

SCHOOL QUALITY REVIEW REPORT

FOR

SANKOFA ACADEMY

581 61st Street, Oakland CA 94609

Oakland Unified School District

Principal: Monique Brinson

2011-2012

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BACKGROUND TO THIS YEAR'S PILOT WORK

During 2010-2011, fourteen task forces were formed with representation from a variety of stakeholders ranging from students and parents, to teachers, administrators, and community partners throughout Oakland. The Quality Community Schools Development Task Force was formed to define and set out a work plan to move the community toward a common vision of quality in Oakland's schools.

The Quality Community Schools Development Task Force created a set of School Quality Standards, comprised of seven Key Conditions delineating seventy-two Quality Standards. This work incorporates findings from other task forces (Teaching Effectiveness, Effective Leadership, Full Service Community Schools, Experience and Achievement, and African American Male Achievement) that were also addressing elements of quality in schools. At the end of the year, the School Quality Standards and the School Quality Review process were incorporated into the District Strategic Plan, which was adopted by the OUSD Board of Education in May 2011.

The 2011-2012 school year is year 1 of School Quality Review implementation. One goal of the Quality Community Schools Development office for year 1 is "to implement a successful pilot of 15 schools for School Quality Reviews across 3 regions in grades K-8." In this "pilot" year, with its emphasis on design and capacity building, the School Quality Review Office, with counsel from the Executive Officers and other district leadership, made a few strategic decisions about the content and process of the reviews—decisions that make this year's reports different from future reports.

- While the adopted School Quality Standards are organized into seven broad categories, which are called "Quality Indicators," this year's data collection and written findings have focused on five of the seven Quality Indicators. See the Rubric Analysis section in the Findings for further detail.
- Within these five Quality Indicators, this year's data collection and written findings also has focused on select, "high leverage" school quality standards, not every standard. Again, see the Rubric Analysis section in the Findings for further detail.
- The rubrics for assessing a school's development toward each standard are of 2 different designs. The decision was to pilot each design this year and then, after evaluating each design's strengths and weaknesses, to commit to one design going forward. Again, see the Rubric Analysis section in the Findings for further detail.
- The Summary Narrative in each Findings Report will vary in its structure from report to report. Again, the decision was to pilot different versions of the Summary Narrative and then, after evaluating each version's strengths and weaknesses, to commit to one structure going forward.

Finally, in an effort to align the School Quality Review Office’s work with the larger District as it implements various parts of the Strategic Plan, this report mirrors language from the Community Schools Strategic Site Plan, using the term “Quality Indicators” rather than “Key Conditions” to identify the broad categories into which the standards are organized. Note that:

- Quality Indicator 1 – Quality Learning Experiences for All Students – is Key Condition 2 in the original School Quality Standards, as adopted by OUSD’s Board in May 2011.
- Quality Indicator 2 – Safe, Supportive, & Healthy Learning Environments – is Key Condition 3 in the original version.
- And so forth, such that Quality Indicators 1-5 represent Key Conditions 2-6 in the original version.

SOURCES OF DATA

The School Quality Review team spent three days at Sankofa Academy (January 23-25, 2012) observing classrooms, school-wide activities, and various parts of the campus inside and outside the building. The SQR team observed a variety of meetings and interviewed (individually or in groups) students, parents, teachers, classified staff, administrators, volunteers, and community partners. The team also reviewed information from the School’s Self-Reflection, data available through the California Department of Education and the District, and data and documents provided by the school. Specifically, the team drew on:

- School-provided documents (Vision documents, meeting agendas and notes, curriculum documents, assessment samples and analysis, office referrals, etc.)
- School Self Reflections filled out by teachers, parents, principal
- Public and District data (Standardized test data, attendance, discipline, etc.)
- 18 classroom observations of 12 teachers
- Observations of After School Program classes
- Meeting observations (SSC, SPT, Staff Meeting)
- Campus Observations (before and after school, recess, lunch, Morning Circle, etc.)
- Interviews and Focus Groups with teachers, parents, students, principal, custodian, administrative assistant, cafeteria manager, Intervention Specialists, ASP staff, Representatives of partner organizations

PART 1: THE SCHOOL CONTEXT

OVERVIEW

Sankofa Academy is a small PreK-5 grade school located in the Bushrod section of North Oakland, currently serving 245 students primarily from North and West Oakland. The school is housed in the old Washington Elementary School building on 61st Street and Shattuck Avenue. Sankofa Academy opened in 2005 as one of the district's "New Small Autonomous Schools", with an explicit vision, *"Sankofa Academy emphasizes student empowerment and academic achievement. All students are empowered to master literacy, numeracy, science, social studies, and technology. Our students become critical thinkers, strong leaders, and positive members of their local and global communities."*

In an afternoon science lesson, the room is quiet as each student draws silently, referring to the textbooks and notes they have out on their desks. On the whiteboard, the instructions say, "Igneous Rocks, Sedimentary Rocks, Metamorphic Rocks. Draw an illustration that shows the process in which each type of rock is formed." The teacher walks around the neat rows of desks, checking on each student's work. She engages them quietly, *"You're showing the weathering process here. Are you going to show the other way sedimentary rocks are formed?"* The rest of the class continues to work silently as her conversation continues. Crouching next to another student on the other side of the room, she asks, *"More than visuals, you prefer to write the information, yes? That's fine, as long as you know which way is best for you."* The room is quiet, serious, and studious. The teacher immediately interrupts any side conversations or off task behaviors, and reminds students of the expectations. After another few minutes, she has students turn to a partner and explain one of their pictures – giving each child an opportunity to review and articulate the content they're expected to learn.

The majority of Sankofa's 245 students are African American (74%), with 9% Latino, 2% White, 7% Asian, with 8% Mixed/Other or declining to state. Sixty four percent of the student population is designated as socio-economically disadvantaged, and four percent are designated English Learners (EL). Eleven percent of the students receive Special Education services, either through Resource program or through the school's four highly regarded Special Day Autistic Spectrum classes.

Interestingly, the majority of Sankofa's students do not live within its district defined attendance boundaries. Fully 88% of Sankofa students come from all over Oakland, drawing students who would otherwise attend Santa Fe, Emerson, and other elementary schools. The Oakland Unified School District students who do live in Sankofa's official attendance area overwhelmingly attend Peralta Elementary School. The student attendance rate at Sankofa is 94.6%.

The school currently has 8 General Education classrooms, (K, K/1, 1, 2, 3, 4, 5) as well as an integrated General Education/Special Needs Pre-School. The fourth and fifth grade classes are cored, so that one teacher teaches Math and Science to 4th and 5th graders and the other

teachers English and Social Studies to those same students. This structure not only leverages the strengths of each teacher, but begins to prepare students from middle school, where they will have multiple teachers each day. The school also has an autistic spectrum program consisting of 3 Special Day Classes (Pre-K, K-2 and 3-5).

The adults in the building represent the various partnerships the school has created to serve its students, most notably with OUSD's PEC Department, Bay Area Community Resources (BACR) which provides afterschool and family liaison staff, and Lincoln Child Center which provides Medi-Cal based mental health counseling. The partnership with the District's PEC Department provides the 3 Special Day Class teachers, the Pre-School Special Education teacher, as well as a Resource Specialist, 2 Intervention Specialists, 4 Aides to the Handicapped, and a Resource Instructional Assistant. The Extended Day Director supervises 12 after school staff. The school has also created partnerships with several volunteer organizations to provide additional mentoring and tutoring.

Consistent with other new small schools in the district, Sankofa has experienced significant staff turnover. Principal Monique Brinson is the school's second leader, and is in her third year at Sankofa. Of the 12 teachers (8 Gen Ed, 3 SDC, 1 RS), 2 remain from the school's founding staff 7 years ago, 5 are in their second year at the school, and an additional 5 teachers are in their first year at Sankofa. Four of the teachers who've joined the staff in the past two years are veterans.

Given the enormous turnover, there is a strong, positive staff culture and remarkable coherence across the school. As one long-term member of the school community commented, *"The new Sankofa feels good, we have more connections to the district, and more volunteers... Sankofa is undergoing changes, but some of the basic ideas – Circle and Students as Scholars – are the same."*

Principal Monique Brinson took over the school in its fifth year with energy, enthusiasm, and support of the original vision. She was determined not to let the school close, and over the past two years, has led the school to double its enrollment, increase its API by 33 points, paint and refurbish the outside and inside of the building, and revamp the school's yard to include attractive new play structures and green space.

In addition to adding new students to all of its existing classes, the school has added new programs. The school now houses a full PreK-5th grade Autistic Spectrum program and a Pre-School, in addition to its General Education K-5 offerings. When OUSD decided to close the Tilden Special Education Elementary campus in 2010, Principal Brinson welcomed three of the Autistic Spectrum Special Day classes. In August 2011, she added an integrated Pre-School co-taught by a General Education and Special Education teacher. Next fall, the school will add a 6th

grade with 27 of its 28 current 5th graders who already turned in paperwork to the district to be part of next year's 6th grade expansion.

Principal Brinson has created a number of strategic partnerships with local organizations which help fill in the gaps in programming and services available to her students under the State's and District's allocations.

Principal Brinson has a strong instructional vision and background, and enlisted Performance Fact to help the staff create the Instructional Theory of Action that continues to guide their work. (See the Theory of Action listed below in the "Initiatives" section.) She has maintained a relentless focus on instructional practice, and has created a culture of data-driven decision making and planning. She provides hands-on coaching and support to teachers in addition to guiding a coherent professional development program.

The school has multiple interventions designed to accelerate students who are behind academically. Based on CST and DIBELS data, students are targeted to receive intervention support through pull-out and push-in individual and small group teaching.

Sankofa Academy's history and transitions since opening in August 2005

The school had a somewhat rocky first few years, the most challenging of which was the year they took in an entire cohort of 6-8th graders when the district closed a nearby middle school. The staff, parents, and students realized that the school did not have the infrastructure in place to meet those students' needs, and the district reassigned them to other middle schools the following year.

While Sankofa suffered from declining enrollment at that point, and was on a potential school closure list four years ago, the school has made dramatic progress both in academic achievement and in enrollment, and is now slated to expand into a PreK-8 school over the next three years.

Sankofa has grown from 116 students in 2007-2008 to its current 245 students in 2011-2012, and is expected to grow substantially for the next 3 years, adding 8 classrooms and 133 students in the fall of 2012, and reach its maximum capacity of 480 students by the fall of 2014. The school is able to do this because it has become attractive to more families in the district, and because of the planned closure of several schools across the district, including Santa Fe Elementary, which will transfer the majority of its students to Sankofa Academy.

Supporting a culture of culturally competent academic achievement

The culture of academic achievement, rooted in students' family cultures, is evident throughout the day. That culture simply and firmly says, "we can do this, and we will." Principal Brinson is explicit in her determination that Sankofa Academy will be a place where African American students succeed as powerful, positive scholars, rooted in their own communities and cultures, while serving all students in an inclusive, supportive academic environment.

Every opportunity is taken to reinforce the school's vision and to support students, families, staff and volunteers to adopt and actively live that vision. From the Ghanaian artwork and tapestries hanging in the hallways that serve as a connection to the school's name, to the quotes about education as a revolutionary tool, to the way classrooms are organized, school wide events are conducted, and staff deployed, the school's vision undergirds everything.

One example is the way the school day opens. At Sankofa, the beginning of the day is a welcoming and intentional time for the community to come together. The breakfast program is busy with many parents staying to support their children and socialize with one another. The Cafeteria Manager takes tremendous ownership and pride in the school's work, echoing a sentiment that is common amongst the adults at Sankofa, "these are all our children."

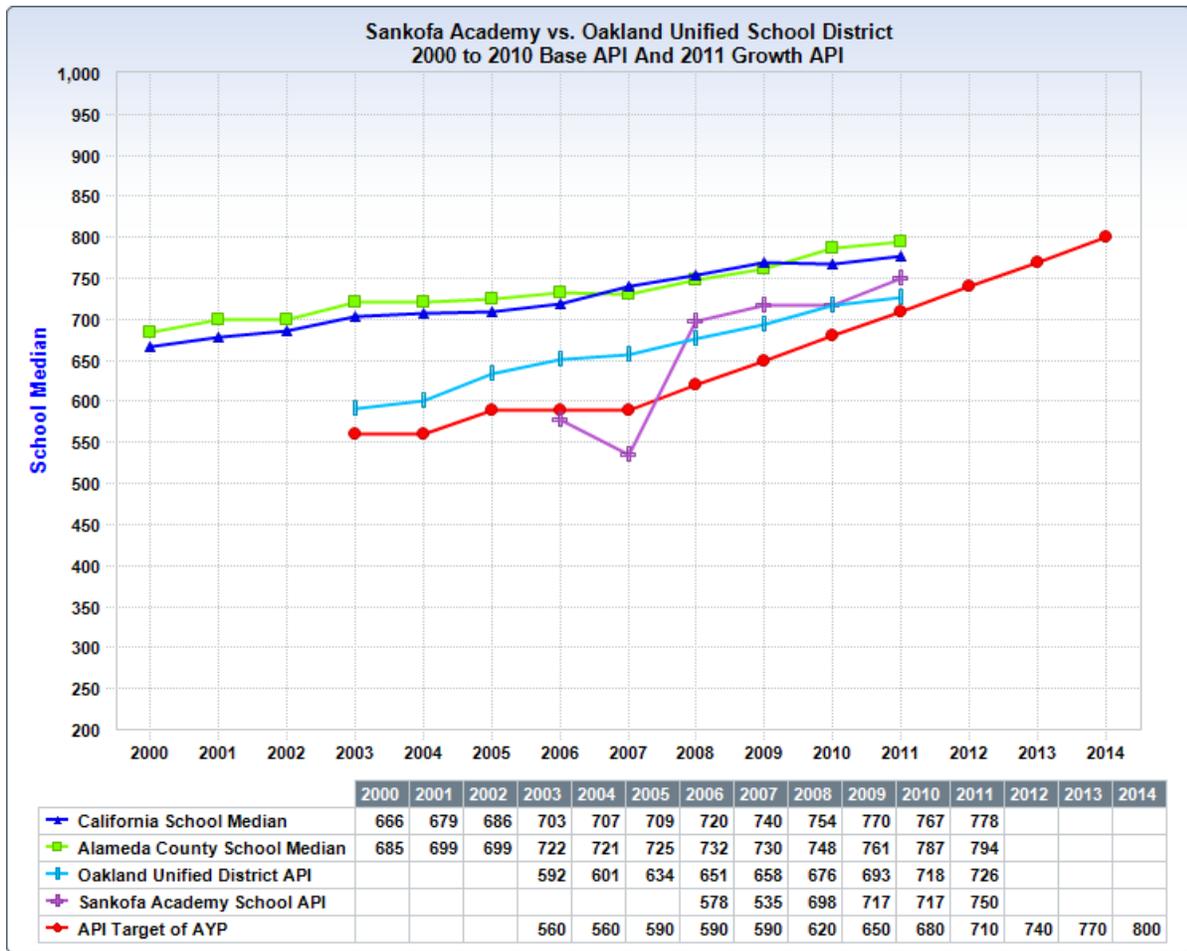
After breakfast, the community comes together in the multipurpose room for Morning Circle – a short (10-15 minutes) way to set the tone of the day and reinforce the culture of the school – one where students and adults recite the school's chant in unison, that they are "Respectful Individuals, Responsible Leaders, and Reflective Achievers." Students are celebrated for academic achievement, hard work, attendance, homework completion, and numerous other accomplishments. Students, staff and families offer appreciations to one another and invite one another to participate in upcoming events.

The following vignette describes a typical moment at Sankofa – one which quietly and powerfully demonstrates the spirit of Sankofa. *Walking into the main entrance to Sankofa Academy after school, the hall is quiet. On a wooden bench under a brightly decorated wall, an African American boy sits, engrossed in one of the Diary of a Wimpy Kid books, with another at his feet. Hearing someone enter, he looks up and says hi. He smiles shyly and when asked where to find the principal, shows the way around the corner to the main office. When he sees the door closed and the light out, he says, "Oh, the light's off. I don't know." With an apologetic shrug, he heads back to the bench, and is quickly reading once again. A staff member overhears the conversation and offers, "She's in an IEP meeting. It should be done by 4, but let me take you to her. It's always yes around here." With a warm smile, he leads the way down the hall.*

Serving a population that is struggling from the effects of decades of employment, housing, health, and educational disinvestment, Sankofa Academy is a beacon of light. Against so many odds, it is a place where students, families, and the community are warmly welcomed, cared for, and pushed to academic excellence.

