

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Oakland Academy of Knowledge

Site Number: 169

☐ Title I Schoolwide Program	☐ Additional Targeted Support & Improvement (ATSI)	☐ LCFF Concentration Grant
☐ Title I Targeted Assistance Program	☐ After School Education & Safety Program	☐ 21st Century Community Learning Centers
☐ Comprehensive Support & Improvement (CSI)	☒ Local Control Funding Formula (LCFF) Base Grant	☐ Early Literacy Support Block Grant
☐ Targeted Support & Improvement (TSI)	☒ LCFF Supplemental Grant	

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

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

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

Nikki Williams

Principal

Signature

Date

SSC Chairperson

Signature

Date

Monica Thomas

Network Superintendent

Signature

Date

Lisa Spielman

Director, Strategic Resource Planning

Signature

Date



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Oakland Academy of Knowledge
CDS Code: 1612596001713
Principal: Nikki Williams
Date of this revision:

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: Nikki Williams

Position: Principal

Address: 8755 Fontaine Street
Oakland, CA 94605

Telephone: 510-639-3244

Email: nikki.williams@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on:

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/17/2023	Staff Meeting	Teachers reviewed SPSA and provided feedback
4/12/2023	PD	Support staff reviewed SPSA and provided feedback.
2/13/2023	Staff Meeting	Teachers reviewed school priorities for next year
2/28/2023	SSC	We shared our priorities with our SSC
1/16/2023	Staff Meeting	Teachers reviewed 21-22 priorities to brainstorm for 22-23
12/23/2022	SSC	Reviewed Fall 22 data
8/25/2022	Families	Review 21-22 Priorities
8/2/2022	PD	Review 21-22 Priorities

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

Budget Summary

Description	Amount	
Total Funds Provided to the School Through the Consolidated Application	\$0.00	
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00	

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)		TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)		TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)		TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)		TBD
21st Century Community Learning Centers (Title IV #4124)		TBD	After School Education and Safety Program (ASES #6010)		TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)		TBD	Early Literacy Support Block Grant (ELSBG #7812)		TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)		TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$0	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$0
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Oakland Academy of Knowledge

School ID: 169

School Description

OAK is a small TK-5 elementary school located in Oakland, California that is a result of OUSD's first-ever colocation and redesign between Howard Elementary School, an OUSD school, and Roses in Concrete Community School, a charter school. The schools worked collaboratively to create a new school that embodies the best of both communities, a school with rigorous instruction grounded in the belief that students should be empowered to bring their unique identities, ancestries, cultures, histories, and experiences into the learning environment.

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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
56.4%	43.6%	19.4%	4.0%	6.2%	1.8%	89.0%	22.9%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
42.7%	3.5%	29.5%	4.4%	0.4%	0.9%	0.0%	7.5%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness:	Data driven instruction
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Early Literacy Measures & Annual Targets									
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Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	40.0%	20.5%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	51.9%	8.0%	<i>not available until Fall 2023</i>	60.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	18.8%	30.6%	<i>not available until Fall 2023</i>	60.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-66.5	n/a	-88.0	<i>not available until Fall 2023</i>	-40.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6.6%	12.4%	<i>not available until Fall 2023</i>	40.0%

Mathematics/Science Measures & Annual Targets									
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Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-80.1	n/a	-99.5	<i>not available until Fall 2023</i>	-60.0
i-Ready Math at or above Mid- Grade (Grades K-5)	All Students	n/a	n/a	8.7%	<i>not available until Fall 2023</i>	40.0%
CAST (Science) at or above Standard	All Students	20.8%	n/a	10.0%	<i>not available until Fall 2023</i>	40.0%

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

School Goal for Targeted Supports for Students feel loved and affirmed Focal Student Groups:						
Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-140.6	n/a	-128.5	<i>not available until Fall 2023</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-72.4	n/a	-100.0	<i>not available until Fall 2023</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	7.1%	12.9%	<i>not available until Fall 2023</i>	30.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-114.4	n/a	-103.1	<i>not available until Fall 2023</i>	-80.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-90	n/a	-112.0	<i>not available until Fall 2023</i>	-60.0
Reclassification Measures & Annual Targets		<i>*Complete</i> Part 1 of ELD Reflection				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.0%	2.3%	9.4%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	5.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement: Family engagement and connectedness						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target

