SEL, and Trimester 3: Ethnic Studies and ELA) 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.	African American Students	Academic	Tier 1 - Universal
4-3	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.	African American Students	Academic	Tier 1 - Universal
4-4	All staff will participate in monthly professional learning based on trimester focus areas and continued support and development opportunities for them to foster their growth.	African American Students	SEL / Mental Health	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	Teachers and Staff will align their Ethnic Studies curriculum and practices around BIPOC history and culture. Students will begin to develop a sense of knowledge of self through projects, lessons, presentations, and performances that will develop throughout the school year. 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 with projects to feel empowered to support their students at home and increase connection and relevance.	African American	Academic	Tier 1 - Universal
5-2	Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music, and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	African American	SEL / Mental Health	Tier 1 - Universal
	We celebrate students for their achievements, identity, cultures, ideas, and experiences. Staff will ensure that students are engaged in learning by celebrating and centering their identities by creating inclusive classroom environments that honor all students' home languages, cultures, and ancestries.			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	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	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.	English Learner Students	Academic	Tier 1 - Universal

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.	English Learner Students	Academic	Tier 1 - Universal
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**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Consultant Contract (BACR) -Intervention, enrichment and recreation for all students focusing on students	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Student safety: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	169-1
Consultant Contract (BACR) -Intervention, enrichment and recreation for all students focusing on students	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music , and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-2
0.4 Prep Teacher -Additional prep period to provide teachers with designated PLC time	\$38,627	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	9312	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			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.	169-3



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Audio Visual Equipment (IPADs, Cameras,Mics) -	\$4,801	Arts & Music in Schools (Proposition 28)	4474	Audio Visual Equip < \$5,000	n/a	n/a	n/a			Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music , and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-4
Teacher on Special Assignment -support teacher capacity and instruction in service of students. All students will benefit from the support of our Teacher on Special Assignment.	\$62,210	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 04	11-Month Teacher on Special Assignment (TSA)	0.4			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 in intentional student groups or individually.  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.	169-5

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Community School Manager will support with student and family engagement to bridge the school program to support students learning. All families and students will benefit from a Community School Manager.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.5			Family Connectedness: 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. Staff will support the communication and involvement of families via newsletters, family conferences, grade level activities and school-wide events and meaningfully engage with families to increase engagement and empowerment of families. Monthly family newsletters with academic and operational information.	169-6
Consultants (MOCHA/Ball for Life) - MOCHA will provide an enrichment for students and support their connection and engagement at school - All students will benefit - Ball for Life will provide explicit teaching of social skills to students through play and all students will benefit	\$75,802	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music , and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-7

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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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Consultant Contract (BACR) -Intervention, enrichment and recreation for all students focusing on students	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Students have opportunities for rich and diverse experiences through participation in enrichments like art, dance, music , and gardening during day school. UED opportunities such as: video production, Youth Participatory Action Research (YPAR), Choir, and more. Students feel loved and connected to teachers through participation in classroom activities like: lunch bunches with classroom teachers, daily circles and check-ins, restorative and transformative circles, as well as digital check-ins using "Sown to Grow". Celebrations for varying accomplishments will continue to increase, continually affirming our students' identities, culture, and accomplishments.	169-8
Consultant Contract (BACR) -Intervention, enrichment and recreation for all students focusing on students	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Student engaged: Staff will provide the space and guidance for students to set academic and personal goals and families will be invited to celebrations of achievement.	169-9
Extended Contracts for Teachers -Additional teacher collaboration to support MTSS program and family engagement	\$9,400	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	169-10
ET/OT for Support Staff -et/ot for support staff to participate in family engagement events or staff collaboration.	\$5,000	LCFF Supplemental	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a			All staff will participate in monthly professional learning based on trimester focus areas and continued support and development opportunities for them to foster their growth.	169-11

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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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Materials to support academic program	\$5,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			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 in intentional student groups or individually.  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.	169-12
PBIS Rewards - Our PBIS database that supports our students rewards system and benefits all students	\$2,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Student Joy: Staff will implement consistent PBIS practices & student store and Toolkit SEL tools in all spaces to ensure all students have a empowering, positive and aligned school experience	169-13
Supplies for family engament activities and events	\$2,150	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	Family Connectedness: OAK Family Summit created to provide families resources and tools to support student's academic growth and overall wellness at home.	169-14
Additional Prep for teaching planning and data reflection - all students will benefit	\$44,557	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2364	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4		Staff Satisfaction with Professional Development	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 improvemen and will work with coaches in PLCs to assess student talk to determine next steps.	169-15
Case Manager that will support with attendance and student engagement initiatives for all students to want to come to school and feel supported at school	\$24,983	Title I, Part A Schoolwide Program	2405	Clerical Salaries	New Position 01	Case Manager	0.2		Chronic Absenteeism	Student engaged: Staff will provide the space and guidance for students to set academic and personal goals and families will be invited to celebrations of achievement.	169-16

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number:** 169

**School:** Oakland Academy of Knowledge

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**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 SSC 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:

- Providing families with information on registering as a volunteer and when possible 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 and teacher newsletters

#### **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 the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

### **ADOPTION**

This policy was jointly developed and adopted by the Oakland Academy of Knowledge on August 29, 2024 and will be in effect for the period August 12, 2024 through May 29, 2025

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

Nikki Williams

**Name of Principal**



**Signature of Principal**

8/29/2024

**Date**

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



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

# **Oakland Academy of Knowledge**

## **School-Teacher-Parent Compact**

**2024-2025**

*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 2024-2025 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.
  - a) Curriculum and instruction is designed to allow students to master grade-level standards. Pre and post assessments are administered to monitor student progress and provide individualized instruction.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - a) 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.

- a) Report cards align to grade level standards and are sent home every trimester. IEPs and 504s occur yearly and SSTs are scheduled as needed.
- 4) Provide parents reasonable access to staff.
  - a) Staff attends parent engagement functions and are available to meet with parents by request.
- 5) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) 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.
- 6) Educate staff members on the value of parent and family member contributions and in how to work with parents and family members as equal partners.
  - a) 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.
- 7) 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.
  - a) 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:

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

## TEACHER RESPONSIBILITIES

As a teacher, I agree to support my students' learning in the following ways:

- 1) Communicate clear expectations for performance to both students and parents.
- 2) Strive to address the individual needs of the student
- 3) Provide a safe, positive, and healthy learning environment

## STUDENT RESPONSIBILITIES

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

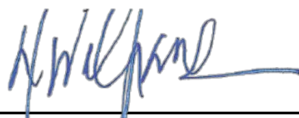
- 1) Get to school on time every day.
- 2) Ask for help when I need it.
- 3) Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by Oakland Academy of Knowledge on August 29, 2024, and will be in effect for the period of August 1, 2024 to May 31, 2025.

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 **September 30<sup>th</sup>** of this current school year.

Nikki Williams

**Name of Principal**



**Signature of Principal**

8/29/2024

**Date**

*Please link the Parent and Family Engagement Policy to this document.*

## Strategic Resource Planning (SRP)



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

## OAK ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Tricia Sarmiento
Vice Chairperson:	Alia Ghabra
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"/>	
Luis Arroyo*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Frances Hammond	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Skyla Atkinson*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tricia Sarmiento	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Brazil Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Alia Ghabra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Chari Kelley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Adam Bowser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Brisa Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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:**  
(Day/Month/Time)

First Wednesday of the Month-5:30 pm

#### 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.