DATA

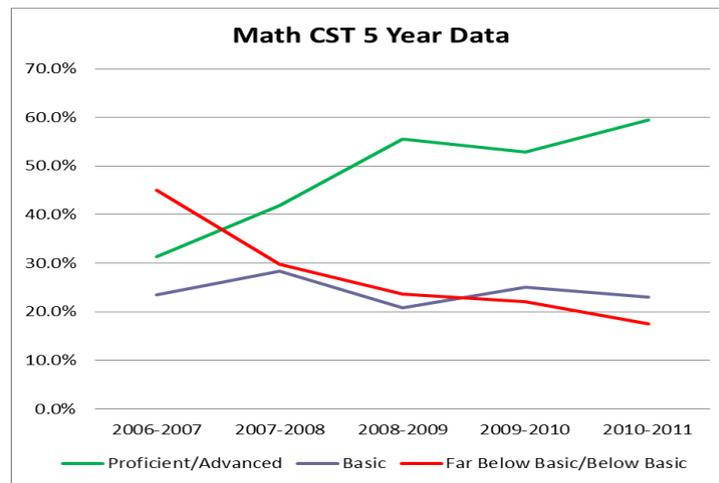
Since opening in 2005-2006, Sankofa Academy's Academic Performance Index (API) has increased 172 points, from 578 in 2006 to 750 in 2011. Since the school's third year its API has remained above the API Target for AYP. Notably, it has also stayed at or above Oakland Unified School District's API since 2008.



<http://net.schoolcity.com/Schoolcharts>

Over 5 years, the overall percentages of students scoring Proficient and Advanced on Math CST has improved from 31% in Spring 2007 to over 59% in the Spring of 2011 - a 90% increase . In that same time period, the overall percentage of students scoring Below and Far Below Basic on Math CST has declined from 45% in Spring 2009 to 17.6% in the Spring of 2011 - a 61% reduction.

CST Mathematics						
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Net Growth
Proficient/Advanced	31.4%	41.9%	55.6%	52.9%	59.5%	28.1%
Basic	23.5%	28.4%	20.8%	25.0%	23.0%	-0.6%
Far Below Basic/Below Basic	45.1%	29.7%	23.6%	22.1%	17.6%	-27.5%

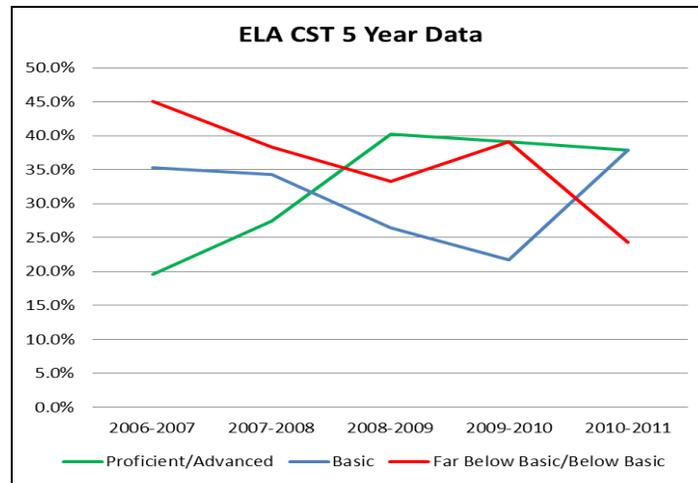


Sankofa - CST Math Results by Grade										
Grade	Total	2009-2010				2010-2011				
		FBB/BB		Proficient & Advanced		FBB/BB		Proficient & Advanced		
		#	%	#	%	#	%	#	%	
2nd	22	6	27%	13	59%	20	9	45%	8	40%
3rd	18	2	11%	10	56%	18	1	6%	9	50%
4th	18	4	22%	9	50%	16	0	0%	15	94%
5th	10	3	30%	4	40%	20	3	15%	12	60%

There is particular strength and improvement evident in the 4th and 5th grades between the Spring 2010 and Spring 2011 test cycles, while the 2nd and 3rd grade scores do not show gains.

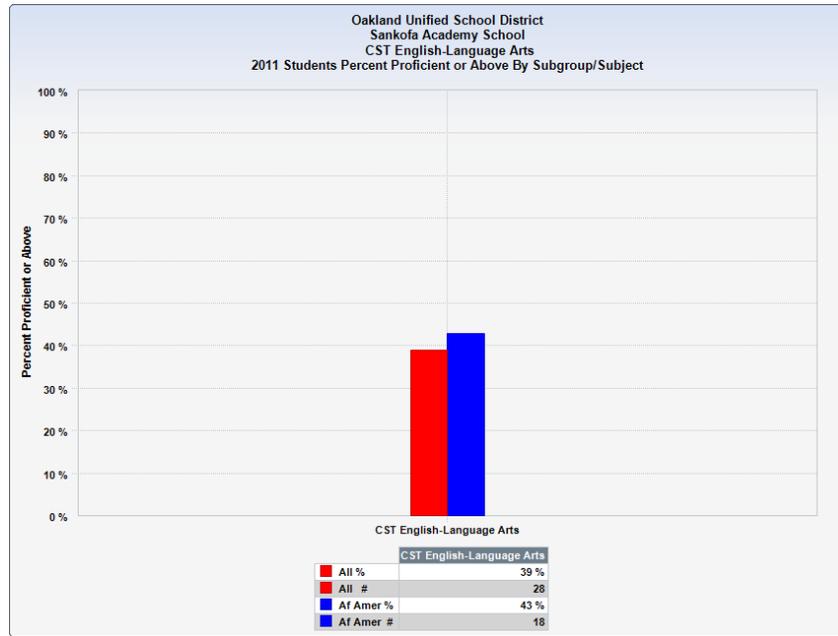
Over 5 years, the overall percentages of students scoring Proficient and Advanced on ELA CST has improved from under 20% in Spring 2007, and has stayed just under 40% for the last two years (Spring 2020 and Spring 2011) – a 100% increase. In that same time period, the overall percentage of students scoring Below and Far Below Basic on ELA CST has declined from 45% in Spring 2009 to 24.3% in the Spring of 2011 – a 50% reduction.

CST English Language Arts						
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Net Growth
Proficient/Advanced	19.6%	27.4%	40.3%	39.1%	37.8%	18.2%
Basic	35.3%	34.2%	26.4%	21.7%	37.8%	2.5%
Far Below Basic/Below Basic	45.1%	38.4%	33.3%	39.1%	24.3%	-20.8%



Sankofa - CST ELA Results by Grade										
Grade	Total	2009-2010				Total	2010-2011			
		FBB/BB		Proficient & Advanced			FBB/BB		Proficient & Advanced	
		#	%	#	%		#	%	#	%
2nd	22	9	41%	11	50%	20	9	45%	4	20%
3rd	19	8	42%	7	37%	18	4	22%	6	33%
4th	18	6	33%	5	28%	16	0	0%	9	56%
5th	10	4	40%	4	40%	20	5	25%	9	45%

While the improvement evident in the 4th and 5th grades in English Language Arts between the Spring 2010 and Spring 2011 test cycles isn't as pronounced as it is in Math, there is still improvement, while the 2nd and 3rd grade scores do not show gains.



<http://net.schoolcity.com/Schoolcharts>

The ELA Proficiency/Advanced rate has declined slightly over the past three years from 40.3 to 37.8. It is interesting to note that the percent of African American students scoring Proficient/Advanced in 2011 was slightly higher than the percentage of all students scoring Proficient of Advanced, 43% vs. 39%.

INITIATIVES

According to the school's materials, there are four major initiatives underway: Building from the guiding vision, Improving instruction using the Theory of Action, Becoming a Full Service Community School, and Expanding into an intentional, well-crafted PreK-8 school. The following information is pulled directly from the school's materials.

1. Strong Vision

There are constant reminders and reinforcements of that vision, *"Sankofa Academy emphasizes student empowerment and academic achievement. All students are empowered to master literacy, numeracy, science, social studies, and technology. Our students become critical thinkers, strong leaders, and positive members of their local and global communities"* and of the meaning of the school's name, *"We must go back and reclaim our past so we can move forward; so we understand why and how we came to be who we are today."*

Sankofa Academy Guiding Principles for students:

- **Respectful Individuals:** Our students develop their character by learning to be Respectful Individuals. We explicitly teach and model being kind and polite, appreciating others, using conflict resolution skills to solve problems, and teamwork.
- **Responsible Leaders:** We focus on student empowerment by showing students how to use their many skills and talents to contribute positively to their classroom, their family and their community. Through hands-on learning activities, arts-integrated lessons and projects, and opportunities to demonstrate what they know and can do, students become responsible for their own learning.
- **Reflective Achievers:** At Sankofa Academy, we believe that every child can achieve at high levels when families and school staff work closely together. Teachers keep a sharp focus on the skills that are required at each grade level, and work with families and the Extended Day program to provide interventions for students who need extra help.

2. Improving Instruction and Learning, using the school's Theory of Action

In the spirit of high expectations for all students, Sankofa Academy is fully committed to three foundational practices:

Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.

Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.

Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services are clear and monitored. Services are coordinated effectively.

3. Becoming a Full Service Community School

Sankofa Academy aims to build a comprehensive, full-service community school that serves the needs of our students, families, and community.

- **Programs and Services** – Sankofa Academy provides comprehensive general education and inclusion programs in grades Pre-K-5 that encourage and support students in working to their full potential academically, socially, and emotionally. We also engage in partnerships that provide direct service to our students, families, and community including dental care, health care, counseling, adult computer literacy classes, and GED classes.
- **Partnerships** – Sankofa Academy has strategically secured over 40 community partnerships that are aligned with our school vision and goals, and that serve our students and greater school community.
- **High quality, Data-driven Instructional Program** – Sankofa Academy provides our students with a rigorous, data-driven instructional program in grades Pre-K-5 (General Education and PEC). We are fully committed to three foundational practices: differentiation, data-driven continuous improvement, and accelerated intervention.

Full Service Community School Programs & Services

- **Extended Day Program:** enrichment and academic support
- **Academic Intervention Program:** Full-time Coordinator of Intervention, & STIP/Interventionist, and Raising a Reader' Program, Kindergarten Pilot Site Lead
- **Graduate Student Internship Program:** Mills College and UC Berkeley
- **Arts Integration:** Arts Learning Anchor School (ALAS)/Opera Piccola; Visual Arts Language Arts (VALA)
- **Music Program:** Song, music, and dance
- **Counseling Program for students and families:** Lincoln Child Center
- **Mentorship Program:** UCB Sage Mentors and Experience Corps
- **Family Resource Center:** Family liaison, family education workshops, literacy and science nights, Adult Education
- **Wellness Program:** Salad bar, OaklandFresh produce market, garden, recycling, Physical Education, dental care, health care
- **Library Program:** Automated Library run by family liaison, OUSD and Experience Corps volunteers
- **Science Program:** Science Prep-CAL Science Instructor (Lawrence Hall of Science) 3rd-5th and Science Workshops-UCCE Naturalist Instructor PreK-2nd

4. School Expansion to a PreK-8

- Our school community wants the school to expand to a PreK-8. In September 2011 we gathered 101 signatures from families and 8 signatures from staff as evidence of support for PreK-8 expansion. Many of our families have also proposed moving to charter or private schools, or moving out of Oakland if Sankofa Academy does not offer a middle school program.



- Research shows that students and families who feel connected and a part of school communities want to remain in schools. Students who have school continuity tend to perform higher on academic and social measures. Middle school students see their leadership role within a school continuum – in essence, they have a place.

PART 2: FINDINGS

Narrative Summary of Strengths and Challenges

Quality Indicator 1: Quality Learning Experiences for All Students

The SQR team gathered evidence to determine that Sankofa Academy offers quality learning experiences for most students.

STRENGTHS

Across the school, there is a strong focus on academic preparation for all students. Class routines maximize instructional time for content learning, and in most classrooms students are learning significant grade level academic content. Teachers push all students to learn grade level vocabulary words (berserk, aroma, evaporation, condensation) etc. by teaching them, checking for understanding, and having students practice using the words in speaking and writing, and assessments. There is a sense of urgency and a push from all adults to have all students learn the grade level content.

Classroom routines train students in academic, “school” behaviors (coming prepared with materials and completed homework, getting started as soon as class starts and working through to the very end, maintaining focus on academic work whether it is whole group, small group, partner, or individual, taking notes from a teacher lesson, reading silently, etc.). Behavioral expectations in most classrooms and in Morning Circle are made explicit and are quickly, consistently, and effectively reinforced. These behaviors support the focused, safe, academic work students do in most classrooms.

Sankofa classrooms (especially upper grades) are studious, focused academic environments. Students generally display safe and respectful behaviors, and the communication between adults and children is respectful and caring.

The Autistic Spectrum SDC classes provide students with highly individualized, high quality learning experiences. SDC classes have a wide range of needs – some students are barely verbal while others are highly verbal. Teachers and Intervention Specialists work seamlessly together, demonstrating deep knowledge of each student’s issues and needs and meeting them where they are. These classes are models of effective differentiation. Students are well known and instructional activities are tailored to meet the needs of each one individually. All students are

taught the same material; all are included in the learning in vastly different ways that suit their needs and developmental moments. Students are given constant positive reinforcement of expected behaviors, as the lesson continues. Procedures and practices in SDC classes help students support one another, feel connected, part of their community and comfortable enough to participate.

Some form of differentiation was evident in many classroom observations. There are examples of small groups working on different learning at once. There are regular opportunities for every student to get individual coaching on their learning within most classes. Across the school, most students know what is expected of them for each assignment, and in their learning in class. Student work is posted outside of classrooms and serves as a model for students and parents.

There is an explicit and consistent focus on monitoring student learning and academic achievement, and on providing immediate and targeted intervention to bring all students to grade level proficiency. Targeted interventions “to meet students where they are” is the focus. There is a strategic focus on Tier 3 students (RTI model) to improve literacy. Targeted interventions are provided through “push in” and “pull out” individual and small group intervention and acceleration. Weekly progress monitoring in reading is conducted. The school also has an established Student Study Team (SST) structure to support students. Fridays are devoted to SST meetings scheduled around teachers’ prep period (students are in PE). Most teachers are familiar with the SST referral process

CHALLENGES

The strong academic routines and practices in classrooms are rarely parlayed into higher order critical thinking or creative problem solving. In the majority of class observations, students were remembering, understanding, and applying basic information. There were a few examples of analysis, and only 2 examples of evaluation observed. We observed few instances of students being prompted to explain their reasoning (follow up questions to push their thinking deeper). Attention was on completing tasks and learning information in a studious manner, not on thinking deeply about important and complex ideas or questions. Learning is designed to prepare students to perform well on CSTs in accordance with the State and District push since NLCB. Inquiry and constructing meaning, testing hypothesis, and applying knowledge to meaningful questions is a weaker area of instruction.

In a few observations, there was so much noise during small group time that it was hard to hear or focus. In those rooms, multiple redirects did not seem systematic and were ineffective. Several teachers reported increased behavior and engagement challenges in the afternoons.

There was little evidence of kinesthetic activities incorporated into classes to provide opportunities for students to move.

While there is a highly structured system of pull out and push in reading interventions, differentiation within classrooms consists primarily of either small group work (where groups are not always intentionally put together based on specific skills to be targeted), or individually, with each teacher attempting to get to each student at some point. Teachers reported wanting to learn how to provide more differentiation and intervention within their classes.

In terms of preparing students for college and careers, there was little evidence of opportunities for students to play an active role in managing and shaping their learning. There was also little evidence that students or parents are explicitly taught about the pathway to college, or exactly what college success skills are that students can and should practice in elementary school.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

The SQR Team gathered substantial evidence that Sankofa Academy is a safe, supportive and healthy learning community and is an open, fun and attractive space for the community to use before, during, and after the school day.

STRENGTHS

The culture of academic achievement and identity is interrupting the historical inequities in access to higher education. Adults in the building use language, procedures and routines that push students to academic achievement that names and frames an African American academic identity.

Sankofa classrooms (especially upper grades) are studious, focused academic environments. Sankofa students generally display safe, respectful behaviors. Behavioral expectations in most classrooms and in morning circle are made explicit and are quickly, consistently, and effectively reinforce. Classroom routines support a positive culture. Students are further supported by a classroom buddy system and the Stillness Center. In theory, students are sent to a buddy classroom with an assignment, to have time away from the room they're disrupting. Students may also be sent the Stillness Center to reflect on the choices they've made and write a letter. This structure is based on the Mindful tenets the school has adopted through participating in Mindful Schools. The Stillness Center provides a respectful place for students who are being disruptive in class to talk to an adult, refocus, and prepare to return and engage. It is new this

year and will need to be analyzed at the end of the year. The school is also beginning to implement the Second Step violence prevention program, which was intentionally chosen because it is a program that is designed for elementary and middle school use.