Student Connectedness to School	All Students	70.4%	77.4%	65.9%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	0.5%	n/a	0.7%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	0.9%	n/a	0.7%	<i>not available until Fall 2023</i>	50.0%
Out-of-School Suspensions	Special Education Students	1.8%	n/a	0.7%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	29.3%	26.8%	61.0%	<i>not available until Fall 2023</i>	20.0%
Chronic Absenteeism	African American Students	30.9%	32.9%	61.3%	<i>not available until Fall 2023</i>	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Student centered professional learning communities						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	n/a	79.0%	60.0%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<i>LCAP Goal 1: College, Career & Community Readiness</i>	Strong student growth on interium assessments: Overall 9% increase in students above grade level and 22% near on ELA IABs in upper grades Overall 7% increase in students above grade level on Math IABs in upper grades IReady Reading Growth Overall: Increase 6.2% Mid to Early on Grade Level Decreased 12.5% 2 Grade Levels Below Differeintated literacy groups Kinder Letter Id: 82.5% Mastered Monthly SIPPS MT Participation % of students on target lesson: Kinder 22.5% by EOY should be 62.5% Implementation of new math curriculum	Strong PD/PLC plan, academic alignment across all classrooms, focused cycles of inquiry, utilization of pre and post assessment to plan instruction. First Eureka/ELED cycle focused on curriculum aligned achor charts demonstrating models and strategies consistently advancing across grade level Second Eureka2/ELED cycle focused on academic discourse to show student understanding and ownership Differentiated PDs to support teacher development around supporting students and personal reading growth
<i>LCAP Goal 2: Focal Student Group Supports</i>	Students with IEP academic growth in alginment with overall student growth. Per IReady Overall Reading Growth Non Special Ed 8.6% and Special Ed 7.5%	SIPPS implementation across all grade levels in small groups, progress monitoring, dedicated PLC and collaboration time, professional development.
<i>LCAP Goal 3: Student & Family Engagement</i>	Support all staff to create responsive classrooms and school setting for students	Provide focused PD to support all classrooms and spaces to have tools to support students self regulate
<i>LCAP Goal 4: Staff Supports</i>	Weekly PLCs with rotating focus between ELA, Math, Ethnic Studies, and differentiated instruction Consistent professional learning around instructional practices aligned to walkthrough data	PLC/PD scope and sequence Weekly leadership team walkthroughs focusing on intructionals goals and PD and site alignment with follow up feed back and next steps through Newsletters, PLCs, and coaching.
Focus Area:	Priority Challenges	Root Causes of Challenges

<i>LCAP Goal 1: College, Career & Community Readiness</i>	Lack of consistency across classroom.	Instructional modifications are not always aligned to grade level standards, tension between ethnic studies focus and academic rigor. Lack of focus on student data.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Students significantly below grade level are not making accelerated progress towards grade level mastery	Lack of focus on student data. Lack of understanding on how to scaffold instructions that allows students to engage in the rigor of the work.
<i>LCAP Goal 3: Student & Family Engagement</i>	Chronic absenteeism is high across all student groups.	Lack of understanding from families of the instruction and learning that happens in the classroom that cannot be replicated through packets and independent work. Lack of targeted outreach and support for families around attendance.
<i>LCAP Goal 4: Staff Supports</i>	Support staff are not receiving weekly PD	Lack of support staff pd plan

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Funding is distributed equitably.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

SPSA STAKEHOLDER ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Education Partner Group	Engagement Description
11/14/2022	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2022	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2022	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2023	Faculty & SSC combined	Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
2/6/2023	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on goals and activities to increase SPED student achievement.

Involvement Process for the SPSA and Annual Review & Update:

Date	Education Partner Group	Engagement Description
4/17/2023	Staff Meeting	Teachers reviewed SPSA and provided feedback
4/12/2023	PD	Support staff reviewed SPSA and provided feedback.
2/13/2023	Staff Meeting	Teachers reviewed school priorities for next year
2/28/2023	SSC	We shared our priorities with our SSC
1/16/2023	Staff Meeting	Teachers reviewed 21-22 priorities to brainstorm for 22-23
12/23/2022	SSC	Reviewed Fall 22 data
8/25/2022	Families	Review 21-22 Priorities
8/2/2022	PD	Review 21-22 Priorities

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Oakland Academy of Knowledge

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

Conditions for Student Learning (Connected and Engaged Families and Students): We were able to create strong systems and structures that supported families including consistent communication, relationships with community partners, and resources to families. We were also able to increase student engagement through student leadership structures and aligned classroom support systems.

Standards Based Instruction (Rigorous Tasks Aligned to Focus Standards): We were able to implement consistent administration of pre and post assessment to identify focal standards and students. We were able to support teacher implementation of new core curriculum.

Language and Literacy (Complex Text Based Writing & Discussion): We were able to implement EL Education in all classrooms and provide students access with complex text based writing and discussion. In addition, we were able to increase student's access to culturally responsive texts and activities.

Conditions for Adult Professional Learning (Student Centered Professional Learning Communities): We were able to implement weekly PLCs facilitated by teacher leaders.

Conditions for English Language Learners (Targeted Language Development for all Students): We are able to implement integrated ELD in some classrooms, including language dives, and designated ELD for our newcomer students.

Conditions for Black Students (Ethnic Studies): We were able to implement 2 times weekly ethnic studies blocks. Teachers have collaboratively developed ethnic studies lessons aligned to our ethnic studies scope and sequence.

