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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 Sankofa United Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School.

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 Sankofa United Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Sankofa United Elementary School
CDS Code: 1612590110254
Principal: Charquita Arnold
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:

Contact: Charquita Arnold

Position: Principal

Address: 581 61st Street

Telephone: 510-654-7787

Oakland, CA 94609

Email: charquita.arnold@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: Sankofa United Elementary School **Site Number:** 194

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:

Charquita Arnold Principal	<u>Charquita Arnold-Whitaker</u> Signature	<u>5/14/2025</u> Date
Sami Goski SSC Chairperson	<u>Sami Goski</u> Signature	<u>5/14/2025</u> Date
_____ SELLS Representative (optional)	_____ Signature	_____ Date
Sabrina Moore Network Superintendent	<u>Sabrina Moore</u> Signature	<u>5/19/25</u> Date
Lisa Spielman Director, Strategic Resource Planning	<u>Lisa Spielman</u> Signature	<u>5/20/25</u> Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/8/2025	SSC	Discussed the SPSA composition and how families support the SPSA process. Shared the date we will review school data and complete the SPSA review
2/12/2025	SSC	Review Part 1 with SSC, discuss CCSP and Euty Multiplier expenditures
2/21/2025	Teachers	SPSA engagement part 1: Suspensions, Strategies and actions
2/26/2025	Staff	SPSA engagement Part 2: Feedback on Title 1 expenditures, Conditions for Black Students, LCAP Goals
3/12/2025	SSC	SPSA Engagement Part 3
4/9/2025	SSC	Final SPSA engagement (Strategies and Actions feedback and planning)

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	\$178,311.76
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,015,184.37

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)	\$59,040
Title I, Part A Parent & Family Engagement (#3010)	\$1,640
21st Century Community Learning Centers (Title IV, Part B #4124)	\$117,632
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$178,312

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,015,184.37

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$16,200
LCFF Equity Multiplier (#7399)	\$233,173
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$175,486
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$37,014
SUBTOTAL OF STATE & LOCAL FUNDING:	\$836,873

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

1A: ABOUT THE SCHOOL

School Name: Sankofa United Elementary School		School ID: 194
CDS Code: 1612590110254	SSC Approval Date:	Board Approval Date:

School Mission and Vision

Mission

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

Vision

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

Core Values

Equity
Rigor
Care
Joy

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 implementation of EL Education English Language Arts curriculum.

School Demographics, 2023-24

% 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.**

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	14.3%	41.9%	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%	50.0%	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%	28.1%	not available until fall 2025	60.0%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-38.6	not available until fall 2025	-10.0
SBAC ELA Participation	All Students	92.2%	92.9%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	50.6%	58.8%	not available until fall 2025	80.0%

Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-67.1	not available until fall 2025	-15.0
SBAC Math Participation	All Students	92.9%	92.9%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	23.6%	26.0%	not available until fall 2025	38.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	37.0%	46.4%	not available until fall 2025	52.0%
California Science Test (CAST) Participation	All Students	90.0%	96.6%	not available until fall 2025	95.0%

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

School Goal:	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
Identified School Need:	- 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	-136.9	-108.6	not available until fall 2025	-10.0
SBAC ELA Distance from Standard Met	African American Students	-90.3	-127.9	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%	76.9%	not available until fall 2025	52.5%
SBAC Math Distance from Standard Met	Special Education Students	-158.5	-162.1	not available until fall 2025	-15.0
SBAC Math Distance from Standard Met	African American Students	-112.0	-138.8	not available until fall 2025	-82.0
Reclassification Measures & Targets *Reference Stages of ELD Data slides					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	23.1%	0.0%	not available until fall 2025	26.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	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	73.0%	not available until fall 2025	n/a
Out-of-School Suspensions	All Students	0.0%	3.6%	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	0.0%	7.0%	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	0.0%	3.6%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	67.1%	35.5%	not available until fall 2025	10.0%