The extensive After School Program (coordinated by the Bay Area Community Resources – BACR) has a seamless transition from the regular school day and follows same procedures to keep students safe. The program provides homework support and enrichment classes 5 days a week serving 120 students. While the ASP is staffed through BACR, the ASP staff members consider themselves part of Sankofa, and are deeply rooted in and connected to the Sankofa staff, students, and families. Some ASP staff also work part time during the day as Sankofa support staff, running the Stillness Center and tutoring. The ASP collaborates to provide strong positive evening family events throughout the year, reinforcing the values and vision of the school.

There are many efforts to support and deepen an inclusive, positive, culture across the school. Students are celebrated as scholars through Morning Circle, excellent work is posted in hallways, and the language adults use with students is respectful and encouraging. Morning Circle provides a daily grounding in the culture and vision of the school, and gives students many opportunities to be seen and appreciated for being Respectful Individuals, Responsible Leaders, and Reflective Achievers. All students are encouraged and supported to be excellent scholars and to participate in the life of the school. For example, all fifth graders participated in elections for student council. They wrote, practiced and delivered speeches, dressed professional for that event in front of all students and parents. The school celebrates a variety of cultural events such as Day of the Dead, Martin Luther King Jr. Day, and Lunar New Year. These are all explicitly connected to the Social Justice values of the school.

The academic identity and culture of achievement is rooted in the students' community and cultures. While many cultures are celebrated (Day of the Dead curriculum, Lunar New Year, etc.) there is an explicit grounding connection to African American and Ghanaian roots, history, and culture. Culturally relevant and diverse texts and images are observed throughout the school.

CHALLENGES

Moving student behaviors from “compliance” to “empowerment”: The climate outside of most classrooms and Morning Circle is significantly less safe than inside. The team found few examples of practices in classrooms that mirror Morning Circle rituals, routines, values, and spirit (celebrations, appreciations, use of music, student leadership, reflections on

transgressions, referring to students as Sankofa Scholars, weaving fun and love into the academic work, etc.) The team found little evidence that students are embodying the idea of being allies to one another, resolving conflicts peacefully, or using mindfulness on their own. There are some examples of students rough housing and bullying one another in transitions or less well supervised settings during the day.

Implementation of a school-wide behavior system is inconsistent. Although teachers spent time discussing rules, classroom expectations and consequences, there does not seem to be a schoolwide discipline plan that everyone follows. Second Step, as a common set of practices and language, is newly being implemented across the school.

There is a need to strengthen the existent systems for social emotional development, support, and intervention. The coordination of Services Team (ideally bringing together General Education, Special Education, Administration, After School Program, Family Liasion, and Mental Health providers to plan and monitor interventions) is brand new and under development. Behavior plans resulting from SSTs are not consistently implemented or monitored by staff and parents. Use of the classroom buddy system and the Stillness Center are inconsistent and communication between the adults involved (to monitor outcomes and next steps) is inconsistent.

There is a need for additional counseling services to meet the needs of students who are not eligible for MediCal. In the words of one parent, “There are not enough staff to meet the non-academic needs of students”.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

The SQR Team found substantial evidence that teachers at Sankofa Academy work as a professional learning community focused on student progress and equity.

STRENGTHS

The Sankofa Academy staff works together regularly to continue to learn and improve their practices in support of their students. There is time built into the weekly schedule for teachers to work individually or in teams or groups on curriculum and data (Wednesdays from 1:15 to 2:45pm). The staff is collegial and enthusiastic about their school and their students. One teacher shared, “when a teacher is passionate about her pedagogy, there’s never enough

time”. There is a stated value around learning from one another, and an expressed desire to visit each other’s classrooms.

The Sankofa staff has a strong culture of looking at data and of adjusting teaching to address the gaps identified by the data. Teachers look together at CST data, DIBELS data, OUSD benchmark data, and SRI reading lexile scores. Under the direction of the principal, teachers analyze assessment data together at several Data Summits each year, with the explicit purpose of determining student groupings, interventions needed, and areas for re-teaching. The principal and data coach guide the staff through a look at school wide data, then groups of teachers look more closely at individual student results, with a discussion guide. Per teacher interview, this is well established and carried by teachers at the school. “It helps to see what tracks students are on and show where the gaps could be for a student or the kinds of questions that they miss.”

Data plays a strong role to guide school wide work. Decisions about student placements when there is to be a split class, decisions about student groupings within a class, decisions about intervention pull outs and push-ins are determined by assessment data. Decisions about what organizations to partner with and what the partnership should include are also determined by looking at data. The use of data is woven throughout the school: Morning Circle highlights successes, including attendance data, uniform data, and assessment data.

Professional development is explicitly aligned to the school’s vision and goals. Teachers have input into what PD topics are covered, and give feedback on PD meetings. Teachers reported that their meetings are generally useful, and often inspiring.

CHALLENGES

The use of data to guide daily instruction within each classroom varies widely. While the teaching staff analyzes assessment data several times a year with the explicit purpose of determining student groupings, interventions needed, and areas of re-teaching needed, the actual implementation of those plans is uneven. Many adults on campus don’t understand, articulate, and employ data in the way that the principal does, and yet it’s a cornerstone of how work is done at Sankofa. There is little evidence of consistent, frequent classroom-based use of diagnostics, exit tickets, or other forms of on-going assessment to monitor student growth outside of district benchmarks, CSTs, and 3x/year DIBELS assessment. This makes it challenging for teachers, support staff, students, and parents to monitor detailed improvement efforts.

Without ongoing data collection and analysis (what kids know and don't know), it is difficult to plan and implement effective differentiated reteaching and extension learning experiences. Scholastic Reading Inventory is newly being given across OUSD this year, and teachers are still learning to understand what the lexile scores mean and how to make use of that reading level data.

The size of the teaching staff makes collaboration by grade level a challenge because there's often only one teacher teaching that grade level or as in the case of 4th and 5th grade, one teacher teaches English Language Arts and Social Science while the other teachers Math and Science. Collaboration during and after Data Summits is restricted because grade level teachers are solo on site this year. The staff is preparing to work in teaching teams next year when there will be 2 teachers at each grade level (except for 6th).

There is no consistent practice or structure to support regular peer observation.

Quality Indicator 4: Meaningful Student, Family and Community Engagement & Partnerships

The SQR Team found significant evidence that Sankofa Academy engages students, families, and the community to build true partnerships between the school and home.

STRENGTHS

There is a high level of parent engagement and involvement. One parent shared that the, *"combination of tone set by principal and parents that are on campus makes it difficult not to be engaged. The moment you walk through the door someone is speaking to you to share information – there are also quotes, events, parent wall."* Parents created a Family Lounge to welcome new and visiting parents into the school. This also serves as a conference space to meet with parents. United Sankofa (Parent-Teacher Organization) was recently created with the goal of training volunteer parents and establishing "room parents" for each classroom.

Many parents stay for the school's Morning Circle – getting inducted into the culture of academic achievement, celebration of accomplishment, reinforcement of the uniform and academic behaviors. Many parents were also observed staying for part of the morning in the lower grades classrooms, particularly Kindergarten and 1st grades. In one lower grade class the team observed this interaction between a student and teacher: *"Can my mom stay for a little bit?" "Of course, it's always okay!"* Teachers report that parents are welcome to come in to observe and/or support in upper grade classes as well, but rarely do.

All adults in the building take ownership for the school, including staff, parents, community volunteers, and staff from partner organizations. As just a few examples, Special Education Instructional Aides, parents, and volunteers, as well as the principal and teachers routinely greet and warmly welcome visitors in the halls and classrooms. Classroom volunteers take ownership and feel a sense of authority and shared responsibility. One lower grade literacy volunteer stepped outside the classroom door as class was starting and greeted students, “Cameron, Makai! Come on Jamari!” When a student walks in late, the volunteer jumped up from the class circle, walked over, greeted the student and his mother quietly and helped the student get settled with the rest of the class. During an SSC meeting, a parent stepped into the hallway and warmly but firmly reminded students to lower their voices and not to run in the hall.

Sankofa’s principal and staff have built relationships and partnerships based upon the school’s vision and needs, with over 41 different organizations, businesses, and foundations. The After school program provides extended academic support. According to an interview, there is carry over to after school program in the areas of reading, writing, math, and goals of the week. Services are provided to approximately 120 students or 50% of the student population. Oakland Schools Foundation (OSF) plays an important partnership role at Sankofa. OSF’s role is to support schools with community outreach and resource development. Fiscal sponsorship, take in donations, send thank you letters on behalf of the school, manage budgets related to private funding. OSF staff also produces newsletters and school brochure, website support, help developing campaigns around fundraising or school events and grant writing for school either individually or in groups. Experience Corps partnership allows students to have mentors / positive role models for the student population. Through this partnership, students receive 1:1 tutoring for 35 sessions throughout the year (2 times per week). Presently, there are 8 students receiving this type of support.

CHALLENGES

Strong parent relationships are not consistently leveraged to engage parents in understanding grade level expectations or monitoring students’ specific, detailed progress across the school. The significant parent presence on campus and warm relationships between staff and parents does not appear to translate into parents knowing academic goals for students and becoming more engaged in their learning. Outside of the group of students the Resource Specialist/Intervention Coordinator hosted family meetings with, there is no evidence of systematic events to engage all families in understanding student learning and progress or to set goals and partner in ways to support students to meet those goals. The Family Liaison role appears to center around organizing volunteers for school events and projects and fundraisers. Parents and staff report that social and cultural events attract far more parent participation than educational events held at the school, and have not yet figured out how to use one in service of the other.

The expansion plans have staff and parents worried about this undertaking. Fears from parents included wanting the middle school to feel significantly different for kids versus the elementary experience; Needing to train 6-8th grade students with bells, switching periods, and an overall strong program to prepare them for high school. Concerns from staff included worries that the behavioral needs, the resources (lockers, library, use of restrooms), and electives for the new age group wouldn't be adequately met.

Quality Indicator 5: Effective School Leadership and Resource Management

The SQR team found evidence of effective leadership and resource management. Sankofa Academy's leadership allocates resources in support of the school's vision.

STRENGTHS

Sankofa Academy was designed intentionally to address and interrupt the historic patterns of inequities in educational outcomes for African American students. Everything that happens in the building intentionally and explicitly supports this. The way financial and human resources are allocated, the partnerships the school creates, and the program it hones are all explicitly in service of that vision and goal.

The Principal assumes responsibility for this school, routinely seeks out input and feedback, and is trusted, respected, and appreciated by adults and students. She is a strong leader with a clear vision. Parents described her as *"open and communicative, dedicated, not a micromanager, positive and strong"*. A teacher mentioned that, *"Principal is open to sharing leadership and prepared to take full responsibility. Things are not always perfect, but concerns are addressed on many levels, and goals are set and implemented so that progress is always evident"*. Another teacher wrote that a strength of the school is the *"Site leader who takes time to support school staff on all levels, believes in the students, and works for change."* Teachers, staff, and parents describe the principal as dedicated, with a strong commitment to the school, and report feeling inspired and motivated by her and her vision.

The principal leads various groups within the school community to understand the context and issues and participates in making decisions. The whole staff, the Strategic Planning Team, the Expansion Team, the School Site Council, all participate in active discussions of school program and direction. Teachers, support staff and parents report feeling ownership over their work at Sankofa. One teacher wrote, *"The strongest feature of leadership and management is that it is shared. I see many people in the community eager to take part in and develop as leaders at*

Sankofa. As a result, teachers have an opportunity to take on leadership roles, rather than be passive. The Principal is open to sharing leadership..."

There is significant evidence that the school community shares and practices the principal's vision. The formal vision as presented in presentations includes an emphasis on student empowerment and academic achievement. An interview with Experience Corps (school partner) demonstrated an understanding of the school's vision and a commitment to make the partnership serve that vision. Specifically, having students paired with mentors for role modeling and to receive positive academic attention. The Principal, staff, and students share vision-based appreciations daily during community circle. Student Council members understand and embrace the meaning of their school's name: "look back on the past and achieve your goals".

Three years ago, the school hired Performance Fact, which helped the staff develop a clear action plan to meet their goals. Currently, they continue to work with the coach to organize assessment data and co-facilitate staff Data Summits and data analysis, which include whole staff discussions of data, followed by vertical teams and individual analysis and planning from the data. The principal stays focused on teaching and learning, and her observations, coaching, and professional development activities are aligned with that focus.

The Principal has ensured a balanced budget using the District's RBB process. She has partnered with Oakland Schools Foundation to support the school in accessing grants. She has created and nurtured partnerships that have increased the resources available to students and families, always ensuring that they are aligned with and deployed in support of the school's vision. Examples of such partnerships include: the School yard project, 3-5th grade mentors provided through Cal's Sage Mentor Program, Arts Integration provided through Opera Piccola, Mental health counseling provided by Lincoln Child Center, Tier 2 & 3 reading interventions provided by Intervention Specialist and Stip Sub, K-1 Interventions in class and K-5 library support provided by Experience Corps volunteers, BACR's robust After School Program and a part time parent liaison, and Bushrod Parks & Recreation's additional afterschool options for Sankofa students.

CHALLENGES

Although Principal Brinson has built many partnerships to support various aspects of the school's programming, she plays a hands-on role with almost every single thing that happens in



the building. Ms. Brinson is currently filling the roles of instructional leader, site manager, disciplinarian, and Full Service Community School Director, which is far too much for one person to carry currently, let alone once the school has tripled in size. Although the school has a formal Instructional Leadership Team (ILT) in place, it is unclear the role it serves based on meeting observation. The principal planned for and led the SSC meeting, the Strategic Planning Team meeting, and the Staff Meeting. Because of the size of the school and the current funding structure in California and Oakland Unified School District, much of the work to build capacity of leadership among the school's stakeholders is dependent on the principal.

Like all of our public schools, there is not enough funding to meeting the needs of our students. This is an on-going challenge and additional job for school leaders.



OUSD School Quality Standards

Individual, Detailed Focus Standard Rubric Analysis

Quality Indicator 1: Quality Learning Experiences for All Students

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of quality learning experiences for all students.

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed, in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

These rubrics enable key school stakeholders to assess the development of a school toward the “quality learning experiences” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Definitions

Learning experiences: Structured learning experiences found in the classroom during the day; in on-campus academic intervention and enrichment opportunities before, during, and after the school day; in mentoring, internship, and work-based learning opportunities organized by the school.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1: Meaningful and Challenging Curriculum</p> <p><i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students connect prior knowledge/ skills/ experiences to new learning. • Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities. • Students use a range of critical thinking skills • Students use academic language and key vocabulary in speaking and writing • Curriculum targets the assessed learning needs of all students, including those not at grade level. • Curriculum provides every student with opportunities to be challenged and to be successful. • Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery. 	<p>The school provides learning experiences that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems, including student input, to review evidence of these practices to ensure that all students experience meaningful and challenging curriculum across the day and across the campus.</p>

Sankofa Academy is rated **Developing** in this standard.

Strengths:

- There is a strong focus on academic preparation across the school.
 - Students in most classrooms are learning significant grade level academic content.
 - Class routines maximize instructional time for content learning.
 - Classroom routines train students in academic, “school” behaviors (coming prepared with materials and completed homework, getting started as soon as class starts and working through to the very end, maintaining focus on academic work whether it is whole group, small group, partner, or individual, taking notes from a teacher lesson, reading silently, etc.).
 - Behavioral expectations in most classrooms and in Morning Circle are made explicit and are quickly, consistently, and effectively reinforced. These behaviors support the focused, safe, academic work students do in most classrooms.
- Students are being exposed to academic language and content specific vocabulary.
 - Teachers push all students to learn grade level vocabulary words (berserk, aroma, evaporation, condensation) etc. by teaching them, checking for understanding, having students practice using the words in speaking and writing, and assessing.
 - In 100% of classroom observations, students were exposed to academic language and content specific vocabulary.

Quality Indicator 1: Quality Learning Experiences for All Students

- In 63% of classroom observations, students used academic language and key vocabulary in speaking and/or writing. (They “owned” it, not just repeated it.)
3. In most classrooms, there is a sense of urgency about learning and an academic push to prepare all students.
 - In 71% of classroom observations, 85% or more of students were consistently engaged in the learning.
 - Parents report that “students strive to impress staff and be a part of the school community.”
 - During an observation of Sustained Silent Reading, every single student appeared to read for the entire time, even as the teacher pulled students one by one to do quick assessments and reading coaching with them.
 4. Across the school, age appropriate skills and knowledge and grade level academic content is being taught.
 - Pre-school – lots of play areas, dramatic play (kitchen, cars), multiple different types of building materials (small and large blocks), listening center, reading areas, small motor skill development (beading, collaging, coloring), etc. Each with an adult who is actively and warmly engaged.
 - Students using the writing process to draft, revise, and edit their writing.
 - Students conduct and write up research using academic and subject specific language.
 5. Across the school, curriculum is made meaningful and challenging.
 - In 94% of classroom observations, students connected prior knowledge/skills/experiences to the new learning.
 - In 69% of classroom observations, students used some combination of remembering, understanding, applying, and analyzing. In 13% of classroom observations, students used higher order thinking skills of evaluation and creation.