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

Conditions for Student Learning (Connected and Engaged Families and Students): We will continue our work around family engagement and connectiveness but have expanded the work to developing our student engagement and connectiveness through PSIS implementation.

Standards Based Instruction (Rigorous Tasks Aligned to Focus Standards): We will continue our work around ensuring all students have access to data driven rigorous tasks but have expanded the work to encompass all content areas (math and foundational skills)

Language and Literacy (Complex Text Based Writing & Discussion): We will continue our work around complex text based writing and discussion in classrooms but

Conditions for Adult Professional Learning (Student Centered Professional Learning Communities):

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

Conditions for Black Students (Ethnic Studies)

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.

Changes that will be made.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)	Based on this evaluation, what will you change, continue, or discontinue? Why?
0.3 TSA	SBAC ELA Distance from Standard Met	Supported ELL reclassification Release teachers for observation and feedback	Additional teacher support around reclassification has allowed us to reclassify significantly more students 9.4% vs 2.3% the previous year.	Based on this evaluation we will continue to fund a TSA to support focal students and teacher.
0.5 Attendance Clerk	Chronic Absenteeism	Family outreach around attendance; Manage attendance procedures for the school; Support teachers around attendance; Facilitate Attendance Team Meetings; Schedule and facilitate SARTS.	Attendance clerk assisted in addressing chronic absenteeism across all student groups. Based on observation, the attendance procedures created were instrumental in increasing the outreach and support to families around attendance.	Based on this evaluation we will continue to fund a 0.5 attendance clerk.

Technology	SBAC Math Distance from Standard Met	Supported student access to online instructional programs and learning Supported small group instruction in the classroom Supported teachers in ensuring all students have access to engaging and interactive learning	Increased access to technology provided enriched learning experiences for students. Every classroom now has a chromebook cart, student headphones, and other technology supplies. 9 classrooms now have Smartboards an increase of 7 classrooms from the previous year.	Based on this evaluation we will continue with expanded student and staff access to technology
Field Trips	Student Connectedness to School	Funded buses for all classrooms to take at least one off campus field trip.	Everyone classroom has completed or scheduled a field trip aligned to grade level standards.	Based on this evaluation we will continue to fund field trips for students.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Oakland Academy of Knowledge

School ID: 169

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Academic Discourse that promotes student ownership and independence.

School Theory of Change: If classrooms provide instruction prioritizing participation in rigorous academic discourse that encourages students to engage in collaborative meaning-making and builds students capacity to engage in high level tasks and assessments, then we can accelerate all student groups to meet grade-level standards on all assessments.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will backwards plan to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	The leadership team will provide professional development around school-wide discourse practices/norms aligned to the common core instructional shifts that support all students, including students with IEPs The leadership team will collaborate with teachers twice weekly (individually and in PLCs) to support the internalization of lessons and academic discourse practices and norms.	Teacher lesson plans Observation notes and feedback IAB iReady PD/PLC Agendas		Tier 1

1-2	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	The leadership team, in collaboration with teachers, will develop school-wide aligned expectations and structures that create the conditions for student discourse. The leadership team will focus on continuous cycles of inquiry for strategies that facilitate opportunities for student discourse in all content areas.	Classroom schedules PLC agendas and notes		Tier 1
1-3	Teachers will facilitate student discourse grounded in complex text or math tasks using strategic questioning, a variety of discourse protocols, and a focus on student, not teacher talk to support learning for ALL students.	The leadership team will model discourse strategies during PD and PLC. The leadership team will observe and provide specific, timely feedback on the implementation of Strategic Questions, TDQs, and academic discussion protocols.	PD agenda and notes		Tier 1
1-4	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	The leadership team will provide professional development and collaboration time for the development of culturally sustaining communication strategies and structures that incorporates students' home languages, cultures, and ancestries.			Tier 1

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

School Priority: Data driven differentiated instruction

School Theory of Change:		If all classrooms provide data-driven tiered instruction that allow students to receive differentiated support aligned to their identified needs, then we can accelerate all student groups to meet grade-level standards and increase the number of students who show mastery on assessments.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will collect and utilize multiple measures to assess student progress, including standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data), and culturally responsive measurements that focus on student wellness	The leadership team will create a site assessment calendar, including formal and informal assessments. The leadership team will collaborate with teachers to create meaningful informal data collection structures aligned to district scope and sequence. The leadership will facilitate data conferences and provide PD and PLC structures to support teacher efficacy and development around data.	Assessment calendar		Tier 1

