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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 Sankofa United Elementary School

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

- 2026-2027 School Plan for Student Achievement (SPSA) for Sankofa United Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Sankofa United Elementary School
CDS Code: 1612590110254
Principal: Charquita Arnold
Date of this revision: 4/30/26

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

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

Contact: Charquita Arnold	Position: Principal
Address: 581 61st Street Oakland, CA 94609	Telephone: 510-654-7787 Email: charquita.arnold@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/30/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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: 4/30/2026

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:

Charquita Arnold <hr/> <i>Principal</i>	<i>Charquita Arnold-Whitaker</i> <hr/> Signature	<hr/> 4/30/2026 <hr/> Date
Paul Vieira <hr/> <i>SSC Chairperson</i>	<i>Paul Vieira</i> <hr/> Signature	<hr/> 4/30/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Sabrina Moore <hr/> <i>Network Superintendent</i>	<i>Dr. Sabrina Moore</i> <hr/> Signature	<hr/> 05/04/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 5/4/26 <hr/> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/12/2025	SELLS, SSC	Reviewed data and identified school needs
1/14/2025	SSC	Reviewed data and identified school needs
2/11/2026	SSC	Reflected on progress and challenges, Reflected on instructional practices and supports
3/10/2026	Faculty	

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	\$88,480
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	\$650,258

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	\$86,900
Title I Parent & Family Engagement Resource 3010	\$1,580
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$88,480

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$650,258

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$14,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$177,048
Community Schools Grant (CCSPP) Resource 6332	\$179,198
Proposition 28 (Arts & Music in Schools) Resource 6770	\$41,232
SUBTOTAL OF STATE & LOCAL FUNDING:	\$561,778

2026-27 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: 6/24/2026

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.8%	42.1%	20.8%	0.0%	17.1%	17.6%	77.3%	14.4%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.3%	8.8%	5.6%	0.0%	0.0%	0.5%	76.4%	6.9%	75.3%

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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	14.3%	41.9%	10.0%	45%	50%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	31.1%	50.0%	50.0%	55%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	53.1%	28.1%	74.1%	80%	85%

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	-36.7	-38.6	-101.2	-35.00	-10.0
SBAC ELA Participation	All Students	92.2%	92.9%	91.9%	95.0%	97.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	50.6%	58.8%	49.3%	52.8%	55.0%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-43.0	-67.1	-107.6	-35.0	-15.0
SBAC Math Participation	All Students	92.9%	92.9%	91.9%	95.0%	97.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	37.0%	46.4%	15.4%	52.0%	55.0%
California Science Test (CAST) Participation	All Students	90.0%	96.6%	100.0%	95.0%	97.0%

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

School Goal:	By May of 2027 <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
Identified School Need:	<ul style="list-style-type: none"> - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-136.9	-108.6	-96.5	-76.5	-56.0
SBAC ELA Distance from Standard Met	African American Students	-90.3	-127.9	-137.9	-60.0	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	62.5%	76.9%	75.0%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-158.5	-162.1	-134.5	-90.0	-70.0

SBAC Math Distance from Standard Met	African American Students	-112.0	-138.8	-142.2	-82.0	-70.0
Reclassification Measures & Targets <i>*Reference ELL Progress Data</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	23.1%	0.0%	3.8%	26.0%	30.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	N/A	20.0%	25.0%

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	2026-27 New Target
Student Connectedness to School	All Students	n/a	73.0%	47.9%	n/a	70.0%
Out-of-School Suspensions	All Students	0.0%	3.6%	6.4%	5.0%	2.0%
Out-of-School Suspensions	African American Students	0.0%	7.0%	9.7%	5.0%	2.0%
Out-of-School Suspensions	Special Education Students	0.0%	3.6%	14.3%	0.0%	2.0%
Chronic Absenteeism	All Students	67.1%	35.5%	36.8%	20.0%	10.0%
Chronic Absenteeism	African American Students	78.4%	52.7%	50.6%	20.0%	10.0%