Challenges:

1. The strong academic routines and practices in classrooms are rarely parlayed into higher order critical thinking or creative problem solving.
 - In the majority of class observations, students were remembering, understanding, and applying basic information. There were a few examples of analysis, and only 2 examples of evaluation observed.
 - We observed few instances of students being prompted to explain their reasoning (follow up questions to push their thinking deeper).
 - Attention was on completing tasks and learning information in a studious manner, not on thinking deeply about important and complex ideas or questions.
 - One teacher read to the class from a book without asking any predicting, inference, or supposition questions or in any way getting students actively engaged in thinking or learning.
 - Student talk is rote and controlled – K-1 class, no questioning, thinking, only repeating back
2. Learning is designed to prepare students to perform well on CSTs in accordance with state and district push since NLCB. Inquiry and constructing meaning, testing hypothesis, and applying knowledge to meaningful questions is weak.
 - In 44% of classroom observations, students applied their learning to meaningful questions or problems (can include real-life).
 - Teacher reported, “We are working to increase rigor in classrooms in the areas of questioning and depth of understanding.”

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Safe and Nurturing Learning Environments</p> <p><i>A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> Procedures, practices and talk support students to take risks and feel okay to make mistakes in their learning Students display safe, respectful behaviors. Communication between student and teacher is safe, nurturing and caring. Communication between students is safe, nurturing, and caring. Teachers and students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different “lines”. 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that all students experience safe and nurturing learning experiences across the day and across the campus.</p>

Sankofa Academy is rated **Sustaining** in this standard.

Strengths:

- Sankofa classrooms (especially upper grades) are studious, focused academic environments.
- Sankofa students generally display safe, respectful behaviors.
 - In 89% of classroom observations, 85% or more of students displayed safe, respectful behaviors.
 - In 81% of classroom observations, communication between student-student was safe, nurturing and caring.
 - In 72% of classroom observations, teacher and students demonstrated care for each other through recognition, encouragement, and efforts to build relationships across different “lines”.
- Behavioral expectations in most classrooms and in morning circle are made explicit and are quickly, consistently, and effectively reinforced.
 - In Pre-school class, when 1 boy hit another with a toy car, one of the teachers immediately intervened and talked them through resolving the conflict.
 - Kindergarten teacher said, “thanks for making a good choice.”
- Adults in the building use language and procedures and routines that push students to academic achievement and that name and frame an African American academic identity.
 - Through the principal’s example – her explicit and repeated articulation of this lineage and legacy

Quality Indicator 1: Quality Learning Experiences for All Students

- Through the language used by most adults
 - Through signs and artwork
 - Through Morning Circle rituals and routines celebrating academic achievement and cultural identity
 - Through classroom routines and procedures that push academic rigor, academic skills and habits, and celebrate and name African American culture and history.
5. Procedures and practices in SDC classes help students support one another and feel connected and in community and comfortable enough to participate.
- SDC teacher says to two students while 4 others have gone to the bathroom, “You want to do ABC’s first? Okay, we’ll do that while we wait for our friends to come back to the bathroom.”
 - In another SDC class, the students and adults sing, “Adrian’s here today, Adrian’s here today. We are so happy that Adrian’s here today. Yay!” They sing to each student, and one girl who verbalizes very little during the class rocks and rocks with a huge smile on her face after they sing to her.

Challenges:

1. There are some examples of students rough housing and bullying one another in transitions or less well supervised settings during the day.
- During the transition from breakfast in the cafeteria to Morning Circle in the auditorium, the SQR team observed several instances of horse play and 2 students hitting each other.
 - In one classroom, one student walked towards another with a pair of scissors and said, “I’m going to cut you!” A student hit another. No adult intervened. This was significantly different from observations in all other classrooms.
 - Kindergarten and first grade students who were interviewed reported that there are some bullies at school. One said they “push and call you names.” The other said there is “slapping.”

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4: Active and Different Ways of Learning</p> <p><i>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students collaborate and/or learn using various learning modalities and/or multiple intelligences. • Instruction balances direct explanation, modeling, guided and independent practice. • Students use academic language and key vocabulary in speaking and writing. • Grouping of students for instruction varies and is matched to the learning target or students' needs. • Students have regular opportunities to actively construct knowledge, through a variety of learning resources (and are not simply passive recipients of pre-determined ideas and information). 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to ensure that all students experience active and different ways of learning.</p>

Sankofa Academy is rated **Beginning** in this standard.

Strengths:

- The Autistic Spectrum SDC classes provide students with highly individualized, high quality learning experiences.
 - SDC classes have a wide range of needs – some students are barely verbal while others are highly verbal. Teachers and Intervention Specialists work seamlessly together, demonstrating deep knowledge of each students' issues and needs and meeting them where they are.
 - These classes are models of effective differentiation. Students are well known and instructional activities are tailored to meet the needs of each on individually. All students are taught the same material, all are included in the learning in vastly different ways that suit their needs and developmental moment.
 - PreK SDC class gives all students the opportunity to be welcomed by the class song, "Luis is here today!", then to stand up and identify their nose, knees, mouth... Learning the words for their body parts and the physical motions to point them out. Students who need help are given help during the activity. Every student identified their name tag (for most students they could identify it in writing without their photo attached to it by this point in the year). All students participate physically and verbally.
 - Students are given constant positive reinforcement of expected behaviors, as the lesson continues. "Who's following classroom rules? Let's see... Who gets a star?" "M-- is already sitting. Good job. That's how we are supposed to sit in circle."
 - In one SDC class, the teacher tells us about one student, "We have to reinforce him every 3-5 seconds."
 - Adults respond to students' loud vocalizations with firm loving supports.
 - In conducting an activity of identifying animal names and colors by choosing from pictures, every student is helped to make a complete sentence.

Quality Indicator 1: Quality Learning Experiences for All Students

2. There are regular opportunities for every student to get individual coaching on their learning within most classes.
 - 1st grade class every student had a white board and worked individually , then the teacher did a check for understanding with immediate corrective feedback.
 - 4th grade students work in pairs to read and discuss each student’s story, evaluating it according to the class rubric and working together to improve each other’s writing.
3. Some form of differentiation was evident in many classroom observations.
 - In 59% of classroom observations, activities in the classroom provided every student with opportunities to be challenged and to be successful.
4. There are examples of small groups working on different learning at once.
 - For example, in one room, a small group practiced blending sounds, while other students cut and pasted images onto the letter sound they begin with. However, although students are working at tables, they were not collaborating or using one another as resources. They did not appear to be in intentional leveled groups, they were all doing the same thing the same way, just in smaller groups.
5. In 53% of classroom observations, students collaborated and/or learned using various learning modalities and/or multiple intelligences.

Challenges:

1. In a few observations, there was so much noise during small group time that it was hard to hear or focus. In those rooms, multiple redirects did not seem systematic and were ineffective.
 - One group was working on blending sounds but it was difficult for kids to hear each other.
 - Another class was working in groups in a loud, chaotic environment. Students were off task, chatting in loud voices, and walking around.
 - In a third class, “1, 2, 3 eyes on me” didn’t produce quiet or focus and was done repeatedly.
2. Several teachers reported increased behavior and engagement challenges in the afternoons. There was little evidence of kinesthetic activities incorporated into classes to provide opportunities for students to move.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 7: Students Know What They are Learning, Why, and How it can be Applied</p> <p><i>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students apply academic language and key vocabulary in speaking and writing • Students know the learning objectives for the lesson. • Students know why they are engaged in this learning (i.e., long-term outcomes of it) • Students have their learning checked with immediate feedback regarding their progress toward the day's learning objectives. • Students knew how it can be applied. • Students understand what it looks like to know, perform, and interact "well" (with quality). 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to ensure that all students know what they are learning, why they are learning it, and how that learning can be applied.</p>

Sankofa Academy is rated **Developing** in this standard.

Strengths:

1. Across the school, most students know what is expected of them for each assignment.
 - 4th grade students were using a narrative story rubric, co-created by the class, to give each other feedback and suggestions on narrative stories they'd written. In pairs, they discuss and had to come to agreement on which parts of the rubric their writing had already met.
2. In 63% of classroom observations, students had their learning checked with immediate feedback regarding their progress toward the day's learning objectives.
3. There are a few classrooms where students are able to explain how their classroom learning relates to future endeavors.
 - 4th grade students said they need writing skills when they are in college.
 - Kindergarten and 1st grade students were able to articulate the importance of reading and how their activities were moving them towards reading.
4. Student work is posted outside of classrooms and serves as a model for students and parents.

Quality Indicator 1: Quality Learning Experiences for All Students

Challenges:

1. There was little evidence of opportunities for students to play an active role in managing and shaping their learning.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 8: Academic Intervention and Enrichment Supports</p> <p><i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is little evidence that the school provides the following:</p>	<p>There is some evidence that the school provides the following:</p>	<p>There is substantial evidence that the school provides the following:</p>	<p>There is strong and consistent evidence that the school provides the following: Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> • identifying students who are struggling to meet expected learning targets, • identifying why students are struggling, and • referring them to the supports that address their need(s). • Strategies and systems—during and outside class—for • identifying students who have (quickly) mastered expected learning targets, and • referring them to enrichment opportunities that extend their learning. • Strategies and supports—during and outside class—to serve the variety and volume of student needs (including 2nd language learning, special education, and 504 needs). 	<p>There is strong and consistent evidence that the school provides the following:</p> <p>The school has implemented systems, including student input, to review evidence of these supports to ensure that all students experience needed academic intervention and enrichment.</p>

Sankofa Academy is rated **Sustaining** in this standard.

Strengths:

1. There is an explicit and consistent focus on monitoring student learning and academic achievement, and on providing immediate and targeted intervention to bring all students to grade level proficiency.
2. Strategic focus on Tier 3 students (RTI model) to improve literacy.
 - Targeting intervention through “push in” and “pull out” individual and small group intervention and acceleration.
 - Weekly progress monitoring results for literacy.
3. There are strong SDC and RS programs in place to meet the needs of students with a variety of Learning Disabilities.
4. The After School Program provides enrichment opportunities through classes like Drama, Computers, Poetry, Tennis, Girls Leadership, and Boys Leadership.
5. Mentoring is provided to 3rd-5th grade students.
6. Academic achievement is improving according to CST scores.

Quality Indicator 1: Quality Learning Experiences for All Students

- Over 5 years, the overall percentages of students scoring Proficient and Advanced on ELA CST has improved from under 20% in Spring 2007, and has stayed just under 40% for the last two years (Spring 2010 and Spring 2011) – a 100% increase.
- In that same time period, the overall percentage of students scoring Below and Far Below Basic on ELA CST has declined from 45% in Spring 2009 to 24.3% in the Spring of 2011 – a 50% reduction.
- Over 5 years, the overall percentages of students scoring Proficient and Advanced on Math CST has improved from 31% in Spring 2007 to over 59% in the Spring of 2011 - a 90% increase.
- In that same time period, the overall percentage of students scoring Below and Far Below Basic on Math CST has declined from 45% in Spring 2009 to 17.6% in the Spring of 2011 - a 61% reduction.

Challenges:

1. English Language Arts proficiency as measured by CST, has remained at roughly 40% over the last three years.

Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 11: College-going Culture and Resources</p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students connect how their learning in class prepares them for future college and/ or career opportunities • Students use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. • Families have opportunities to use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that a college-going culture and resources are experienced by all students.</p>

Sankofa Academy is rated **Developing** in this standard.

Strengths:

1. The culture of academic achievement and identity is interrupting the historical inequities in access to higher education.
2. 3rd -5th graders have mentors, many of whom are college students and who may share their college experience with students.
3. Upper grade students mention college as a reason for learning the material in their classes.

Challenges:

1. Many students remain below grade level in core subjects.
2. There was little evidence that students or parents are explicitly taught about the pathway to colleg

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of learning environments that are safe, supportive, and healthy for all students.

“Safe, Supportive, and Healthy Learning Environments” recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success.

These rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, & Healthy Learning” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Definitions

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1: Safe & Healthy Center of Community</p> <p>A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day.</p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students & parents feel safe and free from threat or bullying. • Student-staff, student-student, and family-staff interactions keep students physically safe. • Safety procedures are evident and enforced by all stakeholders. • Mechanisms are in place to communicate with families/ community partners in a timely way. • Students are provided healthy food and health-focused physical activity. • Health partnerships, both on & off site, ensure student health needs are met. • Health education is integrated into classrooms, programs, & services. • Systems are in place for community to access facilities and to ensure space is taken care of. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school functions as a safe and healthy center of the community.</p>

Sankofa Academy is rated **Sustaining** in this standard.

Strengths:

1. See Quality Indicator 1, Standard 2.
2. The Bay Area Community Resources After School Program has a seamless transition from the regular school day and follows same procedures to keep students safe.
 - Provides homework support and enrichment classes 5 days a week
 - ASP staff consider themselves part of Sankofa
 - Extended Day continues seamlessly after school is over
 - ASP collaborates to provide strong positive evening family events
 - Some ASP staff also provide other support during the day at Sankofa
 - ASP uses same values, school rules, language as regular day
3. In order to promote student safety the principal, staff and parents/guardians have an established use of uniforms policy.
4. School is beginning to implement the Second Step violence prevention program. Teachers present a lesson every day until they finish the curriculum. Furthermore, classroom routines support a positive culture. Students are further supported by a PEC counselor and the Stillness Center. In theory, students are sent to the

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Stillness Center to reflect on the choices they've made and write a letter. This structure is based on the Mindful tenets the school has adopted through participating with Mindful Schools.

5. "Use your Voice" data reflect high rankings in the areas of Welcoming environment (100%), adults working together (96%), and Overall satisfaction (100%).
6. The Stillness Center provides a respectful place for students who are being disruptive in class to talk to an adult, refocus, and prepare to return and engage. It is new and will need to be analyzed at the end of the year.
7. Library is open to teachers and students and is run primarily by volunteers.

Challenges:

1. Implementation of a school-wide behavior system is inconsistent.
 - Although teachers spent time discussing rules, classroom expectations and consequences, there does not seem to be a schoolwide discipline plan that everyone follows.
 - Not all teachers have received Second Step training.
2. Moving student behaviors from "compliance" to "empowerment": The climate outside of most classrooms and Morning Circle is significantly less safe than inside.
 - See Quality Indicator 1, Standard 2, Challenge #1.
 - Few examples of practices in classrooms that mirror Morning Circle rituals, routines, values, and spirit (celebrations, appreciations, use of music, student leadership, reflections on transgressions, referring to students as Sankofa Scholars, weaving fun and love into the academic work, etc.)
 - Little evidence that students are embodying the idea of being allies to one another, resolving conflicts peacefully, or using mindfulness on their own.
 - Second Step, as a common set of practices and language, is newly being implemented across the school.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Coordinated & Integrated System of Academic & Learning Support Services</p> <p>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</p> <p>Standard 5: Identifies At-Risk Students and Intervenes</p> <p>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising.</p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps & seek resources to fill them. Broad menu of on-site strategies, services & partnerships respond to student/family needs. Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met. Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs. Students & families know what services are available. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school provides a coordinated & integrated system of academic and learning support services.</p>

Sankofa Academy is rated **Sustaining** in this standard.

Strengths:

- Targeted English Language Arts Intervention is data driven and well developed.
 - Multiple data sources are used throughout the year to monitor student growth.
 - Data is shared with students and made public within the school.
 - Teachers and principal monitor this growth.
 - Significant resources have been mustered up to meet this challenge: STIP Sub, Intervention/RS, Literacy Intervention grant, volunteers through several partnerships, etc.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

- The Resource Specialist/Intervention Coordinator held individual student progress and goal-setting meetings with Tier 3 students and their families to inform parents of student reading goals and to engage and partner with them in working towards those goals.
2. The strong after school program partnership with BACR supports interventions.
 - Provides homework support and enrichment classes 5 days a week
 - Some ASP staff also provide other support during the day at Sankofa
 3. The school has an established SST structure to support students. The school uses the Response To Intervention (RTI) method and has a strategic focus on Tier 3 students to improve literacy. Targeted interventions “to meet students where they are” is the focus.
 - Fridays are used for SSTs, set time facilitates getting teachers and others together.
 - Most teachers are familiar with the SST referral process
 4. Use of data to guide school wide work, especially around identifying students who need intervention is done effectively and efficiently.
 - Student placements when there is to be a split class, student groupings within a class, intervention pull outs and push ins are all determined by assessment data.
 - The teaching staff analyzes assessment data together several times a year with the explicit purpose of determining student groupings, interventions needed, and areas of reteaching needed.

