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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge



**2026-27 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:** 5/29/2026

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 <i>Principal</i>	<i>Nikki Williams</i> Signature	4/29/2026 Date
Tricia Sarmiento <i>SSC Chairperson</i>	<i>Tricia Sarmiento</i> Signature	4/30/26 Date
<i>SELLS Representative (optional)</i>	Signature	Date
Monica Thomas <i>Network Superintendent</i>	<i>Monica Thomas</i> Signature	04/30/2026 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	4/30/26 Date

## 2026-27 SPSA ENGAGEMENT TIMELINE

**School Site:** Oakland Academy of Knowledge

**Site Number:**

169

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/20/2026	Admin Team	Conducted mid-year or final SPSA review, Reviewed SPSA goals and strategies
1/26/2026	Faculty	Reviewed SPSA goals and strategies
1/27/2026	Other	Reviewed SPSA goals and strategies
2/6/2026	Other	Collected input for next year's SPSA draft
3/18/2026	Other	Collected input for next year's SPSA draft
3/24/2026	ILT	Collected input for next year's SPSA draft
		Reviewed SPSA goals and strategies

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$107,520
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$628,560

### 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 Resource 3010	\$105,600
Title I Parent & Family Engagement Resource 3010	\$1,920
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$107,520</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$628,560</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$19,200
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$171,250
Proposition 28 (Arts & Music in Schools) Resource 6770	\$46,372
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$521,040</b>

**2026-27 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: 6/24/2026</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, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.7%	42.4%	29.0%	3.5%	4.3%	17.8%	93.1%	17.8%	1.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.3%	12.6%	0.0%	0.9%	1.3%	0.0%	93.5%	4.3%	79.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, 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 School 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."

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	42.9%	36.7%	35.5%	60%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	36.0%	29.4%	38.5%	50%	50%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	52.9%	47.5%	53.1%	65%	65%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-83.7	-61.1	-84.2	-60.00	-60.00
SBAC ELA Participation	All Students	96.8%	96.6%	96.6%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.5%	58.6%	48.6%	52.8%	52.8%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-79.8	-72.3	-91.7	-55.0	-55.0
SBAC Math Participation	All Students	96.6%	96.6%	96.6%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.0%	26.7%	27.0%	20.0%	20.0%
California Science Test (CAST) Participation	All Students	100.0%	97.8%	100.0%	95.0%	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 2027 <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>
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment</li> <li>- D-ELD in daily schedules for all ELLs</li> <li>- IEPs completed on time</li> <li>- Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly</li> </ul>

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

<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-127.1	-87.7	-112.8	-60.0	-60.0
SBAC ELA Distance from Standard Met	African American Students	-102.3	-74.7	-97.1	-80.0	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	50.0%	60.6%	70.4%	70.4%
SBAC Math Distance from Standard Met	Special Education Students	-140.7	-81.3	-117.4	-55.0	-55.0

SBAC Math Distance from Standard Met	African American Students	-94.1	-87.9	-104.8	-75.0	-75.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	6.8%	5.3%	5.7%	10.0%	10.0%
LTEL Reclassification	Long-Term English Learners	25.0%	0.0%	33.3%	40.0%	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	2026-27 New Target
Student Connectedness to School	All Students	n/a	65.5%	64.9%	TBD	TBD
Out-of-School Suspensions	All Students	1.6%	1.1%	3.7%	0.5%	0.5%
Out-of-School Suspensions	African American Students	2.0%	0.8%	4.0%	1.0%	1.0%
Out-of-School Suspensions	Special Education Students	6.1%	3.2%	13.6%	5.0%	5.0%
Chronic Absenteeism	All Students	68.0%	52.6%	45.9%	40.0%	40.0%
Chronic Absenteeism	African American Students	72.5%	56.1%	42.7%	50.0%	50.0%