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	75.5%	67.9%	66.1%	85.0%	95.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</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	Based on current MOY i-ready assessment data, we are on track to meet this goal for Grades 1 (25.8%-30%), Grade 3 (0%-21.7%), Grade 5 (14.3%-19.4%). Additionally, we are trending upwards in the percentage of students meeting Typical growth (44.2%-53.7%) and Stretch growth from (38.8%-40.7%). Every grade with the exception of 3rd has met or exceeded the 40% typical growth goal. 1st, 2nd, and 5th have met or exceeded the 40% stretch growth goal.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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>The percentage of African American students who were three or more grade levels below in reading MOY decreased from (41%-32.7%) in reading and (37.7%-30.8%) in math. Students in special education saw a decrease in the percentage of students 3 or more grade levels or below in reading (24.8%-30.0%) and math (47.4%-40%).</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<ol style="list-style-type: none"> 1. At the end of 24-25, we had 36.8% chronically absent students. Currently, we have 34.6% chronically absent students. We have improved our incentives and celebrations around attendance this year! 2. Our suspension rate is currently 0.9%
<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>We have successfully collaborated with the New Teacher Support and Development to make sure each teacher has coaching and ongoing support.</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<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>The vacancy in the 3rd grade classroom at the start of the year has impacted our progress in typical growth (37.5%) and stretch growth (29.2%). We also had a reduction in staff assigned to support our school. We have hired a full time TSA and are planning to use i-ready's instructional grouping feature to provide targeted small group intervention.</p> <p>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.</p> <p>Our students need more exposure to practice tests, interim assessments, and opportunities to become familiar with the testing platform. Our staff are dedicated teachers who are working to meet assessment expectations while balancing the demands of daily instruction. Teachers need additional time for collaboration, planning, and professional learning to analyze assessment data, share strategies, and strengthen instructional practices that prepare students for these assessments. As a team, we will continue discussing this in ILT and identifying ways to improve our approach this year.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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>ELL students are not making significant progress towards our goals. In fact, their performance is declining, specifically EL's performing 3 or more grade levels below in the 3rd and 4th grade in math 21.4%-41.9% and 32.1%-42.2% in reading .</p> <p>Students have limited access to experiential learning opportunities that build background knowledge and academic engagement.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Our attendance team encounters student cases that are challenging. We remain committed to offering families meaningful support and working with our teams to find ways to improve their child's attendance at school. Families would benefit from additional opportunities to participate in teacher-led workshops and access resources that reinforce positive behavior, attendance expectations, and academic support at home. Increasing parent participation in school activities and volunteer opportunities, including assistance with fingerprinting requirements, can further strengthen family engagement and support consistent student attendance.</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.	We specifically invested in two teachers on special assignment and collaborated with the New teacher Coaching and Development team to ensure we were making progress in this goal.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Sankofa United Elementary School

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.

We are proud of the progress we are making with our LCAP and school goals. Mid year i-ready shows some progress for students receiving special education services and minimal progress in AA american student reading levels (decrease in % of students 3 or more grade levels below from (41% to 33.3%). We are having success with SEL implementation and integration into the school community. We have also ramped up our efforts to reduce chronic absenteeism and other strategies to ensure students and families feel welcomed, safe, healthy, and engaged in our school. Challenges we encountered include lack of success with designated ELD due to difficulty with new curriculum and the need for more time to unpack the curriculum. We see a need for more support to be provided to English language learner families so they have resources to support their student.

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

SEL implementation and consistent use across school, focal student data analysis and targeted planning, literacy tutor support, teacher and school collaboration with families, partnerships with Black students and families, and teacher engagement in professional learning communities have all been successful. We appreciate our teachers and staff for supporting a strong positive staff culture this year. The celebration s and events have received positive feedback from staff and community members alike. Staff retention is predicted to improve based on an early intent to return form. We have also decreased chronic absenteeism from 36.8% to 34%.

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 have been discussing Saturday school or an expanded learning opportunity to help students who need additional academic support and support with chronic absenteeism. Principal will work with teachers and leadership team to develop an improved plan for supporting ELL's including: improving the training and frequency of learning opportunities for integrated and designated ELD instruction, encouraging and providing more opportunities for EL's to engage in consistent language practice and application. Additionally, we need to modify our goal around homevists to meet families where they feel most comfortable.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Extended Contract for teachers</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Provide time for teachers to prep, lesson plan, prepare classrooms in the summer, backwards plan, etc.</p>	<p>Teachers have signed up for extended contracts and 5/6 1st-5th grade classes have already met their typical and or stretch growth goals in i-ready.</p>	<p>Continue. Teachers have taken advantage of many extra compensation opportunities. It has been helpful to offer paid time in the summer, before school starts, and for attending scheduled activities outside of their contract.SSC advises:</p>
<p>Overtime pay specifically for childcare</p>	<p>Student Connectedness to School</p>	<p>Support child supervision and care after school hours during an event</p>	<p>Currently, 0/0 families have benefited from this expenditure.</p>	<p>There is such a small amount we keep here for childcare for events. We don't usually need the money for this, but we always have one event where we may need 30 mins or an hour of coverage past the after school program hours</p>
<p>Provides healthy snacks for meetings like Chats and Chews</p>	<p>Student Connectedness to School</p>	<p>Provides healthy snacks for meetings like Chats and Chews</p>	<p>We are limited on what we can buy. Advise we keep a small amount in case we need it, but only 0/3 meetings used these funds to buy snacks. We used the Edfund, but that money has dwindled. We may need at least \$200 for this expenditure next year.</p>	<p>Continue, but with allocation modification. We have not expanded our meeting refreshment funds, but plan to if the freeze is lifted. SSC advises:</p>