2-2	Teacher will engage in inquiry cycles where they analyze student data, deepen their understanding of grade level standards tier students based on assessment data to ensure that all students receive needed support aligned to their needs. Teachers will choose five focal students representing each tier per trimester to monitor and reflect on their academic progress grounded in student work samples, recorded or scripted academic discussions, or assessment data to analyze and plan for next steps.	The leadership will facilitate data conferences and collaborate with teachers to tier students and identify focal students. The leadership teams will PD and PLC structures to develop teacher understanding of assessment and data to increase teacher efficacy.	PLC and Data conferences notes PD calendar and agendas Observation and feedback notes		Tier 1
2-3	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	Leadership will provide regular observation and feedback focused on high quality implementation of SIPPS and student ownership Leadership will meet with teachers and tutors to do data analysis of Mastery Tests and student development of instructional routines to determine instructional shifts.	SIPPS Mastery Test iReady Phonics data		Tier 1
2-4			Student work Improved i-Ready proficiency Classroom observation Standard Mastery		

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		Family engagement and connectedness			
School Theory of Change:		If we provide a school environment that empowers students and families to be active participants and leaders of celebrations, communication, and activities then all students and families will feel empowered to be part of their student's academic success and will result in an increase in active student engagement in learning and a decrease in chronic absences.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Staff will support the communication and involvement of families via newsletters, family conferences, grade level activities and school-wide events and meaningfully engage with families to increase family engagement and empowerment.	The leadership team will identify two or three schoolwide practices to move as a school from inform/consult to co-production and partnership on the Hart's Ladder of participation. We will develop systems that empower families daily, weekly, and monthly.	Newsletters Family conference sign-ups OAK Instagram page and other Social Media Platforms Family surveys Participation Rates Instagram page		
3-2	Staff will collaborate internally and with outside partners to ensure families and students have access to the resources they need ensuring students are able to consistently attend school.	The leadership team will develop and implement short and long-term plans for family and community empowerment tailored to the community's needs and focused on wellness, resources, engagement, and education.	List of partnerships Community Calendar Family Engagement Plan		
3-3	Staff will implement consistent PBIS practices in all learning spaces to ensure all students have a empowering, positive and aligned school experience	The leadership team provide professional development and feedback around PBIS practices	Walkthrough Checklists		

3-4	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	Leadership will organize and provide professional development for staff to develop relationship-building practices that empower families to be active advocates in their children's learning.	CHKS survey Teacher family engagement logs		
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:		Student centered professional learning communities			
School Theory of Change:		If we develop professional learning communities that build upon existing structures and center adult learning around both student results and educators' reflections on their biases and their expectations for students, then we will see a culture shift where PLCs improve teacher practice and lead to increased outcomes for students.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	All staff will engage in PLCs with clear outcomes, norms, and goals focused on staff development and student learning and growth..	The leadership team will train and support PLC leads to facilitate PLCs grounded in student work with collaboratively developed norms, goals, and agendas. The leadership team will attend and support weekly PLCs and support staff with setting goals and The leadership team will collaboratively create PLC agendas related to specific cycles of inquiry and a scope and sequence. .	PLC Agendas and Meeting Notes PLC visions, norms, and goals		Tier 1

4-2	All staff will participate in PLC inquiry cycles aligned to school data, staff need, Ethnic Studies principles, arts integration work, and culture and climate focus areas.	The leadership team will develop an inquiry cycle PLC calendar aligned to school instructional needs and assessment and observational data. The leadership team will develop inquiry questions rooted in Ethnic Studies principles. The leadership team will prioritize PLC time which will lead into continued focused collaboration on Wednesdays to maximize adult learning and planning. .	PLC Meeting Notes and next steps		Tier 1
4-3	All staff will participate in anti-racist PLCs that result in improved vertical and horizontal alignment around instruction and climate and culture practices and allow them to reflect on their experiences and biases and collaborate to support all students' wellness and achievement.	The leadership team will identify high-leverage strategies that support instruction and climate and culture. The leadership team will schedule time for all staff to engage both vertical and horizontal PLCs groups The leadership team will provide PD and PLCs and in collaboration with an Ethnic Studies leads to facilitate educators' reflections about racism, white privilege, anti-Blackness, and their expectations for students of color..	PLC plan and calendar		Tier 1