Challenges:

1. Strengthening the already existent systems for academic and social emotional supports and interventions
 - Differentiation within classrooms consists primarily of either small group work (where groups are not always intentionally put together based on specific skills to be targeted), or individually, with each teacher attempting to get to each student at some point.
 - Teachers report wanting to learn how to provide more differentiation and intervention within their classes.
 - Coordination of Services Team is brand new and under development
 - Behavior plans are not consistently implemented or monitored by staff and parents
 - Use of the classroom buddy system and the Stillness Center are inconsistent and communication between the adults involved (to monitor outcomes and next steps) is inconsistent.
2. There is a need for additional counseling services to meet the needs of students who are not eligible for MediCal.
 - In the words of one parent, “There are not enough staff to meet the non-academic needs of students”.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6: Inclusive, Welcoming, & Caring Community</p> <p>A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community.</p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong & consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students & parents trust staff. • Students & their families are “known” by school staff. • Procedures & practices support new students & their families to quickly feel like members of the school community. • Procedures & practices support students to resolve and heal conflicts and “restore justice” to the school community. • Staff, students, & their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines”. • Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences. 	<p>The school provides learning environments that show strong & consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that students and their families experience an inclusive, welcoming, & caring community.</p>

Sankofa Academy is rated **Refining** in this standard.

Strengths:

- There are many efforts to support and deepen an inclusive, positive, culture across the school.
 - Students are celebrated as scholars through Morning Circle, excellent work is posted in hallways, the language adults use with students is respectful and encouraging.
 - Morning Circle provides a daily grounding in the culture and vision of the school, and gives students many opportunities to be seen and appreciated for being Respectful Individuals, Responsible Leaders, and Reflective Achievers.
 - The academic identity and culture of achievement is rooted in the students’ community and cultures. While many cultures are celebrated (Day of the Dead curriculum, Lunar New Year, etc.) there is an explicit grounding connection to African American and Ghanaian roots, history, and culture.
 - Culturally relevant and diverse texts and images are observed throughout the school.
- Celebrating accomplishments and giving appreciations are part of Morning Circle and some classroom routines.
 - Kindergarten morning circle includes a time for giving appreciations.
 - Teacher says to one student, “You have a lot of pre-knowledge!”
- Adults feel welcomed, valued, and happy to be part of this community and pour themselves into their work.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

- Parents report feeling like this is a family, they and their children are respected and cared for. It is personal. There is a ton of communication from the school so they know what's going on in terms of events and in terms of their child's participation in school.
 - PEC teachers and Intervention Specialists cannot say enough about how lucky they feel to be working and learning here.
 - Staff and parents routinely greet visitors and guests warmly in the halls and in classrooms.
 - There's a culture of appreciating one another: Morning Circle, individual informal conversations in the hall, the principal's weekly email, staff meeting process, etc.
 - Staff take great pride in and ownership over their work. Adults go above and beyond their job descriptions, and there is a very low teacher and staff absence rate.
4. School wide morning routines create a sense that all adults are responsible for all students, and
- Breakfast program in the cafeteria
 - Many parents are present, chatting and watching over kids – enter directly into lunchroom from front of building
 - Cafeteria manager expresses love and care for kids, “These are all my children” – she engages with them loving and firm, knows them all, takes pride in feeding them well, caring for them, creating a safe and nurturing space, expressing a feeling of ownership
 - Morning Circle
 - The school has an overall climate and tone of warmth, respect, love and academic seriousness.
 - An SDC Aide comes from one class into another to ask the teacher to translate a note from Spanish to English for her. She does so quickly, they smile warmly. The interaction is easy and positive.
5. All students are encouraged and supported to be excellent scholars and to participate in the life of the school.
- All fifth graders participated in elections for student council. They wrote, practiced and delivered speeches, dressed professional for that event in front of all students and parents.
6. New families are welcomed by the School Secretary, the Principal, and parent volunteers. New students are welcomed at Morning Circle.
7. There are many opportunities for parents and students to be listened to by school staff.
- The principal spends time daily meeting individually with students and parents, listening to them and helping resolve problems in ways that leave them feeling respected and supported.
8. The school celebrates a variety of cultural events such as Day of the Dead, Martin Luther King Jr. Day, and Lunar New Year. These are all explicitly connected to the Social Justice values of the school.
- Integrated Art/Literature/Social Studies projects on Day of the Dead.
 - Morning Circle celebration of Lunar New Year.
 - School wide activities celebrating MLK Jr. and Cesar Chavez.

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

9. There is a high level of parent engagement and involvement.
- One parent shared that the, “combination of tone set by principal and parents that are on campus makes it difficult not to be engaged. The moment you walk through the door someone is speaking to you to share information – there are also quotes, events, parent wall.”
 - Parents created a “Family Lounge” to welcome new and visiting parents into the school. This also serves as a conference space to meet with parents.
 - United Sankofa (Parent-Teacher Organization) was recently created with the goal of training volunteer parents and establishing “room parents” for each classroom.
 - Parent involvement includes fathers and grandfathers as well as mothers and grandmothers.

Challenges:

1. Strong parent relationships are not consistently leveraged to engage parents in understanding grade level expectations or monitoring students’ specific, detailed progress across the school.
- The significant parent presence on campus and warm relationships between staff and parents does not appear to translate into parents knowing academic goals for students and becoming more engaged in their learning.
 - There are a few examples of successful and effective parent engagement with student achievement goals and targets (most notably the Resource Specialist/Intervention Coordinator meetings) that are not yet widespread.
 - The Family Liaison role appears to center around organizing volunteers for school events and projects and fundraisers.
 - Parents and staff report that social and cultural events attract far more parent participation than educational events held at the school, and have not yet figured out how to use one in service of the other.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that thriving schools consistently endeavor to develop as robust learning communities.

A “Learning Community Focused on Continuous Improvement” describes a school that consistently and collaboratively works to improve the school and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect, and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.

OUSD’s approach to learning communities is rooted in the literature on Professional Learning Communities (PLCs) developed by Richard DuFour, Rebecca DuFour, and Robert Eaker. They define a PLC as “characterized by a set of core beliefs and practices: a commitment to the learning of each student and structures that support teachers’ focus on student learning. When a school functions as a PLC, adults within the school embrace high levels of learning for each student as both the reason the school exists and the fundamental responsibility of those who work within it.”

This Learning Communities rubric focuses on the members of the community whose primary responsibility is student learning: teachers and those that support teachers. This group of individuals is not *de facto* a learning community; however, they develop into a learning community as they collaborate, build trust, challenge one another, and support one another – in service of student learning.

This rubric enables schools to self-assess against the quality school learning community standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals or teams within the school.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1:</p> <p>Collaboration</p> <p><i>A quality school makes sure that teachers work together in professional learning communities focused on student progress.</i></p>	Teachers do not collaborate.	The school staff has developed a plan for teacher collaboration and a few teachers have begun to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Some teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Most teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	The school staff regularly reflects on their approach to collaboration, and processes have been adjusted based on these reflections.

Sankofa Academy is rated **Developing** in this standard.

Strengths:

- There is time built into the weekly schedule for teachers to work individually or in teams or groups on curriculum and data (Wednesdays from 1:15 to 2:45pm).
 - There is an expectation that all meetings have an agenda and evaluation for each meeting is in place.
 - There is a teacher leader whose role is to be the eyes/ears for the needs and concerns of the staff around professional development.
 - Teachers involve themselves in data inquiry (data summits).
 - Curricula mapping takes place during collaboration time.
 - Discussion about student work is included in the topics of whole group collaboration.
- A teacher shared during a focus group, "when a teacher is passionate about her pedagogy, there's never enough time [to collaborate]". This exemplifies how the majority of staff feels about collaboration.
- Experience Corps (intervention program focused on K-3 Literacy through mentoring) volunteers collaborate with General Ed teachers through their scheduled mid-year review when they talk about how students are progressing. Informal collaboration takes place when teachers fill out the reading/literacy and academic behaviors and assessment forms when students are referred to this program.
- After school program communicates with teachers daily regarding the needs of students. During these check-ins, teachers identify who needs extra attention, what's going on with the work and reviews homework to see work that is happening. Furthermore, teachers come to the after school program in an effort to align expectations with the school day (interview with asp).

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Challenges:

1. The size of the teaching staff makes collaboration by grade level a challenge because there's often only one teacher teaching that grade level or as in the case of 4th and 5th grade, one teacher teaches English Language Arts and Social Science while the other teachers Math and Science. The staff is preparing to work in teaching teams next year when there will be 2 teachers at each grade level (except for 6th).

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Data Collection and Analysis</p> <p><i>A quality school ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.</i></p>	Teachers do not analyze data on students' performance or learning experiences.	The school staff has developed a plan for the analysis and use of data on students' performance and learning experiences.	Some teachers regularly analyze multiple types of data on students' performance and learning experiences.	Most teachers regularly analyze multiple types of data on students' performance and learning experiences.	The school staff regularly reflects on how they collect and analyze data, and processes have been adjusted based on these reflections.

Sankofa Academy is rated **Sustaining** in this standard.

Strengths:

- Sankofa has a strong culture of looking at data and of adjusting teaching to address the gaps identified by the data.
 - Teachers look together at CST data, DIBELS data, OUSD benchmark data, and SRI reading lexile scores.
 - Implementation of Data Summits: Teachers analyze assessment data together several times a year with the explicit purpose of determining student groupings, interventions needed, and areas of re-teaching.
 - The principal and data coach guide the staff through a look at school wide data, then groups of teachers look more closely at individual student results, with a discussion guide. High needs get identified, as well as standards that need to be retaught.
 - Per teacher interview, this is well established and carried by teachers at the school. "It helps to see what tracks students are on and show where the gaps could be for a student or the kinds of questions that they miss."
- Data plays a strong role to guide school wide work.
 - Decisions about student placements when there is to be a split class, decisions about student groupings within a class, decisions about intervention pull outs and push-ins are determined by assessment data.
 - Decisions about what organizations to partner with and what the partnership should include are determined by looking at data.
 - The use of data is woven throughout the school: Morning Circle highlights successes, including attendance data, uniform data, and assessment data.

Challenges:

- The use of data to guide instruction within each classroom varies widely.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- While the teaching staff analyzes assessment data several times a year with the explicit purpose of determining student groupings, interventions needed, and areas of re-teaching needed, the actual implementation of those plans is uneven.
 - Many adults on campus don't understand, articulate, and employ data in the way that the principal does, and yet it's a cornerstone of how work is done at Sankofa.
 - There is little evidence of consistent, frequent classroom-based use of diagnostics, exit tickets, or other forms of on-going assessment to monitor student growth outside of district benchmarks, CSTs, and 3x/year DIBELS assessment. This makes it challenging for teachers, support staff, students, and parents to monitor detailed improvement efforts.
 - Without ongoing data collection and analysis (what kids know and don't know), it is difficult to plan and implement effective differentiated reteaching and extension learning experiences.
 - SRI is new to OUSD, and the staff is still learning to understand what the lexile scores mean and how to make use of that reading level data.
2. Collaboration during and after Data Summits is restricted because grade level teachers are solo on site this year.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4:</p> <p>Professional Learning Activities</p> <p><i>A quality school has professional learning activities that are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</i></p>	<p>Professional learning activities are not embedded in practice, do not promote teacher leadership, and do not support teachers to evaluate and revise their classroom practices.</p>	<p>The school staff has developed a plan to embed professional learning activities in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices, and this has been applied to a few activities.</p>	<p>Some professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</p>	<p>Most professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</p>	<p>The school staff regularly reflects on their professional learning activities, and processes have been adjusted based on these reflections.</p>

Sankofa Academy is rated **Sustaining** in this standard.

Strengths:

- Professional development is aligned to school goals.
 - Teachers rate school Professional Development (PD) sessions on their usefulness. Most are rated well.
 - Teachers have input into what PD are brought to the site.
 - According to teachers, when PDs are chosen for them, they are chosen in order to serve a genuine need that is present, or can help the community closer to a goal.
- There is a stated value around learning from one another, and a expressed desire to visit each other's classrooms.

Challenges:

- There is no consistent practice of peer observation.
- In the self-reflection, the school identified a need to differentiate professional development opportunities for staff. While 1 Wednesday afternoon a month has been set aside for individual PD (teachers can visit another site, attend a training, read up on something, etc.), that rarely happens. Instead, teachers generally use that time for planning and prepping for their class.

3. Not everyone has completed 2nd Step training at the site.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is meaningfully engaging students, families, and communities as key partners in this work.

“Meaningful Student, Family, and Community Engagement/Partnerships” result when the school staff ensures that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Meaningful Student, Family and Community Engagement/Partnerships” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1: Relationships & Partnerships</p> <p><i>A quality school builds relationships and partnerships among school staff, students, their families, and community resources, based upon the school and community vision/goals, needs, assets, safety and local context.</i></p>	There is little evidence of the following:	There is some evidence of the following:	There is substantial evidence of the following:	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> The school has multiple high-quality activities and strategies which build relationships and partnerships with students, families, and community resources. The school has multiple ways of understanding the community's needs and assets and the community's vision/goals for the school. The school has a plan and implemented systems to constantly align its efforts to the community's needs, asset, and vision/goals. Family involvement (in meetings, volunteerism, etc.) reflects the school demographics. 	<p>There is strong and consistent evidence of the following:</p> <p>To ensure such strong relationships/partnerships, the school has implemented systems to review evidence of these practices.</p>

Sankofa Academy is rated **Refining** in this standard.

Strengths:

- Sankofa has built relationships and partnerships based upon the school's vision and needs.
 - Experience Corps partnership allows students to have mentors / positive role models for the student population. Through this partnership, students receive 1:1 tutoring for 35 sessions throughout the year (2 times per week). Presently, there are 8 students receiving this type of support.
 - After school program provides extended academic support. According to an interview, there is carry over to after school program in the areas of reading, writing, math, and goals of the week. Services are provided to approximately 120 students or 50% of the student population.
 - Additional supports on campus include: music in the classroom, gardening, tennis, reading level pull out of students, progress reports, PE, color game, tech girls, boys group, and science.
- Sankofa Academy has created partnerships and garnered support from over 41 different organizations, businesses, and foundations.
- The school is supported by a Family Liaison. This position supports the school community by:
 - Making phone calls to parents regarding issues with their children
 - Coordinating the creation and upkeep of the Family Lounge
 - Recruits and engaged families to volunteer to run the salad bar and provide dinner for the faculty

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

- Coordinating a produce market
 - Coordinating Parent Library time
 - Collaborating with Mom & Dad’s Club
 - Collaborating with PTO/ United Sankofa
4. Oakland Schools Foundation (OSF) plays an important partnership role at Sankofa. OSF’s role is to support schools with community outreach and resource development. Fiscal sponsorship, take in donations, send thank you letters on behalf of the school, manage budgets related to private funding. OSF staff also produces newsletters and school brochure, website support, help developing campaigns around fundraising or school events and grant writing for school either individually or in groups.
 5. UC Co-op Extension oversees nutrition education and health and wellness.
 6. Family ELI Collaborative: Sankofa is one of 12 schools in this collaborative who come together and develop practices around academic intervention and extended learning.
 7. Target & Home Depot provided small grants to fund the school library.
 8. UC Berkeley and UC Extension partnerships provide ELA literacy based Drama Theater as well as cooking, health & nutrition and gardening. They also provide a parent newsletter and family education via a series of classes around food safety and spreading your dollar –family consumer science.
 9. Parents spoke highly of the school and feel they (parents and their students) are part of the school community in interviews, focus group, and written reflections.
 - Culture feels like a family.
 - Morning circle is one of the strongest features of engagement with families and students.
 - There’s lots of playspace, with the partnership with Bushrod.
 - Students feel cared for.
 - Parents select this school over others near their home.
 - Strongest features of the school - connected and engaged staff, lots of communication, “I always know what’s going on”. Written and verbal.
 - Everyone is involved, the majority of parents are very happy with Sankofa.
 - Students strive to impress staff and be a part of the school community.
 - The school celebrates our children.
 - Parents get to share in knowing how their children are growing in myriad ways.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

10. All adults in the building take ownership for the school, including staff, parents, and community volunteers.
- Special Education Instructional Aides, parents, and volunteers, as well as the principal and teachers routinely greet and warmly welcome visitors in the halls and classrooms.
 - Classroom volunteers take ownership and feel a sense of authority and shared responsibility. One lower grade literacy volunteer stepped outside the classroom door as class was starting and greeted students, “Cameron, Makai! Come on Jamari!” When a student walked in late, the volunteer jumped up from the class circle, walked over, greeted the student and his mother quietly and helped the student get settled with the rest of the class.
 - During an SSC meeting, a parent stepped into the hallway and warmly but firmly reminded students to lower their voices and not run in the hall.