Pays for fingerprinting for families	Student Connectedness to School	Ensure families have the challenge of the volunteer application/process eliminated	Though we are waiting till March to announce our Edfund Clearance event where we would spend these funds, families always attend and appreciate having the fee covered for them	Continue to help eliminate the financial barrier for families becoming volunteers.
PE Teacher	i-Ready Reading at or above Mid-Grade	The Prep teacher offers PE to students and teachers use that time to plan for lessons and prepare differentiated instruction	This works for students and teachers! Students get physical movement inside and outside. Teachers get time to prep and plan for student success. 10/12 classes benefit from PE (pre-school currently does not receive PE due to the FTE of the PE teacher)	Continue
Attendance Specialist Bilingual	ELL Reclassification	verifying absences, connecting with families around attendance, supporting attendance initiatives, translating for spanish speaking families	Multiple families, students, and staff have benefitted from the services and support of the bilingual attendance specialist	Continue. Our attendance specialist has increased the connection Spanish speaking families have at the school and provide a range of services to teachers and families.
Transportation for field trips	Student Connectedness to School	Pay for the transportation (buses) for field trips	We have funded four school buses this year and plan to pay for more at teachers request.	Continue this expenditure but modify amount based on what we typically spend each year
Fieldtrip Admission Fees	Student Connectedness to School	Pay trip admission fees	The field trips that student go on usually do not have an admission fee so there is a long quantity if money here that is not yet being accessed.	Asked about other funds for field trips. Does the PTA fund field trips? Do we need funding from both buckets? Still continue to fund it and have a conversation with the PTA

2026-27 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
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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."
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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 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	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic	Tier 2 - Supplemental
1-3	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	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 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			
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 home visits 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	ELL 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
3-6	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	Academic, SEL, & Behavioral	Tier-1 Universal

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 and returning 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	In collaboration with the leadership team, conduct regular observation and feedback, particularly in the first 6 weeks of the school year with a focus on classroom culture building. To achieve this we will identify everyone on site who can provide regular, bite-sized feedback for our teachers during the first 6 weeks of school and create an observation schedule and share with all leaders/coaches and new teachers.	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
4-5	Collaborate with wellness team staff (such as the school social worker and community school manager) to develop staff wellness activities.	All Students	Academic & Behavioral	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic & Behavioral	Tier 1 - Universal
5-3	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	English Learner Students	Academic & Behavioral	Tier 1 - Universal
6-3	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic & Behavioral	Tier 1 - Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$152,048	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Collaborating with and making families feel invited and included in all campus activities	194-2
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	\$39,664	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10091	Teacher Education Enhancement	0.35			Teachers will collect focal student data and action plan for those students in PLC cycles	194-3
Materials and supplies for the dance teacher; all students will have access to art materials	\$1,568	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Teachers will engage students in daily SEL so that they are prepared able to navigate their thoughts and feelings and participate fully in class	194-4
This role strengthens student engagement by building trusted relationships, increasing attendance motivation, and creating structured, inclusive opportunities for connection during the school day.	\$32,702	California Community Schools Partnership Program	2205	Classified Support Salaries	10770	Attendance Specialist Bil	0.50			Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	194-5
CSM will lead initiatives like the Black Advisory Council, COST team, and attendance team to promote collaboration and actively engage families in supporting student success and overall school community development.	\$103,016	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7949	Program Mgr Community School	0.50			Collaborating with and making families feel invited and included in all campus activities	194-6
Children's Rising-Math: providing targeted, individualized instruction that strengthened foundational math and reading skills	\$5,000	California Community Schools Partnership Program	5825	Consultants			0.00			Teachers will use formative and summative assessment (embedded within the curriculum) data to determine instruction next steps (DDI). Analysis to happen during PLCs.	194-7
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.	\$28,032	California Community Schools Partnership Program	5825	Consultants			0.00			Staff will support students before/after conflicts through community building and restorative justice circles and work to prevent them through daily SEL (Sown to Grow and Caring School Community)	194-8