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

**School Goal:** By May 2027, 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 School 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.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	70.5%	69.2%	70.3%	80.0%	80.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By May 2027, 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>Tier 2 (SIPPS) and Tier 3 (Open Literacy) structures</i> <i>95% of students completed ELA and Math CEAs</i> <i>Implementation of ALL Block</i> <i>Implementation of T1 UFLI</i> <i>Personal growth monitoring and feedback to each student</i> <i>Student recognitions and celebrations for achieving milestones</i> <i>School Wide Student Goals Assembly to motivate students</i>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027  - 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>	<p><i>Tiered literacy instruction provided support for all students below grade. (SIPPS &amp; T3 Tutoring: Open Literacy)  Academically focused and consistent UED time  Maximum push-in time for CE students/Common Curriculum in all classes  Leveraged UED to provide differentiated support for students  Tier 2 and 3 math intervention</i></p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%  2. An annual suspension rate below 2%</p>	<p><i>Attendance celebrations, highlights and supports for students and families. 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. Family relationships with school staff leveraged to support students and families as challenging situations arise and support is needed. Case manage families that are experiencing additional needs. Monthly attendance challenges that increased competition and helped address some of our pain points such as tardies and absences.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p><i>Professional learning plan focused on PLC structures  ILT Members leading PLCs  Implementation of Agendas for next steps and data tracking  Support staff received monthly professional learning  All staff professional development to support different groups of students and to align practices  Designated and embedded meeting time with teachers to provide differentiated supports</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2027, 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><i>Lack of norming around data tracking/setting goals for CEA growth first trimester</i>  <i>Combos make it difficult to teach both grades and contents</i>  <i>Keeping up with pacing in Upper Grade</i></p>
LCAP Goal 2:	<p>By May of 2027</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><i>Designated ELD for MLLs</i></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><i>Transportation continues to be a struggle for mainly families.</i>  <i>Independent study process for families can sometimes not clear or incomplete from the teacher end.</i>  <i>We have families facing different challenges that are beyond our services that impact a number of our families who remain in the severe chronic absenteeism category.</i></p>

<i>LCAP Goal 4:</i>	By May 2027, 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>Finding a PLC structure that supports teachers across grade levels.</i>
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**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Oakland Academy of Knowledge

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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 student lead drum circles, PBIS Rewards and Events, Mid Year Sown to Grow screener, Recess Tournaments, Ball for Life SEL and Play Focus

-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.
- Family summit 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.
- Fun Fridays were well attended and families build connections that have led to carpools, playdates and other overall connections
- We have seen families who have participated in Latino Literacy Project are more involved and connected at the school. Since our newest cohorts have been lower grade (TK/K) we do not have I-Ready or SIPP's data to show for academic growth impact.

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**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><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></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Family engagement supplies</p>	<p>Student Connectedness to School</p>	<p>Supplies to support family communication, family events, and enrollment/recruitment for new families.</p>	<p>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.</p>	<p>Based on this evaluation we will continue to purchase supplies and resources to support family engagement.</p>
<p>Additional Prep</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Provide additional prep periods during the school day to give teachers extra time for planning, data analysis, and collaboration.  Support reclassification and family engagement through our Latino Literacy Project</p>	<p>All teachers participated in weekly PLCs.  Teacher has facilitated 2 cycles of the Latino Literacy project that has supported maintaining our reclassification rate (5%) and increasing academic achievement for our ELL students.</p>	<p>Based on this evaluation we will continue with an additional prep</p>
<p>Case Manager</p>	<p>Student Connectedness to School</p>	<p>Family outreach around attendance; Manage attendance procedures for the school; Support teachers around attendance; Facilitate Attendance Team Meetings; Schedule and facilitate SARTS.</p>	<p>Case manager assisted in addressing chronic absenteeism across all student groups resulting 12 students fewer chronically absent from August through February. Based on observation, the attendance procedures created were instrumental in increasing the outreach and support to families around attendance.</p>	<p>Based on this evaluation we will continue to prioritize family outreach but will utilize different staff.</p>

Field Trip Buses	Chronic Absenteeism	Provide fieldtrip buses so that all students can participate in a field trip aligned to grade level content	100% of students were able to participate in a site funded field trip	Based on this evaluation we will continue to fund field trips for students