Challenges:

1. Both the Parent Liaison and the After School Program Coordinator remarked that there is a need for and a desire for more parent participation and volunteerism, which the new PTO United Sankofa is attempting to address.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Shared Decision-making</p> <p><i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i></p>	There is little evidence of the following:	There is some evidence of the following:	There is substantial evidence of the following:	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. • The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making. 	There is strong and consistent evidence of the following: To ensure that decision-making is shared , the school has implemented systems to monitor the effectiveness of these practices.

Sankofa Academy is rated **Developing** in this standard.

Strengths:

- Principal has a strong practice of shared decision-making with the parent community. During School Site Council and United Sankofa meetings, the principal shares:
 - Program Improvement status
 - CST and OUSD benchmark data
 - Current struggles in specific grade levels (2nd grade).
 - Updates on leveled reading groups
 - Updates on Intervention programs (Saturday, after-school program, tutoring by Sankofa teachers, etc.)
 - How Sankofa compares to other elementary schools in the district based on the school's program.
 - The principal encourages parents to ask questions and when they request information, works to get it to them.
- There are many opportunities for parents and students to participate in decision making at the school.
 - School Site Council brings parents, teachers, staff, and principal together to make decisions about budget and program.
 - Student Council brings 4th and 5th graders together to take leadership on activities that are important to them.
 - United Sankofa – new Parent Organization, is planning to educate and organize parents to support classrooms

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

3. The school's School Site Council (SSC) has a solid active group of parents who are knowledgeable about the school. They are ready to advocate for their school and seek the resources the school needs.
 - Topics during SSC include: budget overviews, test data, intervention program, expansion issues, facilities and programmatic concerns due to the expansion plans.
 - This group meets monthly and engages in an annual retreat in December.
 - 15 parents attended the SSC Meeting on January 25, 2012
4. Parents have a chance to participate in the planning and raise their concerns about the expansion plans.
5. Sankofa's Student Council is composed of 4th and 5th graders. Members of Student Council had to make speeches, dress professionally, present to the entire school and parents. They are beginning to work on activities such as pajama day, and bake sales to raise money for field trips. They have an idea about organizing 5th graders to tutor younger students. According to members, the purpose of this group is to make Sankofa better. The Student Council president makes announcements at Morning Circle.

Challenges:

1. The expansion plans have staff and parents worried about this undertaking.
 - Fears from parents included wanting the middle school to feel significantly different for kids versus the elementary experience; Needing to train 6-8th grade students with bells, switching periods, and an overall strong program to prepare them for high school. Wanting good facilities.
 - Concerns from staff included worries that the behavioral needs, the resources (lockers, library, use of restrooms), and electives for the new age group wouldn't be adequately met. Another fear was having Kinder students and 8th graders in the same building.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5: Student/Family Engagement on Student Progress <i>A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</i></p>	There is little evidence of the following:	There is some evidence of the following:	There is substantial evidence of the following:	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> The school has multiple high-quality activities and strategies which engage each student and their family in knowing how the student is progressing and participating in the life of the school. These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation. 	<p>There is strong and consistent evidence of the following: To ensure effective student/family engagement on student progress, the school has implemented systems to review evidence of the effectiveness of these practices.</p>
<p>Standard 6: Family Engagement on Student Learning <i>A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</i></p>	There is little evidence of the following:	There is some evidence of the following:	There is substantial evidence of the following:	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> The school has multiple high-quality activities and strategies which engage families in knowing what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them. These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding 	<p>There is strong and consistent evidence of the following: ... To ensure effective family engagement on student learning, the school has implemented systems to review evidence of these practices.</p>

Sankofa Academy is rated **Developing** in these standards.

Strengths:

- Parents shared during a focus group that they know what their children are learning by:
 - Reviewing their childrens' backpacks

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

- Volunteering in classrooms
 - Speaking to their children and asking them a high and low note of their day
 - Conversations with their children’ teachers
 - Conversations with personnel in the afterschool program
 - Letters sent home from teachers
 - Reviewing projects their children are doing
 - Attending Back to School night presentations
 - Rubric of learning on 1-5 point break down for homework
 - Reading the school’s brochures during registration
 - Being a classroom “room parent”
2. Many parents stay for the school’s Morning Circle – getting inducted into the culture of academic achievement, celebration of accomplishment, reinforcement of the uniform and academic behaviors.
 3. Many parents were observed staying for part of the morning in the lower grades classrooms, particularly Kindergarten and 1st grades. In one lower grade class the team observed this interaction between a student and teacher: “Can my mom stay for a little bit?” “Of course, it’s always okay!” Teachers report that parents are welcome to come in to observe and/or support in upper grade classes as well, but rarely do.
 4. During conversations with principal, she shares information about events, parent wall, quotes, what the school is doing, various ways parents can support their children, etc.
 5. The after school program communicates with parents about student behavior. The Winter and Spring showcases are two other opportunities where parents are invited to share and celebrate students achievements.
 6. English Language Arts writing process allows parent involvement. For example, in one classroom, students had to write a letter six times and engage in the process of revision.
 7. Parents of students with disabilities are engaged through the Individualized Educational Plan (IEP) process and through bi-monthly newsletters from some teachers.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Challenges:

1. Outside of the group of students the Resource Specialist/Intervention Coordinator hosted family meetings with, there is no evidence of systematic events to engage all families in understanding student learning and progress or to set goals and partner in ways to support students to meet those goals.

Quality Indicator 5: Effective School Leadership and Resource Management

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that the leaders of a school play a critical role in this success: supporting students, nurturing and guiding teachers, and empowering families and the community – thriving together as a full service community school.

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student. Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standards 1, 2, 3, 11: Shared Responsibility</p> <p><i>A quality school has leadership that</i></p> <p><i>1) builds the capacity of adults and students to share responsibility for leadership and to create a common vision;</i></p> <p><i>2) shares school improvement and decision-making with students and their families;</i></p> <p><i>3) provides student leaders access to adult decision-makers and supports them to be strong representatives of students;</i></p> <p><i>11) Leadership is distributed through PLCs, collaborative planning teams, and select individuals</i></p>	<p>We believe that every member of a school community is responsible for the education of the students that it serves. Students, families, and other community members join with the school staff to design, develop, and support strategies that are in the best interest of every student.</p>				
	<p>Staff, students and families participate only in mandated decision-making bodies (e.g., School Site Council, English Language Advisory Council), and that participation is primarily “signing off” on the plans of school leaders.</p>	<p>Staff, students and families participate on mandated decision-making bodies, and that participation shows some evidence of meaningful input on decisions made.</p> <p>They also occasionally participate in additional activities to inform school decisions, such as data analysis sessions and teacher hiring.</p>	<p>Staff, students and families participate on mandated decision-making bodies, in robust and meaningful discussions, and that participation shows strong evidence of meaningful input on decisions made.</p> <p>Through various leadership structures, they participate in additional activities that have a substantive impact on some school decisions.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. The school has high-quality activities and strategies which build the capacity of staff, students, families, and community to assume leadership roles.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</p> <p>To ensure shared responsibility, the school has implemented systems to monitor the effectiveness of these practices.</p>

Sankofa Academy is rated **Developing** in this standard.

Strengths:

Quality Indicator 5: Effective School Leadership and Resource Management

1. The Principal assumes responsibility for this school, routinely seeks out input and feedback, and is trusted, respected, and appreciated by adults and students. Sankofa has a strong leader as principal with a clear vision.
 - Parents described her as “open and communicative, dedicated, not a micromanager, positive and strong”.
 - A teacher mentioned that, “Principal is open to sharing leadership and prepared to take full responsibility. Things are not always perfect, but concerns are addressed on many levels, and goals are set and implemented so that progress is always evident”.
 - Another teacher wrote that a strength of the school is the “Site leader who takes time to support school staff on all levels, believes in the students, and works for change.”
 - Teachers, staff and parents report that the principal is open and responsive to feedback.
 - Teachers, staff, and parents describe the principal’s dedication, commitment, to the school, and report feeling inspired and motivated by her and her vision.
2. The principal leads various groups within the school community to understand the context and issues and participate in making decisions.
 - The whole staff, the Strategic Planning Team, the Expansion Team, the School Site Council, all participate in active discussions of school program and direction
 - Teachers, support staff and parents report feeling ownership over their work at Sankofa.
3. There is significant evidence that the school community shares and practices the principal’s vision.
 - Formal vision as presented in presentations includes an emphasis on student empowerment and academic achievement.
 - Interview with Experience Corps (school partner) demonstrated an understanding of the school’s vision and a commitment to make the partnership serve that vision. Specifically, having students paired with mentors for role modeling and to receive positive academic attention.
 - Principal, staff, and students share vision-based appreciations daily during community circle.
 - Student Council members understand and embrace the meaning of their school’s name: “look back on the past and achieve your goals”.
4. Adults feel welcomed, valued, and happy to be part of this community and pour themselves into their work.
 - Parents report feeling like this is a family, they and their children are respected and cared for. It feels personal. There is lots of communication from the school so they know what’s going on in terms of events and in terms of their child’s participation in school.
 - PEC teachers and Intervention Specialists cannot say enough about how lucky they feel to be working and learning here.
 - Staff and parents routinely greet visitors and guests warmly in the halls and in classrooms.
 - There’s a culture of appreciating one another: Morning Circle, individual informal conversations in the hall, the principal’s weekly email, staff meeting process, etc.
 - Staff takes great pride in and ownership over their work. Adults go above and beyond their job descriptions.

Quality Indicator 5: Effective School Leadership and Resource Management

- There is a very low teacher and staff absence rate.
5. The teaching staff is actively involved in setting and revising the direction of the school.
- The teaching staff regularly participate in discussions about school programs and weigh in on decisions.
 - The teaching staff and Extended Day Staff reflect on and identify strengths and weaknesses in the program.
 - The Strategic Planning Team is a small group of staff, working with the principal and several partners to plan the details of the school's upcoming expansion.
 - Any teacher can suggest topics for professional development.
 - There are opportunities for teachers to present their work to their colleagues at staff meetings, although this is not happen frequently.
 - One teacher wrote, "The strongest feature of leadership and management is that it is shared. I see many people in the community eager to take part in and develop as leaders at Sankofa. As a result, teachers have an opportunity to take on leadership roles, rather than be passive. The Principal is open to sharing leadership..."
6. Members of the School Site Council engage in meaningful conversations about the school.
See Quality Indicator 4, Standard 2, Strength #3.
7. The Student Council gives a voice to students.
- See Quality Indicator 4, Standard 2, Strength # 5.

Challenges:

1. Although Principal Brinson has built many partnerships to support various aspects of the school's programming, she plays a hands-on role with almost every single thing that happens in the building, and there is concern that there is not enough infrastructure or shared ownership to sustain the school's expansion or a leadership change.
- Ms. Brinson is currently filling the roles of instructional leader, site manager, disciplinarian, and Full Service Community School Director, which is far too much for one person to carry currently, let alone once the school has tripled in size.
 - Many teachers, staff, and parents shared concerns about Ms. Brinson's capacity to continue holding so much of the responsibility through the school's expansion, even with an additional TSA or AP. *"How can you document and capsulize what Brinson is doing and has done – she's so busy because of what she's holding up. I worry about the weight on her as leader. Where is she getting her break and conveying skills to others?"*
 - One teacher shared, *"At times, it seems like the principal is juggling too much"*.

Quality Indicator 5: Effective School Leadership and Resource Management

- A concern by a staff member is whether the school has “the infrastructure to support our growth” as the school goes through significant expansion.
 - During an interview, the SQR team heard of a need to develop systems that will support the smooth functioning of a larger teaching community, as smaller communities are easier to manage.
2. Because of the size of the school and limited resources, much of the work to build capacity of leadership among the school’s stakeholders is dependent on the principal.
- Although the school has a formal Instructional Leadership Team (ILT) in place, it is unclear the role it serves based on meeting observation.
 - The principal planned for and led/facilitated the SSC meeting, the Strategic Planning Team meeting, and the Staff Meeting.

Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5: Focus on Equity</p> <p><i>A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.</i></p>	<p>The school staff is not focused on addressing historical inequities.</p>	<p>The school staff understands the importance of addressing historical inequities, and has developed a plan to address these inequities.</p>	<p>The school staff has instituted some practices designed to address historical inequities.</p>	<p>The school staff consistently engages in practices that interrupt historical patterns of inequity</p>	<p>The school staff regularly reflects on their approach to addressing inequities, and processes have been adjusted based on these reflections.</p>

Sankofa Academy is rated **Refining** in this standard.

Strengths:

1. Sankofa Academy was designed intentionally to address and interrupt the historic patterns of inequities in educational outcomes form African American students. Everything that happens in the building intentionally and explicitly supports this.
 - According to one staff member, “Site leader supports school staff on all levels; believes in the students and works for change.”
 - School practices and routines (morning circle, progressive discipline plan, support services, classroom instruction, etc.) support students to access a strong academic program.

2. This is a vision driven school, and everything is done intentionally in support of that vision.
 - Specific and explicit clarity about “what we do, why we do it, where we’re going” is shared and articulated by adults throughout the building and across roles (parents, volunteers, teachers, instructional support staff, administrative support staff, administration, partners)
 - From Morning Circle topics and routines, to classroom teacher speak, to partnerships developed and how they’re used, to staff meeting conversation, to events with parents – there is an explicit connection made between every activity and the shared vision for your students.
 - Data collected and shared back with the school, students, and parents, (One example: In It To Win It), is explicitly and consistently connected to the vision of students being college bound.

3. The school has a strong theory of action to address the needs of their students. That includes:
 - Differentiation: Instruction and assessment is adapted t student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.

Quality Indicator 5: Effective School Leadership and Resource Management

- Data Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.
- Accelerated intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services are clear and monitored. Services are coordinated effectively.

Challenges:

1. Continuing to increase the percentage of students who score Proficient and Advanced on CST exams, even as the staff and number of students increase.
2. Providing equitable, high quality learning opportunities for the middle school population as the school expands.

Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standards 6a and 9: Accountability for Student and Staff Outcomes</p> <p><i>A quality school has leadership that:</i></p> <p><i>6) guides and supports the development of quality instruction across the school to ensure student learning;</i></p> <p><i>9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</i></p>	<p>The school staff has not developed student and staff outcomes, nor a system to monitor progress, and individuals do not assume mutual accountability.</p>	<p>The school staff has developed student and staff outcomes and a system to monitor progress, but they are utilized sporadically, and most individuals do not assume accountability.</p>	<p>The school staff has developed student and staff outcomes, monitor their progress occasionally, and have developed systems to foster a sense of mutual accountability.</p>	<p>The school staff has developed student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability.</p>	<p>The school staff regularly reflects on their approach to accountability and processes have been adjusted based on these reflections.</p>

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6b: Professional Learning</p> <p><i>A quality school has leadership that guides and supports the development of quality instruction across the school.</i></p>	<p>The school staff is not committed to ongoing professional learning.</p>	<p>The school staff understands that professional learning is important and they are developing a culture to enhance commitment to professional learning.</p>	<p>Some members of the school staff are committed to ongoing professional learning and the school culture is supportive of professional learning.</p>	<p>Most members of the school staff are committed to ongoing professional learning.</p>	<p>The school staff regularly reflects on their approach to professional learning, and processes have been adjusted based on these reflections.</p>

Sankofa Academy is rated **Sustaining** in these standards.

Quality Indicator 5: Effective School Leadership and Resource Management

Strengths:

1. Three years ago, the school hired Performance Fact, which helped the staff develop a clear action plan to meet their goals. Currently, they continue to work with the coach to organize assessment data and co-facilitate staff Data Summits and data analysis, which include whole staff discussions of data, followed by vertical teams and individual analysis and planning from the data.
2. The teaching staff are enthusiastic about continued professional learning and growth. They meet weekly and work together to improve their practice.
 - One teacher wrote, “We are always honing our practice or addressing needs.”
3. The principal holds Academic Conferences with teachers throughout the year, discussing student achievement data, setting specific goals, and supporting effective teaching and learning. The Principal engages in ongoing observations and coaching with the teaching staff. Discussions evaluating their practice take place after the visits; “We are working to increase rigor in classrooms in the areas of questioning and depth of understanding” was shared by one teacher.
4. Professional Development throughout the year supports the teaching staff to look at data to drive instruction and intervention.
5. Sankofa employs a STIP subs to provide extra academic support to students as an intervention process in the areas of basic phonics skills and to administer the DIBELS test. This person supports K-2nd grades.
6. Student Study Teams meet on Fridays during teacher’s PE prep to discuss students who have been referred and to plan interventions and supports.