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$10,448	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			All adults support student safety by intervening swiftly and promptly in conflict and engaging families when there are safety issues	194-9
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			0.00			Collaborating with and making families feel invited and included in all campus activities	194-10
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			0.00			Collaborating with and making families feel invited and included in all campus activities	194-11
Stipends to support teacher leadership in driving focal student action planning during PLC, attending ILT meetings, serving as TIC, and advancing our academic programming	\$4,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers will engage meaningfully in professional learning communities and use insights from data analysis to drive instruction	194-12
Extended contract funds for teachers who participate in ILT and for additional planning time outside of contracted hours for the purpose of driving strong instructional programming for all students.	\$6,300	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Teachers will use formative and summative assessment (embedded within the curriculum) data to determine instruction next steps (DDI). Analysis to happen during PLCs.	194-13
Classified employees complete extra duties that support our families and school operations (ex. Translation support for English Language Learners families to ensure they better understand their students experience, services we provide to support their students, and ways they can support their children at home)	\$4,000	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation			0.00			Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings	194-14
Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$75,010	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10768	TSA 11Mon 12Pay	0.50			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.	194-15

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 194

School: Sankofa United Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
CSM will lead initiatives like the Black Advisory Council, COST team, and attendance team to promote collaboration and actively engage families in supporting student success and overall school community development.	\$103,016	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7949	Program Mgr Community School	0.50			Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	194-16
Early literacy tutor to provide Tier 2 intervention to students who need additional foundational reading skills support	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	7473	Early Literacy Reading Tutor	0.80			Teachers will use formative and summative assessment (embedded within the curriculum) data to determine instruction next steps (DDI). Analysis to happen during PLCs.	194-17
Funds portion of the PE teacher; this position will allow for additional prep for teachers for planning and collaboration in support of student access to high quality instruction	\$32,075	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	4217	Teacher Education Enhancement	0.40			Teachers will engage meaningfully in professional learning communities and use insights from data analysis to drive instruction	194-18
Library tech will support literacy efforts through facilitation of library sessions, guiding students through book check out process, and collaborating with the teacher to support independent reading (All Block)	\$84,928	Measure G, Library Support	2205	Classified Support Salaries	7907	Library Technician	1.00			Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	194-19
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	\$45,330	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10091	Teacher Education Enhancement	0.40			Teachers will engage meaningfully in professional learning communities and use insights from data analysis to drive instruction	194-20
To provide the pre-school teacher with prep time, the PE teacher will now provide physical education to pre-school students. The teacher will use this time to connect with families, collect data for MTSS referrals, and lesson planning.	\$8,019	State Preschool One-Time Funds	1105	Certificated Teachers' Salaries	4217	Teacher Education Enhancement	0.10			Teachers will collect focal student data and action plan for those students in PLC cycles	194-21
Workshops and trainings for parents to help them better understand strategies to support academic programming at home (topics include reclassification, phonemic awareness, etc.)	\$580	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		ELL Reclassification	Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	194-22
Positive Behavior Intervention Support materials	\$400	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		Chronic Absenteeism	Partnering with specific focal group families to address chronic absenteeism for Latino/a Students, SPED Students, and/or Multiracial students	194-23
Fingerprinting fees for families to volunteer in school and strengthen family engagement during the school day	\$600	Title I, Part A Parent & Family Engagement	5838	Fingerprinting			0.00		Student Connectedness to School	Collaborating with and making families feel invited and included in all campus activities	194-24

Title I, Part A School Parent and Family Engagement Policy for 2025-2026

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, 2025, and will be in effect for the period August 1, 2025 through May 31, 2026.

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 28, 2025

Date

Please attach the School-Parent Compact to this document.

School-Family 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 2025-26 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. 17-21, 2025, and March 16-20, 2025
- 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 and math support to ensure they are making progress for grade level math proficiency.

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 and when 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 28, 2025, and will be in effect for the 2025-26 school year from August 1, 2025, to May 31st, 2026.

The school will distribute the draft of this Compact to all parents and family members by September 30, 2025.

Dr. Charquita Arnold-Whitaker, Principal

August 28, 2025

Dr. Charquita Arnold



Sankofa United
ELEMENTARY SCHOOL

School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Paul Vieira
Vice Chairperson:	Lanita Mims-Beal
Secretary:	Angela Knotts

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"/>	--
Kelly Hutchinson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Ayanna Dupree	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Erica Macklin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Lanita Mims-Beal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Paul Vieira	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Angela Knotts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Milly Coogan	<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 5:00 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.