4-4	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction. Teachers will bring varying types of data to weekly PDs and PLCs to share strengths and analyze places for improvement and will work with coaches in PLCs to assess student talk to determine next steps.				
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CONDITIONS FOR BLACK STUDENTS (instructions & resources)					
School Priority:		Focus Area: Love and Affirmed			
School Theory of Change:		If all black students are provided with both integrated and designated ethnic studies that places an emphasis on Black, Indigenous, People of Color (BIPOC)'s community, history, heritage, struggles, and accomplishments, builds a culture of celebrating Blackness in all aspects of school: academic content, celebrations and ceremonies, family and community participation, and school environment and brings the Black experience into focus for our staff and students then all Black students will feel love and affirmed and develop the confidence, knowledge and skills to be successful.			
Related Goals:		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Teachers will utilize an Ethnic Studies lens and community responsive approach in curriculum planning and instruction, which will heavily take into consideration and highlight the Black Experience: book selection, how things are covered, multiple learning modalities, and more	The Leadership team will plan specific PDs and designated PLC times on the calendar which will have check points and deliverables to look over, reflect on, and direct future PDs and PLCs. The Leadership team will also devote time in their meetings to look over and discuss progress and evidence, as well as, plan collaborative times for staff in meetings.	Designated Ethnic Studies lesson plans and units will be gone over through PLC times and meetings. Highlighted literature and books "on display" accompanying room environments that feature and highlight Black folk, stories, and accomplishments. Mandated Curriculum will be looked through and planned to uplift and highlight areas where this is already embedded into, or can be supplemented.		
5-2	Designated Ethnic Studies times will be used to incorporate, connect and bridge, develop, and highlight the Black Experience including moments of fostering a culture of affirmation, acknowledgement, respecting, and celebration.	The Leadership team will collect and share "best practices" amongst staff and community. Continued PDs designated for implementation of Ethnic Studies will be held once a month, and alignment with the OUSD Equity Department work will be distributed and shared. Leadership walkthroughs will inform and provide evidence to address in future meetings and PDs.	Designated Ethnic Studies time will show student collaboration, circling and culture building with activities that will showcase our overall culture and affinity. Room environment and artifacts will also evidence this.		

5-3	Teachers will include opportunities to involve families and community members as participants, consultants, presenters, and workshop leaders to create authentic moments and honor the expertise and experiences. By doing this, Teachers will not have to shoulder the load of expertise, especially if they are not coming from a place of experience.	The Leadership team along with the Community Schools Manager will develop a resource list for staff to draw from. A protocol for guests and visitors will be created to provide opportunities to families and community to participate. Community and school events will be planned with and for the entire school community.	Invited family and community workshops and presentations will be set up and shared amongst the grade levels and will be evidenced by teacher created activities, projects, and work samples. Students will reflect on their experiences with invited guests (through Zoom or in person).		
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Integrated and Designated ELD practices				
School Theory of Change:	If we implement student centered designated and integrated ELD practices that honor and uplift students' home languages, are aligned to ELD standards and support language development of our English learners and academic language learners then all ELL students will be reclassified by 4th grade.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS 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.	The leadership team will develop and reinforce structures that support daily designated ELD instruction through aligned classroom schedules. The leadership team will provide professional development around designated ELD practices	Observational Data Classroom Agenda/Schedules Lesson Plans		Tier 2
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	Leadership team will provide professional development, observation, and feedback to support integrated ELD practices. The leadership team will provide PD around unpacking language demands of academic tasks and designated PLC time to unpack the language demands or tasks	Observational Data Classroom Agenda/Schedules Lesson Plans		Tier 1

6-3	Teachers and staff will provide students with speaking and listening opportunities through student talk and academic discussion that will provide students opportunities to showcase and celebrate their personal experiences, cultural backgrounds, ancestors, and home languages and families will be invited to engage in a literacy project to feel empowered to support their students at home and increase connection and relevance.	Leadership team will provide professional development and collaboration time focused on the development of speaking and listening tasks that are rooted in students' personal experiences, cultural backgrounds, and home languages.	Observational Data Classroom Agenda/Schedules Lesson Plans		Tier 1
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MTSS (Multi-Tiered System of Support) Plan

Directions:

Please review the [OUSD Multi-Tiered Systems of Support \(MTSS\) Framework](#) for guidance on what your plan should include. You can review this [sample planner](#) for additional ideas. Below please identify the systems and teams that will be utilized to implement MTSS at your school site.

RECOMMENDATION: Use the [Planning & Budget Investment Menu](#) to determine what investments/resources can support with your MTSS Implementation Plan.

	Tier 1	Tier 2	Tier 3
Continuum of Supports	<i>Evidence-based practices are accessible by ALL students where the integration and implementation of UDL and differentiated instruction support academic, behavior, social-emotional, AND mental health development.</i>	<i>Additional services are provided to some students to support academic, behavior, SEL, and/or mental health through the integration and implementation of UDL and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.</i>	<i>Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of UDL and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.</i>