**2026-27 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 2027, 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
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<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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Teachers will engage in core PLC practices including backward planning, student work analysis, and cycles of inquiry to design and implement rigorous, standards-aligned learning experiences that require students to analyze complex texts, solve challenging problems, and carry the majority of the cognitive load.	All Students	Academic	Tier 1 - Universal
1-2	Students will regularly engage in structured academic discourse where they justify their thinking using evidence from texts, data, and prior knowledge, ask clarifying questions, and build on the ideas of their peers using grade-level academic vocabulary while teachers analyze student work to refine instruction.	All Students	Academic	Tier 1 - Universal
1-3	Teachers will participate in ongoing professional learning across core content areas and facilitate rigorous learning through strategic questioning, complex tasks, and timely feedback that pushes students to deepen their reasoning, refine their thinking, and persist through productive struggle.	Special Education Students	Academic	Tier 1 - Universal
1-4	Staff will cultivate inclusive classrooms that honor students' cultures, languages, identities, and experiences while using cycles of inquiry and collaboration to ensure all students feel safe, valued, and empowered to share their perspectives and engage deeply in learning.	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 2027 - 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 design and implement rigorous, grade-level learning through backward planning and PLC collaboration. Teachers will set goals for CEAs in ELA and Math, analyze common assessments and student work, and refine instruction to ensure all students, especially Black students, English Language Learners, and students with IEPs, master grade-level standards.	Special Education Students	Behavioral	Tier 1 - Universal
2-2	Teachers will use multiple measures of student learning and SEL data to engage in inquiry cycles, analyze student progress, and plan targeted instruction.  Each trimester, teachers will monitor five focal students across tiers using student work, academic discourse, and assessment data to guide instructional decisions.	African American Students	Academic	Tier 1 - Universal
2-3	Teachers will implement a multi-tiered system of support including daily foundational literacy instruction, SIPPS as a Tier 2 intervention, and individualized Tier 3 services. Weekly data-informed small group math interventions will support students in developing procedural fluency, conceptual understanding, and application skills.	All Students	Academic	Tier 1 - Universal
2-4	Teachers will implement daily SEL lessons and weekly Sown to Grow reflections to support student well-being. English Language Learners will receive daily Designated ELD, and staff will ensure IEPs are completed on time to provide equitable access to instruction and services.	All Students	Academic	Tier 2 - Supplemental

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>				
<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.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
3-1	The school will strengthen student success by focusing on family partnerships, student engagement, joyful school culture, and academic support. Staff will build meaningful relationships with families through consistent communication, family conferences, newsletters, home outreach, and schoolwide events. Targeted outreach to focal families will help strengthen engagement and support attendance. Opportunities such as the OAK Family Summit and family walkthroughs will provide families with resources, transparency, and meaningful opportunities to connect with the school community.	All Students	Academic	Tier 1 - Universal
3-2	Students will be empowered to set academic and personal goals, reflect on their growth, and celebrate achievements with their families and peers. Student voice will be elevated through surveys, student leadership opportunities such as student council and Peace Makers, and regular reflection practices, such as Sown to Grow. These efforts will help ensure students feel heard, connected, and engaged in shaping their school environment.	All Students	Academic	Tier 1 - Universal
3-3	A joyful and supportive school culture will be reinforced through consistent PBIS practices, student recognition systems, SEL tools, and schoolwide community-building activities such as Fun Fridays and structured play-based engagement opportunities. Clear supervision systems will ensure safe and supportive environments throughout the school day.	All Students	Behavioral	Tier 1 - Universal
3-4	Academic innovation and acceleration will focus on strengthening early literacy through targeted intervention and progress monitoring. Together, these efforts aim to create a connected school community where students feel safe, engaged, joyful, and supported to achieve their academic and personal goals.	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
3-7	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 2027, 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.			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
4-1	Teachers will participate in weekly PLCs with clear norms, goals, and outcomes focused on improving rigorous instruction and student growth. Teachers will bring multiple sources of student data to PLCs to analyze standards, student work, assessments, and student talk, strengthening teaching practices aligned to our mission of ensuring all students feel valued, empowered, and prepared for academic success.	All Students	Academic	Tier 1 - Universal

4-2	Teachers will engage in PLC inquiry cycles aligned to school data and focus priorities. Through collaborative reflection on instructional practices, climate and culture, and personal biases, staff will strengthen vertical and horizontal alignment to support the wellness and achievement and refine instruction to improve student outcomes.	African American Students	Academic	Tier 1 - Universal
4-3	All staff will participate in professional learning aligned to their role and the school's focus areas and priorities. Professional learning will also support staff retention and growth by ensuring all staff develop the skills, leadership capacity, and knowledge needed to advance to the next phase of their professional journey.	African American Students	Academic	Tier 1 - Universal
4-4	New teachers will receive weekly coaching, differentiated professional development, and credentialing support to strengthen instructional practice, classroom culture, and educator wellness. Teachers working on emergency permits, intern credentials, or preliminary credentials will be matched with qualified coaches and supported through progress monitoring, foundational training, and ongoing guidance toward credential completion.	African American Students	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR BLACK STUDENTS</b>				
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#	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 provide culturally responsive instruction that maintains high expectations for all students while honoring their cultures, languages, identities, and lived experiences. Through meaningful student discourse, targeted supports, and strong family engagement and education, students will have opportunities to share their perspectives and families will be empowered to partner with the school to support students' academic growth and success.	African American	Academic	Tier 1 - Universal
5-2	Students will participate in a wide range of enrichment opportunities, including Spanish, media arts, drumming, garden, art, music, and other creative experiences, that allow them to explore interests, discover talents, and develop new skills. These opportunities will provide multiple pathways for students to build confidence, experience success, and deepen their connection to school and community.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<a href="#">ELL Progress Data</a>		
#	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