Chronic Absenteeism	African American Students	78.4%	52.7%	not available until fall 2025	10.0%
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	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.
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Identified School Need:	Specifically: <ul style="list-style-type: none"> - 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.
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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%	67.9%	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>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</i>	<i>Our 2nd grade class is meeting their typical growth goals and surpassing last years mid year data. The consistent structure 2nd grade has with SIPPS implementation, teacher experience, and volunteer support in the classroom has helped students make tremendous growth: 70.4% of students met their Stretch goal and 77.8% met their Typical growth. 50% of 5th graders are meeting Typical growth and 50% met stretch growth, and 60% of our K-1 class is meeting typical growth with 53.3% meeting stretch goals for ELA. For math, 55.6% of students (2nd) 52% (3rd), and 42.9% (5th) met their typical growth 40.7 (2nd) and 40% (3rd grade) Stretch growth goals were accomplished. We believe that acadmeic tutoring in math by Childrens Rising has supported the math growth. this year and would like to bring them back based on this metric.</i>
<i>LCAP Goal 2:</i>	<i>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</i>	<i>The strengths are presented in the growth reports. 47.5% of AA students made typical growth in 23-24 and 32.2%. The slight decline can be explained by the two student drop in enrollment from the group the previous year. Though we are working to have strong instructional interventions in place, we also recognize the need for field trips to provide real-world learning experiences that enhance academic growth for Black students, English Learners, and students with IEPs.</i>

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p><i>If you analyze our data from 2022-23 school year to now, you will see over 3 yrs positive trend in decreasing chronic absenteeism across AA+ Latino groups. Our ADA is at 90.2%. Although our suspension rate is higher than the recommended level (5.7%), 29 of the 31 suspensions were for violence. Though suspensions are not effective as a long term solution, it does increase parent involvement in solution building.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><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></p>	<p><i>Strengths: Our TSA has helped to coordinate a variety of professional development experiences linked to teacher need and input from leadership. Teachers are receiving support from the new teacher coaches as well as having to 1:1 PLC's with the TSA. When surveyed about the benefit of this 1:1 model, teachers agreed that this method is preferred at this time and has been beneficial to the.</i></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"> -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 	<p>Currently, by comparing the mid year data of 23-24 to 24-25, we are currently at a 7.9% decrease in percent of students on grade level (26.7% to 18.8%) for ELA and a 4.8% overall decrease in Math (16.4% to 11.6%)</p> <p>To improve the quality of the instruction given to our students and ensure teachers have the support needed to shift learning outcomes, we require additional instructional support and materials. Therefore, next year, a two TSA's will ensure we can better support teachers with a more robust coaching, modeling, and observations and feedback cycles.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - 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 	<p>MOY 23-24 3.2% AA students were mid or above grade level compared to 24-25 MOY 3.3% mid or above grade level Math (7.9 to 1.7).</p> <p>MOY 23-24 EL ELA students were 10% on grade level compared to 0% MOY 24-25 Math 13.3% decrease</p> <p>MOY 23-24 Students with IEPS experienced a 7.6% increase from 6.7% to 14.3%</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>When parents don't feel apart of the school community, lack knowledge about how to properly support their student at home, etc., it may be easier to disengage from the community or not understand how missing days impact a childs education. Therefore, there is a need to provide families with training/workshops and deeper engagement.</i></p>
LCAP Goal 4:	<p><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></p>	<p><i>Though we are making progress towards this goal, we have faced challenges. As the instructional leader, my goal is to provide more frequent observation and feedback. There have been several challeges in meetig this goal (including addressing other high need areas on site. The hiring of two TSA's will ensure that there is more dedicated and consistent coaching and feedback for our teachers. By strengthening our teachers ability to create strong learning environements and the diverse needs of our learners, behaviors will improve and more time can be spent supporting teacher development rather than behavior management. This investment will support our schools ability to to improve teaching and learning on multiple levels.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Sankofa United Elementary School

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.

We were able to execute the majority of actions to support our LCAP and school goals. Challenges we encountered include sudden changes in staffing for teachers and instability in other staff positions which caused complications with our effective implementation of some areas of the SPSA. For example, the sudden loss of a teacher impacts the implementation of designated ELD and pacing on district approved curriculum. Our students were impacted. Our actions for LCAP goal 2 and 4 were also impacted.