Challenges:

1. A key challenge identified by staff was, in the words of one teacher, how to “*continue upwards trajectory of student achievement and test scores while simultaneously expanding the school*”.
2. Developing outcomes and monitoring progress has been limited due to having only one teacher at each grade level.
 - See Quality Indicator 3, Standard 1, Challenge # 1 regarding Collaboration.

Quality Indicator 5: Effective School Leadership and Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 10: Organizational Management</p> <p><i>A quality school has leadership that develops systems and allocates resources in support of the school's vision.</i></p>	<p>School resources (time, human, financial, and material) are not allocated in support of the school's vision, nor are they distributed equitably or efficiently.</p>	<p>The school staff has developed a system for equitable and efficient resource allocation, but it is not utilized regularly.</p>	<p>The school staff usually allocates resources in support of their vision, but inequities and inefficiencies persist.</p>	<p>School resources are consistently allocated in support of the school's vision and they are distributed equitably and efficiently.</p>	<p>The school staff regularly reflects on their approach to resource allocation, and processes have been adjusted based on these reflections.</p>

Sankofa Academy is rated **Refining** in this standard.

Strengths:

1. Principal has ensured a balanced budget using the RBB process.
2. The principal has strategically leveraged and managed resources in service of the school's vision and goals for student achievement..
 - School resources have been allocated with the vision in mind.
 - As a result, the school has the support of intervention programs, a STIP sub, psychologist, family liaison, after school program, etc.
3. Principal has created and nurtured partnerships that have increased the resources available to students and families, always insuring that they are aligned with and deployed in support of the school's vision.
 - School yard project
 - 3-5th grade students have mentors provided through Cal's Sage Mentor Program
 - Arts Integration provided through Opera Piccola
 - Mental health counseling provided by Lincoln Child Center
 - Tier 2 & 3 reading interventions provided by Intervention Specialist and Stip Sub
 - K-1 Interventions in class and K-5 library support are provided by Experience Corps volunteers
 - Bay Area Community Resources provides a robust After School Program and a part time parent liaison. The ASP coordinator works as a close partner with the principal.

Quality Indicator 5: Effective School Leadership and Resource Management

- United Sankofa Parent organization
 - Bushrod Parks & Recreation provides additional afterschool options for Sankofa students
4. Decisions about how to allocate resources are made based on multiple sources of data.
 - DIBELS data is used to identify intensive intervention needs (Tier 3 students), who receive targeted, intensive intervention by intervention staff.
 - Use Your Voice survey data was used to prioritize social-emotional needs.
 5. Strong partnership with Oakland Schools Foundation, which helps with development efforts.
 - Target
 - Home Depot
 6. At the end of each school year, the staff reflects on it's programs, identifying strengths to sustain and nurture and areas for future growth. This collaborative reflection is used to guide planning and decision making for the following school year.
 - End of the year reflections are divided into three categories: "Keep it up! Systems, Structures/Programs/Processes that are working", "Continue to Work on", and "End/Stop/no more!"

Challenges:

1. Like all of our public schools, there is not enough funding to meeting the needs of our students. This is an on-going challenge, and additional job for school leaders.

Sankofa Elementary: Summary of Rubric Ratings

Quality Indicator	Focus Standard	Focus Standard	Rubric Placement	Undeveloped	Beginning	Developing	Sustaining	Refining
1	1.1	1.1 Meaningful & Challenging Curriculum	Developing			<input checked="" type="checkbox"/>		
1	1.2	1.2 Safe & Nurturing Learning Experiences	Sustaining				<input checked="" type="checkbox"/>	
1	1.4	1.4 Active & Different Ways of Learning	Beginning		<input checked="" type="checkbox"/>			
1	1.7	1.7 Students Know What They are Learning, Why, and How it can be Applied	Developing			<input checked="" type="checkbox"/>		
1	1.8	1.8 Academic Intervention & Enrichment Supports	Sustaining				<input checked="" type="checkbox"/>	
1	1.11	1.11 College-going Culture & Resources	Developing			<input checked="" type="checkbox"/>		
2	2.1	2.1 Safe & Healthy Center of Community	Sustaining				<input checked="" type="checkbox"/>	
2	2.2	2.2 Coordinated & Integrated System of Academic & Learning Support Services	Sustaining				<input checked="" type="checkbox"/>	
2	2.5	2.5 Identifies At-Risk Students & Intervenes	Sustaining				<input checked="" type="checkbox"/>	
2	2.6	2.6 Inclusive, Welcoming & Caring Community	Refining					<input checked="" type="checkbox"/>
3	3.1	3.1 Collaboration	Developing				<input checked="" type="checkbox"/>	
3	3.2	3.2 Data Collection & Analysis	Sustaining				<input checked="" type="checkbox"/>	
3	3.4	3.4 Professional Learning Activities	Sustaining				<input checked="" type="checkbox"/>	
4	4.1	4.1 Relationships and Partnerships	Refining					<input checked="" type="checkbox"/>
4	4.2	4.2 Shared Decision-making	Developing			<input checked="" type="checkbox"/>		
4	4.5	4.5 Student/Family Engagement on Student Progress	Developing			<input checked="" type="checkbox"/>		
4	4.6	4.6 Family Engagement on Student Learning	Developing			<input checked="" type="checkbox"/>		
5	5.1, 5.2, 5.3, & 5.11	5.1, 5.2, 5.3, & 5.11 Shared Responsibility	Developing			<input checked="" type="checkbox"/>		
5	5.5	5.5 Focus on Equity	Refining					<input checked="" type="checkbox"/>
5	5.6a & 5.9	5.6a & 5.9 Accountability for Student & Staff Outcomes	Sustaining				<input checked="" type="checkbox"/>	
5	5.6b	5.6b Professional Learning	Sustaining				<input checked="" type="checkbox"/>	
5	5.10	Organizational Management	Refining					<input checked="" type="checkbox"/>

Sankofa Academy
SQR School Data Profile

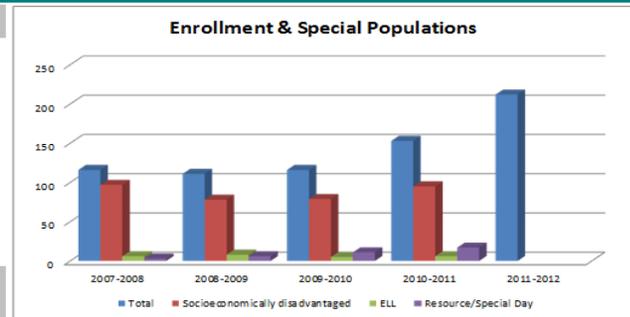
QUALITY COMMUNITY SCHOOLS DEVELOPMENT

Name of School:	Sankofa Academy	Name of School Leader:	Monique Brinson	PI (Program Improvement) Status:	Not in PI	Year in PI	-	Site Code	191
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Live-Go Data 2010-2011							
# Live in Neighborhood	# Live No-Go	% Live No-Go	# Live-Go w/in School	% Neighborhood Live-Go	% School Live-Go	# of School No Live Go	% of school No Live-Go
216	199	92.1%	17	7.9%	12.1%	123	87.9%

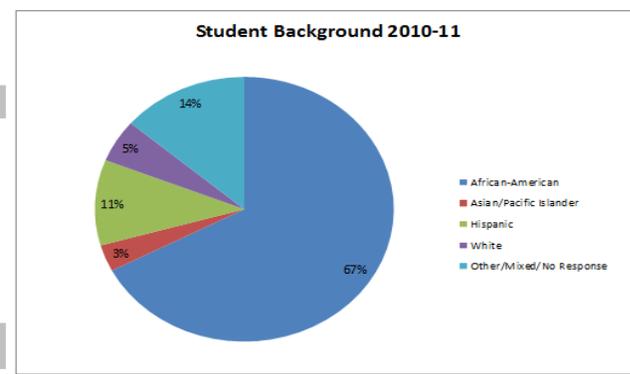
Enrollment, Attendance, Background, & Discipline in School

Enrollment	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total	116	111	116	153	212
Total Kindergartners	20	21	13	29	46
Total 1st Graders	22	18	26	23	37
Total 2nd Graders	22	17	27	34	30
Total 3rd Graders	14	16	19	25	28
Total 4th Graders	22	14	17	21	28
Total 5th Graders	16	25	13	21	30



2010-2011 Attendance & Absence Rates	Truancy Rate 09-10 (# of students w/unexcused absence or tardy on 3 or more days)	Attended > 95% school days	ADA	Chronic Absence (>10% of academic year) Rate
School	1.7%	63.0%	94.6%	14.0%
Region	NA	75.0%	NA	9.0%
District	27.3%	71.0%	NA	11.0%

Special Populations	2007-2008	2008-2009	2009-2010	2010-2011
Socioeconomically disadvantaged	97	78	79	95
% of total enrolled	83.6%	70.3%	68.1%	62.1%
ELL	6	8	5	6
% of total enrolled	5.2%	7.2%	4.3%	3.9%
Resource/Special Day	3	6	11	17
% of total enrolled	2.6%	5.4%	9.5%	11.1%

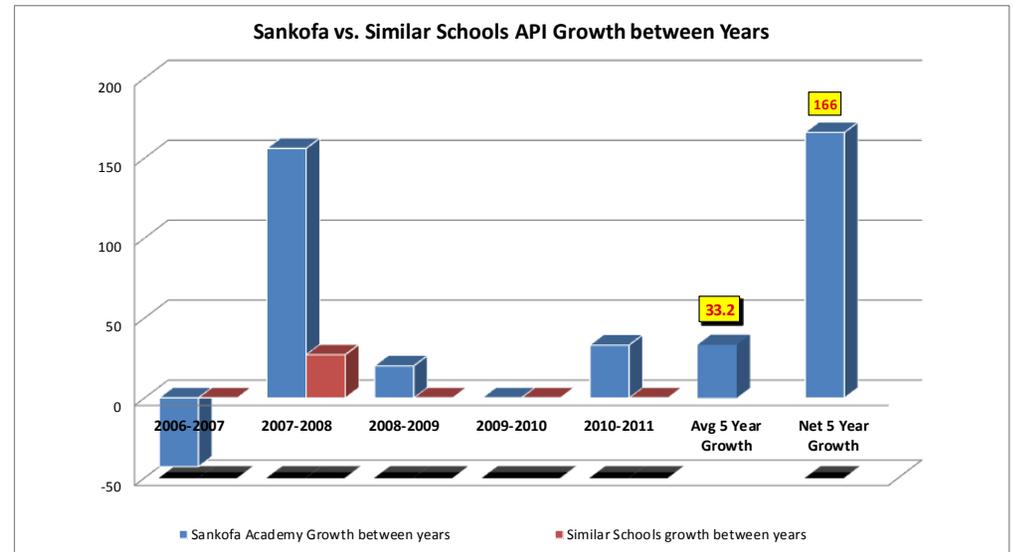
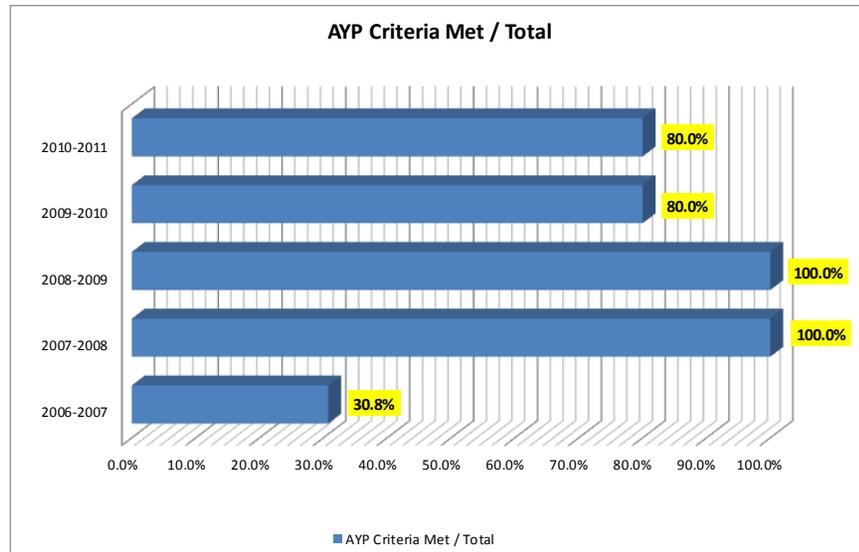


Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended
African-American	103	67%	African-American	4	80.0%
Asian/Pacific Islander	5	3%	Asian/Pacific Islander		
Hispanic	16	10%	Hispanic	1	20.0%
White	8	5%	White		
Other/Mixed/No Response	21	14%	Other/Mixed/No Response		
ELL	6	4%	Male	4	80.0%
SPED	17	11%	Female	1	20.0%
Male	72	47%	Total	5	100.0%
Female	81	53%			

QUALITY COMMUNITY SCHOOLS DEVELOPMENT

Overall School Academic Data							
AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011		
AYP Met?	No	Yes	Yes	No	No		
AYP Criteria Met / Total	30.8%	100.0%	100.0%	80.0%	80.0%		
API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Avg 5 Year Growth	Net 5 Year Growth
Growth API	535	691	718	717	750		
Sankofa Academy Growth between years	-43	156	20	0	33	33.2	166
Growth Target Met?	No	Yes	Yes	No	Yes		
Similar Schools Growth API	N/A	689	N/A	N/A	N/A		
Similar Schools growth between years	N/A	27	N/A	N/A	N/A		

* Met School-wide target, not subgroups



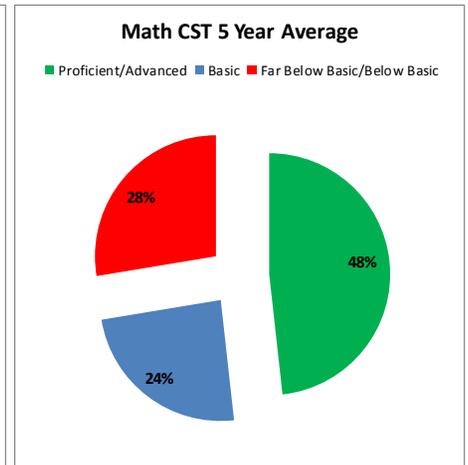
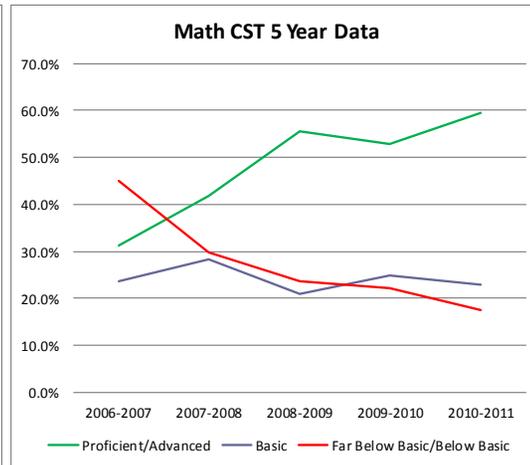
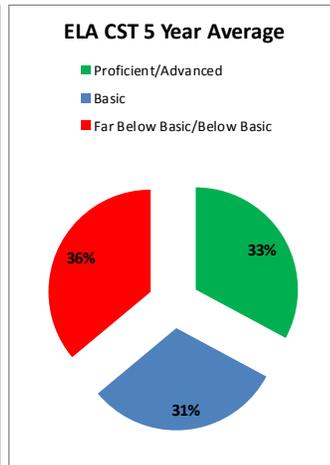
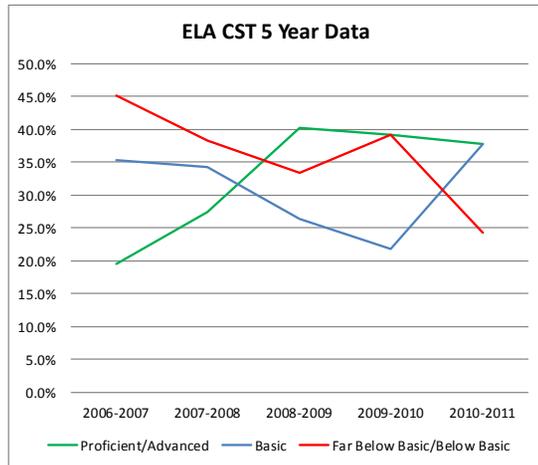
QUALITY COMMUNITY SCHOOLS DEVELOPMENT