Academic (At each tier) • What team(s) will review data at the school and classroom level? • What data will be used to measure impact and identify students for additional supports? • How will you monitor and improve practices at each Tier?	Principal & Design Team coordinate & monitor: 1) Backwards planned Standards-aligned units, lessons, tasks and assessments. 2) Explicit foundational literacy instruction K-2 3) Teachers provide differentiated small group instruction during class time 4) Public Exhibitions of Learning 3x/yr	Principal & COST coordinate & monitor: 1) SSTs with families & support team 2) Referral to After School Program for academic support 3) Academic Toolkits	Principal, COST, SpEd team coordinates & monitors: 2) Individual Plans: IEPs, 504s, Behavior Support 3) 1:1 Instruction with RSP, IAs, tutors
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Positive Climate & Culture (At each tier) • What team(s) will review data at the school and classroom level? • What data will be used to measure impact and identify students for additional supports? • How will you monitor and improve practices at each Tier?	Principal & Climate & Culture Team coordinate & monitor: 1) Community Agreements are taught, practiced, reinforced, acknowledged & celebrated. 2) Whole School Welcome Ritual 2x/week to create belonging & reinforce Community Agreements 3) Morning Meetings 5 x/week include welcoming and connecting rituals & SEL curriculum. 4) Every classroom has a Peace Space for reflection and regulation. 5) Parent engagement, education, & support: Community School Manager 6) RJ Facilitator Most of our student conflicts happen during recesses, and often spill into afternoon learning. In order to maximize instructional time and teach our students to play safely and resolve conflicts peacefully, we need a school wide program to develop inclusive play and conflict/problem solving.	Principal & COST coordinate & monitor: 1) SSTs with families & support team 2) Check in, Check out 3) Social Skill & Counseling Groups 1) Data driven short term additional skill based Small Group Instruction during the day: need .5 interventionist 2) Full time tutor to support foundational skills instruction.	Principal & COST coordinate & monitor: 1) Individual Plans & Goals: IEPs, 504s, Behavior Support 2) 1:1 Counseling 3) Safety Plans
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Attendance (At each tier) • What team(s) will review data at the school and classroom level? • What data will be used to measure impact and identify students for additional supports? • How will you monitor and improve practices at each Tier?		SART	SARB
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Enrollment Plan

Directions: Please review the [Enrollment Strategy Rubric](#) to support your reflection and planning for your site's recruitment strategy. Below, review your projections for the upcoming year and consider your short term and long term goals around recruitment and sizing. Fill in **columns B, D, and F** for your appropriate grade levels.

Current Enrollment Projections		Optimal 2023-24 Enrollment Goals		3-5 Year Enrollment Goal	
<i>(Refer to your 23-24 projections email sent in Fall 2022.)</i>		<i>(Does your projection reflect where you want your school/grade size to be?)</i>		<i>(If you have plans/wishes to grow your programming, where would you like to see it in 3-5 years?)</i>	
Grade	22-23 Projection	Grade	22-23 Goal	Grade	3-5 Year Goal
TK	24	TK	24	TK	24
K	34	K	48	K	48
Grade 1	40	Grade 1	48	Grade 1	48
Grade 2	53	Grade 2	48	Grade 2	48
Grade 3	40	Grade 3	48	Grade 3	48
Grade 4	41	Grade 4	60	Grade 4	60
Grade 5	53	Grade 5	60	Grade 5	60
Grade 6		Grade 6		Grade 6	
Grade 7		Grade 7		Grade 7	
Grade 8		Grade 8		Grade 8	
Grade 9		Grade 9		Grade 9	
Grade 10		Grade 10		Grade 10	
Grade 11		Grade 11		Grade 11	
Grade 12		Grade 12		Grade 12	
Total	285	Total	336	Total	336

Reflection on Enrollment Trends and/or Changes from Previous Year	Key Outreach & Engagement Activities for Upcoming Year <i>(List at least two with approximate dates)</i>	Qualitative/Narrative Enrollment Goals <i>Goals around any of these specific factors: Neighborhood, Demographics, Grade, SDC</i>	Enrollment Team Members
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<i>Example:</i> - We are enrolling more: neighborhood students, students from “x” school - We lost a handful of students in 7th grade, maybe due to: - We could do better at reaching out to 5th grade teachers sooner and getting them excited about our programs	<i>Example:</i> - Student walking tour (November 1) - Virtual Family Tour (November 15th) - Open house (November 20, 24th)	<i>Example:</i> - We've noticed an increase of Arabic-speaking families in the neighborhood and want to make sure our enrollment reflects this. We plan to do some community walks to engage with store-owners and hope to build partnerships that will improve our awareness and service to this particular group	<i>Example:</i> - CSM Barbara Walters - AP Bruce Wayne
Response: Our enrollment trajectory is positive and has been this year. We are intentional on how we welcome new families into our community for them to feel seen, valued and heard. We did home visits in the summer for families that were incoming to the school to be able to answer any questions about the school, our offerings, our services and getting acclimated to the school environment. Families had the option to meet on campus, via zoom, or at a local park near them. During the home visits I also shared with families what grades we still had openings for. We have also seen a growing trend of newcomer students in our 2/3 grade level band.	Response: Family Tours (November, December, January) Preview Day (February 4) Family Welcome Social (March 22) Help Grow OAK Event (February 24) Family BBQ (August 5)	Response: We have shared with our families that we are in open enrollment. We have also engaged with some of the preschools and day cares near us to provide information. We created a 1st-5th grade flyer to support some of the day cares that have Kinder offering. We plan to continue home visits, targeted outreach, phone calls after offers go out, and creating a family and student centered experience for anyone that is offered a seat at OAK.	Response: - CSM , Leslye Salinas - Principal, Nikki Williams