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

Based on staff feedback, there are several strategies that were effective for the team. Having the TSA engage in the collaborative cohort model was helpful. Having a TSA allowed teachers to "pull knowledge from her for things" they were not familiar with and able to navigate platforms better. They also mentioned the benefit it was to have "more help with assessments". Additionally, the investment in the smart boards is popular with the staff and is resulting in more engagement in the classroom. Teachers stated: like the technology I have kids write on the boards. Kids can interact with slides as they go. Even for SIPPS you can write on it". Our investment in Early Literacy Tutors is critical based on our literacy data. The challenge is recruiting and retaining high quality staff for the position. Teacher feedback states, "'SIPPS- The ELT position is amazing. Its another help to pull out kids to work with smaller groups. The challenge is losing a person."

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.

Though we are having difficulty with recruitment and retention of high quality tutors, the benefit in their work is visible and agreed upon. We will continue to budget for this position. One of our highest performing classrooms has a consistent staff member to support foundational literacy. We know that the model works, we just need to find staff that can most likely remiian in the role. We increased the allocation for TSA's in order to increase the support for teachers and students. Since our teachers have benifitted from the level of 1:1 support, we know that an additional TSA that can focus primarily in Literacy and help decrease the percentage of students who are not on grade level.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
4410 - Classroom Tech	Smartboards	i-Ready Math at or above Mid-Grade	Tech used to make learning more engaging	In the classrooms that use this, the engagement factor has increased. There is a challenge for teachers who do not use them based on comfortability with technology	If we have extra funds we should certainly invest in more because teachers who use it love it and so do the students

Early Literacy Reading Tutor	Early Literacy Reading Tutor	i-Ready Reading at or above Mid-Grade	Small group literacy instruction using SIPPS	SIPPS program has been fortified and students who get consistent SIPPS instruction are seeing gains in growth even if they haven't reached grade level reading yet. Challenge is in attendance.	Keep the investment in our tutors and work to minimize the attendance challenge as best we can
TSA 10Pay	TSA	i-Ready Reading at or above Mid-Grade	The TSA is providing superior support to the PLC process as well as coaching teachers and supporting our foundational literacy efforts. The TSA supported 8 teachers with PLC and coaching.	Teachers have provided feedback that this individualized approach to PLC has been helpful in developing skills that they recently did not have. Teachers should be ready to move into group PLC's next year.	We would continue this expenditure, but we don't have enough funds in Title 1 so we will attempt to cover it through another grant.
4311 - Meeting Refreshments	Meeting Refreshments	Student Connectedness to School	We provide snacks to families for the meeting we have	At three if the meetings we held, at least 30 families consumed snacks that were purchased for the meeting.	Yes, we would continue because it helps keep people's basic need of having food met.
5838 - Fingerprinting	Fingerprinting for Volunteer Clearance	Student Connectedness to School	We had several families get fingerprinted so that they could become cleared volunteers	Families are requesting this service and using it.	We increased the amount of money dedicated to fingerprinting.
2222 - Childcare	Parent Education	Student Connectedness to School	We have not needed to use the childcare funds	The process to get payments from our OUSD budget to the staff providing childcare is tedious. It ends up being easier simply having PTA support this expense if needed	Parents asked that we provide classes that teach English.
1122 - Parent Workshops	Parent Workshops	i-Ready Reading at or above Mid-Grade	Parents asked for workshops on specific topics	We had challenges acquiring staff to provide the services	By hiring two TSA's we should have the staff to provide the workshops now and have created extended contracts funds for this purpose

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

School:	Sankofa United Elementary School	SCHOOL ID:	194
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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.

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 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."

#	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 Collaborative 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	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
Identified Need:	- 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 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 in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	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	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.