**PROPOSED 2026-27 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
Afterschool and before school program that provides students with academic, enrichment, and movement opportunities.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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.	169-1
Additional Media Arts prep to provide teachers with a designated PLC time.	\$39,891	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	9312	Teacher Education Enhancement	0.40			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.	169-2
Supplies to support our Media Arts program.	\$6,481	Arts & Music in Schools (Proposition 28)	4474	Audio Visual Equip < \$5,000			0.00			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.	169-3
TSA will provide teacher observation and feedback, lead professional learning communities and professional learning, and monitor student data to ensure academic supports are in place to accelerate student academic growth.	\$51,513	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	10689	TSA 11Mon 12Pay	0.40			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	169-4

**PROPOSED 2026-27 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
Community School Manager with development and implement family engagement and student joy initiatives to support students and families in feeling connected to the school.	\$93,596	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8776	Program Mgr Community School	0.50			Family Connectedness: OAK Family Summit created to provide families resources and tools to support student's academic growth and overall wellness at home.	169-5
Ball for Life will provide students with structured play based experiences that develop student collaboration and problem solving skills.	\$23,641	California Community Schools Partnership Program	5825	Consultants			0.00			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.	169-6
Funds will be used to support site program	\$2,500	California Community Schools Partnership Program Carryover	4399	Unallocated			0.00			A joyful and supportive school culture will be reinforced through consistent PBIS practices, student recognition systems, SEL tools, and schoolwide community-building activities such as Fun Fridays and structured play-based engagement opportunities. Clear supervision systems will ensure safe and supportive environments throughout the school day.	169-7
Media Arts teacher will facilitate a media arts and skill building groups afterschool on Wednesday to support students in feeling connect to the school and developing social emotional learning skills	\$9,973	Expanded Learning Opportunities Program (ELO-P)	1105	Certificated Teachers' Salaries	9312	Teacher Education Enhancement	0.10			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

**PROPOSED 2026-27 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
Afterschool and before school program that provides students with academic, enrichment, and movement opportunities.	\$140,027	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Family Connectedness: OAK Family Summit created to provide families resources and tools to support student's academic growth and overall wellness at home.	169-9
Classrooms materials to support instruction in the classroom	\$6,200	LCFF Supplemental	4310	School Office Supplies			0.00			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	169-10
Ball for Life will provide students with structured play based experiences that develop student collaboration and problem solving skills.	\$13,000	LCFF Supplemental	5825	Consultants			0.00			Students will participate in a wide range of enrichment opportunities, including Spanish, media arts, drumming, garden, art, music, and other creative experiences, that allow them to explore interests, discover talents, and develop new skills. These opportunities will provide multiple pathways for students to build confidence, experience success, and deepen their connection to school and community.	169-11
TSA will provide teacher observation and feedback, lead professional learning communities and professional learning, and monitor student data to ensure academic supports are in place to accelerate student academic growth.	\$77,269	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10689	TSA 11Mon 12Pay	0.60			Teachers will engage in core PLC practices including backward planning, student work analysis, and cycles of inquiry to design and implement rigorous, standards-aligned learning experiences that require students to analyze complex texts, solve challenging problems, and carry the majority of the cognitive load.	169-12
Community School Manager with development and implement family engagement and student joy initiatives to support students and families in feeling connected to the school.	\$93,596	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	8776	Program Mgr Community School	0.50			Family Connectedness: OAK Family Summit created to provide families resources and tools to support student's academic growth and overall wellness at home.	169-13