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2023-24								
School Name:	Oakland Academy of Knowledge			Site #	169	Date		
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.								
Community School Implementation Team - members that contributed to this document <i>(add additional names at the end of form as needed)</i>	NAME			ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))		EMAIL		
	Leslye Salinas			CSM		leslye.salinas@ousd.org		
	Nikki Williams			Principal		nikki.williams@ousd.org		
	Jen DeMara			Early Literacy Coach		jennifer.demara@ousd.org		
	Karissa Cognata			TSA		karissa.cognata@ousd.org		
School Demographics								
Special Populations	% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
	56.4%	43.6%	19.4%	4.0%	6.2%	1.8%	89.0%	22.9%
Student Population by Race/Ethnicity	% Black/ African-American	% American Indian/ Alaskan Native	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% White/Caucasian	% Multiracial
	42.7%	0.0%	29.5%	4.4%	0.4%	0.9%	3.5%	7.5%
OUSD CCSPP GRANT OBJECTIVES: Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. Priority 2: Creating Joyful Schools . Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. Priority 3: Strengthening Student and Family Engagement . Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. Priority 4: Increasing Opportunities for Academic Innovation and Acceleration . Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready.								
COMPREHENSIVE COMMUNITY SCHOOL PRIORITY ANALYSIS								
PRIORITIES	Describe whole school successes from Year 1			Describe whole school challenges from Year 1		<i>Deepest Underlying Cause</i> What are some of the reasons why we have these challenges?		
Collaborative Leadership								
Joyful Schools								

Student Engagement	Able to provide one cycle of social skills group for all 13 classrooms	Building capacity to increase our social skills group to be able to provide social emotional intervention for more kids.	
Family Engagement			
Academic Innovation & Acceleration	Daily small groups for academic intervention and support our growing newcommmer population. Was able to support students 1:1.	Finding ways to support and provide appropriate professional development for para educator to be able to help students grow academically.	

YEAR 1: 2022-2023: STRATEGIC ACTION REFLECTION

PRIORITIES	YEAR 1 Strategic Actions What key strategic actions to support developing a community school were implemented in Year 1? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2023 What evidence (qualitative and/or quantitative) shows progress towards your goals?	22-23 Budget Resource
Collaborative Leadership			
Joyful Schools			
Student Engagement			
Family Engagement			
Academic Innovation & Acceleration			

YEAR 2: 2023-2024 STRATEGIC ACTIONS

PRIORITIES	YEAR 2 Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2024 What evidence (qualitative and/or quantitative) will you look for to know you are successful?
Collaborative Leadership		
Joyful Schools		
Student Engagement		
Family Engagement		
Academic Innovation & Acceleration		

2023-2024 Budget - RESOURCE 6332

CCSPP Priority (please select from drop down)	Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below: - What is the specific expenditure or service type? (explicitly describe the expenditure, no vague language, and quantify if applicable) - How does the specific expenditure or service type support CCSPP priorities: Collaborative Leadership, Joyful Schools, Student Engagement, Family Engagement, Academic Innovation & Acceleration, Teacher Professional Development/Support, Supplies	COST (will autopopulate once budget session is complete)	OBJECT CODE (will autopopulate once budget session is complete)	OBJECT CODE DESCRIPTION (will autopopulate once budget session is complete)	POSITION TITLE (will autopopulate once budget session is complete)	FTE (will autopopulate once budget session is complete)
		#N/A				

[illegible]

TOTAL	#VALUE!
Y1 CCSPP AWARD (see award letter)	
BALANCE	#VALUE!

STAKEHOLDER FEEDBACK FORM

SUBMITTED STAKEHOLDER FEEDBACK FORMS

Submit Stakeholder Feedback Forms from the initial Stakeholder Meeting. [Link to Forms](#)

Date Submitted:

Community Stakeholder engagement is meant to be formative and ongoing. Share a few ways in which your school will engage with community stakeholders in 2023-2024.

APPROVED BY CSSS

DATE

CSSS COMMENTS:

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
#REF!									Chronic Absenteeism	The leadership team will identify two or three schoolwide practices based on community/family needs and develop systems that engage families daily, weekly, and monthly. The leadership team will gather and review family and community engagement data to track and analyze whether the community and families feel connected to the school.	169-1
									Chronic Absenteeism	The Leadership team along with the Community Schools Manager will develop a resource list for staff to draw from. A protocol for guests and visitors will be created to provide opportunities to families and community to participate. Community and school events will be planned with and for the entire school community.	169-2

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									SBAC Math Distance from Standard Met	Teacher will engage in inquiry cycles where they analyze student data, deepen their understanding of grade level standards tier students based on assessment data to ensure that all students receive needed support aligned to their needs. Teachers will choose five focal students representing each tier per trimester to monitor and reflect on their academic progress grounded in student work samples, recorded or scripted acadmemic discussions, or assessment data to analyze and plan for next steps.	169-3
									ELL Reclassification	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	169-4