School Goal:	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.
Identified Need:	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	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			<u>Stages and Actions for ELD Implementation</u>	
#	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 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$70,839	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Collaborating with and making families feel invited and included in all campus activities	194-1
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Early literacy tutors will provide support to targeted groups in 3rd-5th	194-2
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Teachers will regularly engage in student and family conferences to action plan for growth	194-3
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$150,486	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Early literacy tutors will provide support to targeted groups in 3rd-5th	194-4
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Early literacy tutors will provide support to targeted groups in 3rd-5th	194-5
Funds portion of the Dance Teacher; this position will allow for additional prep for teachers for planning and collaboration in support of student access to high quality instruction	\$33,016	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10091	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.29964			Teachers will engage meaningfully in professional learning communities and use insights from data analysis to drive instruction	194-6
Materials and supplies for the dance teacher; all students will have access to art materials	\$3,998	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Teachers will engage students in daily SEL so that they are prepared able to navigate their thoughts and feelings and participate fully in class	194-7
Translation services for families to support communication between school and home	\$5,499	California Community Schools Partnership Program	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Make deeper connections with Latinx families to understand any barriers/challenges they may experience supporting their student	194-8
Funds a portion of Community Schools Manager, as required in the grant, who manages partnerships and other wraparound community schools services	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 05	11-Month Community School Manager	0.5			Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	194-9
Part-time Case Manager to provide tiered supports for students referred through COST and attendance teams	\$62,458	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 06	Case Manager	0.5			Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	194-10

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Children's Rising-Math: providing targeted, individualized instruction that strengthened foundational math and reading skills	\$18,054	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	194-11
BACR offers recess and lunch support to decrease conflict, promote safe play, and ensure students have a positive and inclusive environment during these times. Staff members actively monitor interactions, provide guidance on conflict resolution, and engage students in activities that encourage cooperation and respect, helping to reduce behavioral issues and foster a sense of community.	\$47,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Teachers will engage students in daily SEL so that they are prepared able to navigate their thoughts and feelings and participate fully in class	194-12
Children's Rising Contract to provide Tier 3 Math intervention to students as determined by iReady data	\$5,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Teachers will collect focal student data and action plan for those students in PLC cycles	194-13
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Early literacy tutors will provide support to targeted groups in 3rd-5th	194-14
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Early literacy tutors will provide support to targeted groups in 3rd-5th	194-15
Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$108,667	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	9535	10-Month Teacher on Special Assignment (TSA)	0.8			TSAs will participate in the Collaborative Cohort model to help support teachers with instruction and assessment of core curriculum and utilizing learning walks to support collaboration.	194-16
Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$62,210	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 01	11-Month Teacher on Special Assignment (TSA)	0.4			TSAs will participate in the Collaborative Cohort model to help support teachers with instruction and assessment of core curriculum and utilizing learning walks to support collaboration.	194-17
Early literacy tutor to provide Tier 2 intervention to students who need additional foundational reading skills support	\$43,893	LCFF Equity Multiplier	2105	Classified Instructional Aide Salaries	10090	Early Literacy Tutor	0.8			Early literacy tutors will provide support to targeted groups in 3rd-5th	194-18
Funds for an Academic Mentor to provide targeted academic support and intervention for struggling students	\$18,403	LCFF Equity Multiplier	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a			Teachers will collect focal student data and action plan for those students in PLC cycles	194-19

[illegible]

Title I, Part A School Parent and Family Engagement Policy for 2024-2025

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 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, parentsquare, and conferences.
- Family education workshops.
- School website: 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 29, 2024, and will be in effect for the period August 1, 2024 through May 31, 2025.

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

Principal, Dr. Charquita Arnold-Whitaker

Dr. Charquita Arnold-Whitaker

August 29, 2024

Date

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

School-Family 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

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 Nov. 18, 2024, and March 3, 2024
 - 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.
- Families may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirements (more info at www.oaklandfund.org/programs/volunteer)
- Families may volunteer to go on student field trips.

6) Provide families with materials and training to help them improve 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 29, 2024, and will be in effect for the 2024-25 school year from August 1, 2024, to May 31st, 2025.

The school will distribute the draft of this Compact to all parents and family members by September 30, 2024.

Dr. Charquita Arnold-Whitaker, Principal

August 29, 2024

Dr. Charquita Arnold



Strategic Resource Planning (SRP)


School Site Council Membership Roster
2024-2025
SSC - Officers

Chairperson:	Sami Goski
Vice Chairperson:	Ellen Presly
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"/>	--
Traci Grizzle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Tenesha Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Keith Dodds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Erica Macklin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Jana Luft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Sophie Hou	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Barry Victor (BJ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Sami Goski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Ellen Presley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

SSC Meeting Schedule:

(Day/Month/Time)

2nd Wednesday of every month at 4:00 PM

SSC Legal Requirements (EC Sections 65000-65001):

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