**PROPOSED 2026-27 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
Literacy Tutor will support Tier 2 and Tier 3 literacy intervention by facilitating SIPPS groups, monitoring Open Literacy one on one tutoring and pushing into classrooms.	\$44,575	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	2484	Early Literacy Reading Tutor	0.80			Teachers will implement a multi-tiered system of support including daily foundational literacy instruction, SIPPS as a Tier 2 intervention, and individualized Tier 3 services. Weekly data-informed small group math interventions will support students in developing procedural fluency, conceptual understanding, and application skills.	169-14
Prep to provide teachers with a designated planning time	\$65,411	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	2364	Teacher Education Enhancement	0.50			Teachers will engage in core PLC practices including backward planning, student work analysis, and cycles of inquiry to design and implement rigorous, standards-aligned learning experiences that require students to analyze complex texts, solve challenging problems, and carry the majority of the cognitive load.	169-15
Library Tech in collaboration with the classroom teacher will facilitate weekly library time focused on literacy	\$66,049	Measure G, Library Support	2205	Classified Support Salaries	9559	Library Technician	1.00			Academic innovation and acceleration will focus on strengthening early literacy through targeted intervention and progress monitoring. Together, these efforts aim to create a connected school community where students feel safe, engaged, joyful, and supported to achieve their academic and personal goals.	169-16
Additional Media Arts prep to provide teachers with a designated preparation time.	\$49,863	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	9312	Teacher Education Enhancement	0.50			Teachers will engage in core PLC practices including backward planning, student work analysis, and cycles of inquiry to design and implement rigorous, standards-aligned learning experiences that require students to analyze complex texts, solve challenging problems, and carry the majority of the cognitive load.	169-17
Classrooms materials to support instruction in the classroom	\$4,000	State Preschool One-Time Funds	4310	School Office Supplies			0.00			Students will regularly engage in structured academic discourse where they justify their thinking using evidence from texts, data, and prior knowledge, ask clarifying questions, and build on the ideas of their peers using grade-level academic vocabulary while teachers analyze student work to refine instruction.	169-18

**PROPOSED 2026-27 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
Ball for Life will provide students with structured play based experiences that develop student collaboration and problem solving skills.	\$4,000	State Preschool One-Time Funds	5825	Consultants			0.00			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.	169-19
Classrooms materials to support instruction in the classroom	\$1,920	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		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.	169-20
Additional prep to provide teachers with a designated PLC time and to facilitate family engagement groups focused on literacy	\$65,411	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2364	Teacher Education Enhancement	0.50		i-Ready Reading at or above Mid-Grade	Teachers will engage in core PLC practices including backward planning, student work analysis, and cycles of inquiry to design and implement rigorous, standards-aligned learning experiences that require students to analyze complex texts, solve challenging problems, and carry the majority of the cognitive load.	169-21
Attendance Specialist list will case management families to support an increase in attendance rate and a decrease in chronic absentism.	\$29,800	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3929	Attendance Specialist	0.40		Chronic Absenteeism	Family Connectedness: OAK Family Summit created to provide families resources and tools to support student's academic growth and overall wellness at home.	169-22
Classrooms materials to support instruction in the classroom	\$389	Title I, Part A Schoolwide Program	4310	School Office Supplies			0.00		i-Ready Math at or above Mid-Grade	Staff will cultivate inclusive classrooms that honor students' cultures, languages, identities, and experiences while using cycles of inquiry and collaboration to ensure all students feel safe, valued, and empowered to share their perspectives and engage deeply in learning.	169-23

**PROPOSED 2026-27 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
Destiny Arts will provide drumming arts enrichment for all students	\$10,000	Title I, Part A Schoolwide Program	5825	Consultants			0.00		Student Connectedness to School	A joyful and supportive school culture will be reinforced through consistent PBIS practices, student recognition systems, SEL tools, and schoolwide community-building activities such as Fun Fridays and structured play-based engagement opportunities. Clear supervision systems will ensure safe and supportive environments throughout the school day.	169-24
Principal will support the Preschool program at the site	\$20,412	Preschool Support Budget	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	1808	Principal, Elem School Large	0.10			Staff will cultivate inclusive classrooms that honor students' cultures, languages, identities, and experiences while using cycles of inquiry and collaboration to ensure all students feel safe, valued, and empowered to share their perspectives and engage deeply in learning.	169-25



**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, and 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 28, 2025 and will be in effect for the period August 11, 2025 through May 28, 2026

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

Nikki Williams		8/28/2025
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

*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

**2025-2026**

*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 2025-2026 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 28, 2025, and will be in effect for the period of August 1, 2025 to May 31, 2026.

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		8/29/2025
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

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



Strategic Resource Planning (SRP)

**OAK ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Tricia Sarmiento
Vice Chairperson:	Brisa Garcia
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"/>	
Destiny Andrews	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Cheryl Krake	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Tricia Sarmiento	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Adam Bowser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Brisa Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Krista Hayes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Nicole Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	First Wednesday of the Month-5:30 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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