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									Student Connectedness to School	The Leadership team along with the Community Schools Manager will develop a resource list for staff to draw from. A protocol for guests and visitors will be created to provide opportunities to families and community to participate. Community and school events will be planned with and for the entire school community.	169-5
									Student Connectedness to School	The Leadership team will collect and share "best practices" amongst staff and community. Continued PDs designated for implementation of Ethnic Studies will be held once a month, and alignment with the OUSD Equity Department work will be distributed and shared. Leadership walkthroughs will inform and provide evidence to address in future meetings and PDs.	169-6

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									Student Connectedness to School	The leadership team will develop and implement short and long-term plans for family and community engagement tailored to the community's needs and focused on wellness, resources, engagement, and education.	169-7
									SBAC Math Distance from Standard Met	The leadership team will model discourse strategies during PD and PLC. The leadership team will observe and provide specific, timely feedback on the implementation of Strategic Questions, TDQs, and academic discussion protocols.	169-8
									Student Connectedness to School	Leadership team will provide professional development and collaboration time focused on the development of speaking and listening tasks that are rooted in students' personal experiences, cultural backgrounds, and home languages.	169-9

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									SBAC ELA Distance from Standard Met	Teachers will backwards plan to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	169-10
									i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-11

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-12
									i-Ready Math at or above Mid-Grade	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	169-13
									i-Ready Math at or above Mid-Grade	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	169-14

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									SBAC Math Distance from Standard Met	Teacher will engage in inquiry cycles where they analyze student data, deepen their understanding of grade level standards tier students based on assessment data to ensure that all students receive needed support aligned to their needs. Teachers will choose five focal students representing each tier per trimester to monitor and reflect on their academic progress grounded in student work samples, recorded or scripted acadmemic discussions, or assessment data to analyze and plan for next steps.	169-15

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									ELL Reclassification	The leadership team will develop and reinforce structures that support daily designated ELD instruction through aligned classroom schedules. The leadership team will provide professional development around designated ELD practices	169-16
									Chronic Absenteeism	The Leadership team will collect and share "best practices" amongst staff and community. Continued PDs designated for implementation of Ethnic Studies will be held once a month, and alignment with the OUSD Equity Department work will be distributed and shared. Leadership walkthroughs will inform and provide evidence to address in future meetings and PDs.	169-17

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									Chronic Absenteeism	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	169-18
									SBAC Math Distance from Standard Met	Teachers will backwards plan to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	169-19
									i-Ready Reading at or above Mid-Grade	Teachers will facilitate student discourse grounded in complex text or math tasks using strategic questioning, a variety of discourse protocols, and a focus on student, not teacher talk to support learning for ALL students.	169-20

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									Student Connectedness to School	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	169-21
									Student Connectedness to School	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries.	169-22
									i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-23

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-24
									i-Ready Reading at or above Mid-Grade	Teachers will implement daily foundational reading skills instruction aligned to student data (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum and regularly progress monitor and analyze SIPPS mastery test data ensuring all students are reading in grade level by 2nd grade.	169-25

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									Student Connectedness to School	The leadership team will identify two or three schoolwide practices based on community/family needs and develop systems that engage families daily, weekly, and monthly. The leadership team will gather and review family and community engagement data to track and analyze whether the community and families feel connected to the school.	169-26
									i-Ready Reading at or above Mid-Grade	Leadership will provide regular observation and feedback focused on high quality implementation of SIPPS and student ownership Leadership will meet with teachers and tutors to do data analysis of Mastery Tests and student development of instructional routines to determine instructional shifts.	169-27

PROPOSED 2023-24 SCHOOL SITE BUDGET
Site Number: 169

School: Oakland Academy of Knowledge

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary		\$0	\$0	\$0
LCFF Supplemental		\$0	\$0	\$0
Title I, Part A Schoolwide Program		\$0	\$0	\$0
Title I, Part A Parent & Family Engagement		\$0	\$0	\$0
Title IV, Part A Student Support & Academic Enrichment		\$0	\$0	\$0
Comprehensive Support & Improvement (CSI) Grant		\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant		\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)		\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget		\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1			\$0	\$0
Measure N			\$0	\$0
Salesforce Principal Innovation Fund		\$0	\$0	\$0
PTA/PTO Donations		\$0	\$0	\$0
Other Donations		\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant		\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)		\$0	\$0	\$0
California Community Schools Partnership Program			\$0	\$0
California Partnership Academies (CPA)				
Oakland Public Education Fund		\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
									i-Ready Math at or above Mid-Grade	Teachers will facilitate student discourse grounded in complex text or math tasks using strategic questioning, a variety of discourse protocols, and a focus on student, not teacher talk to support learning for ALL students.	169-28
									Student Connectedness to School	Staff will implement consistent PBIS practices in all learning spaces to ensure all students have a positive and aligned school experience	169-29