CSTELA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
Proficient/Advanced	19.6%	27.4%	40.3%	39.1%	37.8%	32.9%	18.2%
Basic	35.3%	34.2%	26.4%	21.7%	37.8%	31.1%	2.5%
Far Below Basic/Below Basic	45.1%	38.4%	33.3%	39.1%	24.3%	36.0%	-20.8%

CST Math

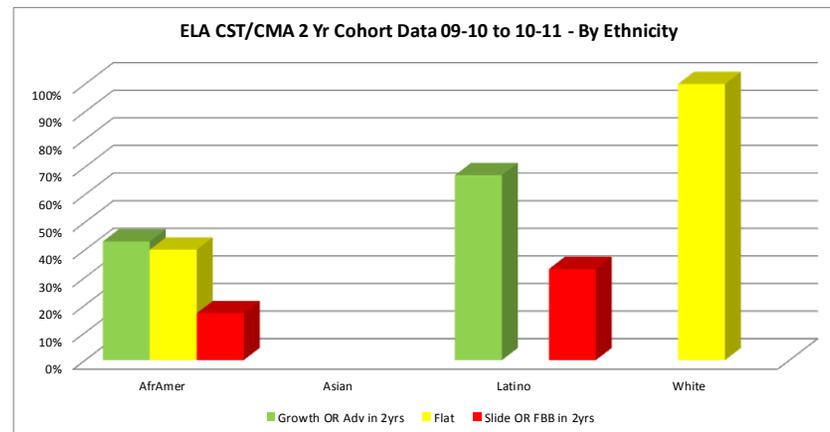
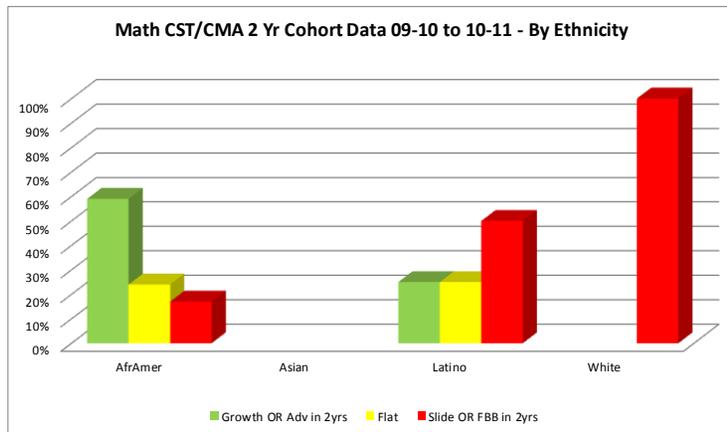
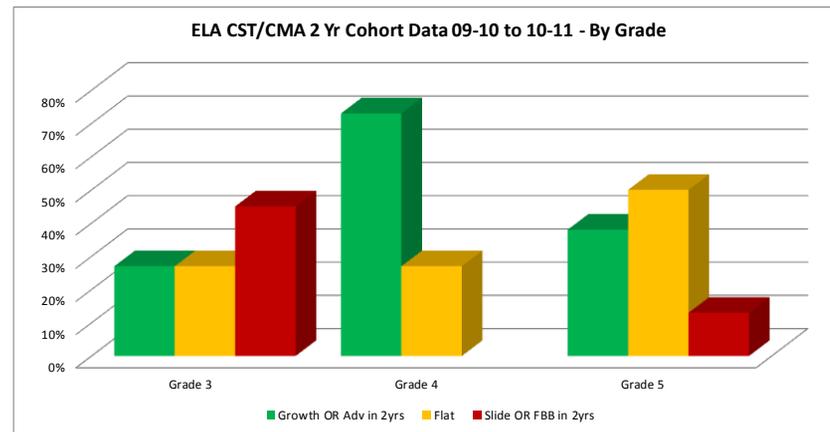
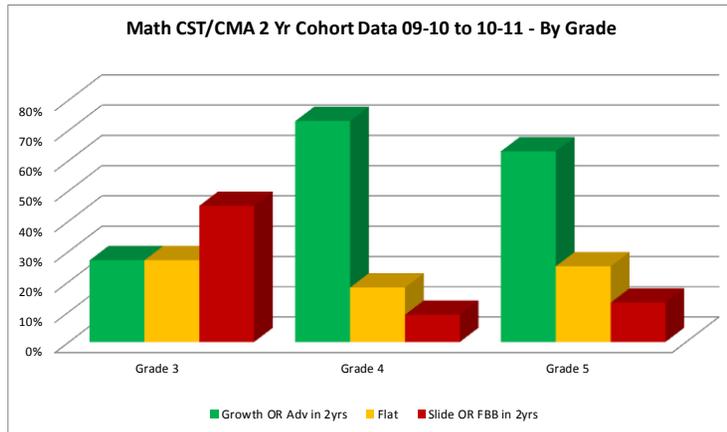
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
Proficient/Advanced	31.4%	41.9%	55.6%	52.9%	59.5%	48.2%	28.1%
Basic	23.5%	28.4%	20.8%	25.0%	23.0%	24.1%	-0.6%
Far Below Basic/Below Basic	45.1%	29.7%	23.6%	22.1%	17.6%	27.6%	-27.5%



QUALITY COMMUNITY SCHOOLS DEVELOPMENT

2 Yr Cohort Academic Data

Growth OR Adv in 2 yrs	Student improved one or more performance levels or remained at Adv in both years	Flat	Student remained at the same performance level in both years, not including FBB and Adv	Slide OR FBB in 2 yrs	Student slid back one or more performance levels or remained at FBB in both years		
Sankofa 2 Yr Cohort Data 09-10 to 10-11	# Students	% Growth		% Flat		% Slide	
	38	44.7%		36.8%		18.4%	



QUALITY COMMUNITY SCHOOLS DEVELOPMENT

CST Math

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	88.9%		11.1%			9
Proficient	23.1%	38.5%	38.5%			13
Basic	33.3%	44.4%	22.2%			9
Below Basic			50.0%	33.3%	16.7%	6
Far Below Basic					100.0%	1

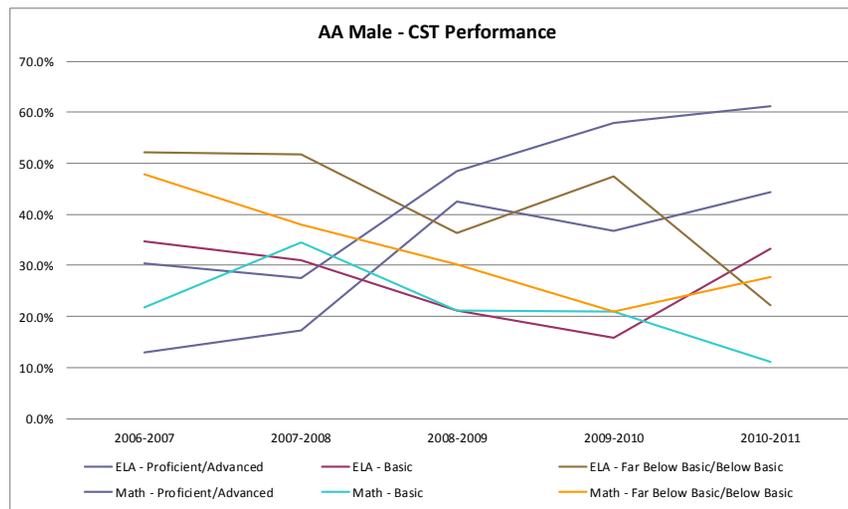
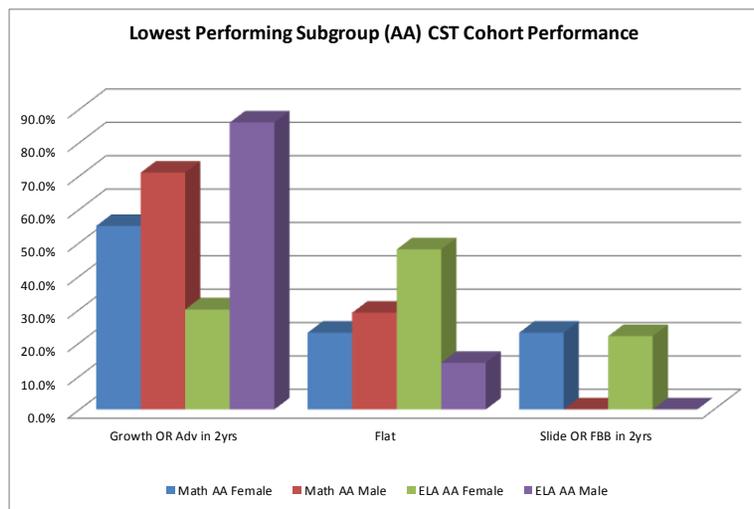
ELA

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	80.0%	20.0%				5
Proficient	30.0%	40.0%	30.0%			10
Basic		33.3%	55.6%	11.1%		9
Below Basic		8.3%	41.7%	41.7%	8.3%	12
Far Below Basic			50.0%		50.0%	2

QUALITY COMMUNITY SCHOOLS DEVELOPMENT

Lowest Performing Subgroup - African American Students							
	School	AA		CST Math		CST ELA	
				Math AA Female	Math AA Male	ELA AA Female	ELA AA Male
2010 Growth API	717	711					
2011 Growth API	750	747	Growth OR Adv in 2yrs	55.0%	71.0%	30.0%	86.0%
2010 API Change	0	-8	Flat	23.0%	29.0%	48.0%	14.0%
2011 API Change	33	36	Slide OR FBB in 2yrs	23.0%	0.0%	22.0%	0.0%
Total Students				22	7	23	7

African-American Male CST Data							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
ELA - Proficient/Advanced	13.0%	17.2%	42.4%	36.8%	44.4%	30.8%	31.4%
ELA - Basic	34.8%	31.0%	21.2%	15.8%	33.3%	27.2%	-1.4%
ELA - Far Below Basic/Below Basic	52.2%	51.7%	36.4%	47.4%	22.2%	42.0%	-30.0%
Math - Proficient/Advanced	30.4%	27.6%	48.5%	57.9%	61.1%	45.1%	30.7%
Math - Basic	21.7%	34.5%	21.2%	21.1%	11.1%	21.9%	-10.6%
Math - Far Below Basic/Below Basic	47.8%	37.9%	30.3%	21.1%	27.8%	33.0%	-20.0%





Sankofa Academy's Expansion Proposal

Informational Power Point October 2011



Sankofa Academy

School Expansion to PreK-8

Vision

At Sankofa Academy we will ensure that **every student becomes a strong critical thinker who is a positive leader in our local and global community.** Sankofa Academy emphasizes student empowerment and academic achievement. All our students are empowered to master literacy, numeracy, science, social studies, and technology.

Through community-based projects, exhibitions, and arts-integrated lessons, we ensure that our students can demonstrate mastery of grade-level standards in a variety of ways. This is imperative in order for them to be competitive in an ever growing global economy.



Goals

- Build a comprehensive, full-service community school that serves the needs of our students, families, and community.
- Develop and implement rigorous general education and inclusion programs in grades Pre-K-8 that encourage and support students in working to their full potential academically, socially, and emotionally, and empower them to be competitive in an ever-growing global economy.



Our Students

- Grades: Pre-K – 5
- 2011-12 Enrollment: 245
- Free / Reduced Lunch: 75%
- Special Education: 6%
- English Language Learners: 7%
- Enrollment by Ethnicity:
 - African-American: 88%
 - Latino: 4%
 - Asian: 1%
 - White: 1%
 - Multiple / No response: 6%

*Note: 2009-10 demographic data is reflected.





Enrollment Over Time

Sankofa Academy has grown an average of 60 students per year over the last two years, and has sustained a vibrant program with academic growth.

Grade	2008-09	2009-10	2010-11	2011-12
K	21	13	26	47
1	18	26	23	34
2	17	27	26	31
3	16	19	25	28
4	14	17	21	29
5	25	13	21	30
TOTAL	111	115	153	219

*Note: This does not include Pre-K and PEC students.

Projected Enrollment with Expansion

We anticipate Sankofa will grow a second set of K-5 students beginning in 2012-13. The middle school will grow one grade per year over three years until Sankofa is a complete PreK-8 school.

Grade	Current 2011-12	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Pre-K	20	25, 25	25, 25	25, 25
K	47	25, 25	25, 25	25, 25
1	34	25, 25	25, 25	25, 25
2	31	25, 25	25, 25	25, 25
3	28	25, 25	25, 25	25, 25
4	29	25, 25	25, 25	25, 25
5	30	25, 25	25, 25	25, 25
6		30	25, 25	25, 25
7			30	25, 25
8				30
TOTAL	219	380	430	480

*Note: This does not include PEC students.



Projected Staff with Expansion

	Current 2011-12	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Admin	Principal	Principal, TSA	Principal, TSA	Principal, AP
Teachers	8, 3 SDC, 2 Pre-K	18, 3 SDC, 2 Pre-K	18, 3 SDC, 2 Pre-K	18, 3 SDC, 2 Pre-K
Staff	2, Custodian	2, Custodian	3, Custodian	3, Custodian

Facilities: Capacity

Existing capacity for current grade configuration

- Current facilities can accommodate students plus addition of another set of K-5 students.
- School is currently the site of Oakland Schools Foundation
- School has a Pre-K SDC and 2 SDC classes.
- Oakland Schoolyard Initiative in progress.

Existing capacity to accommodate new grade configuration

- The school can accommodate two 6th grade classes, even with addition second strand of K-5 classes.
- The current CDC site will need to be replaced with portables up to code before 7th grade can be added.
- We are looking into an MOU that would allow the school to use the Parks and Recreation facilities for PE.

Facility upgrades/modifications needed to accommodate core academic program for expanding grades

- Need addition of 3 portables to house the 7th and 8th grade classes. Proposed site to replace the current CDC site.

Facility upgrades/modifications needed to accommodate full program needs

- Ideally, a permanent structure will be built between existing CDC site and main building for middle school that includes 6 classrooms, a science lab and multi-purpose rooms.



Facilities: Modernization and Beautification

Modernization:

- Sankofa is going through modernization in order to improve the aesthetics and functionality of our campus.

Schoolyard:

- Sankofa is partnering with Oakland Schoolyard Initiative to build a new campus playground that provides opportunities for inclusion of students with autistic spectrum disorder and general education students.

Before



After



Future Playground



SANKOFA ACADEMY
ADVENTURE PLAYGROUND
OAKLAND, CA
MAY 31, 2012



Current Playground



Washington CDC Site / TAP Center Future Sankofa Academy Middle School Campus





Results: Thriving African-American Students

❖ API

- In 2006, Sankofa's Academic Performance Index (API) score was 578. Today the school boasts an API of 750, nearing the state goal of 800. In 2011, our school grew 33 points, when compared to 2010 results.
- In 2008, Sankofa's API score increased 156 points, one of the most dramatic improvements in the district.
- With the highest concentration of African-American students across all elementary schools in the District, Sankofa Academy outpaced OUSD's average API for African-American students by 74 points in 2010. This growth continued in 2011 where Sankofa's African-American cohort performed at 61% in math and 43% in ELA.

❖ CST

- In 2009, our California Standards Test (CST) scores had double-digit percentage-point growth into the Proficient and Advanced categories in both ELA and Math.

❖ Benchmark Assessments

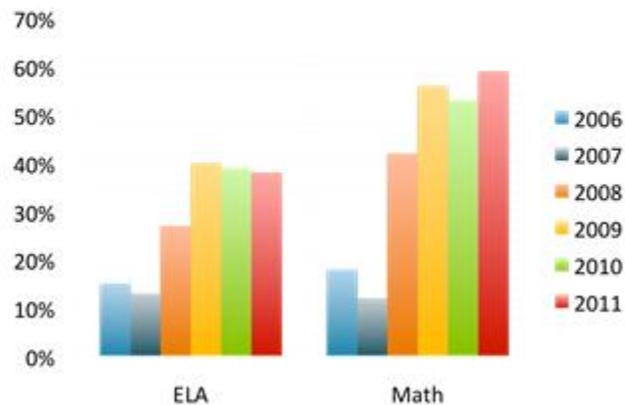
- 2010-11 benchmark data shows the largest increases in performance for 2nd-5th grade since the inception of the school.

❖ Teaching and Learning

- Continuity of structure, skill-based instruction, culturally responsive curriculum, rigor and care

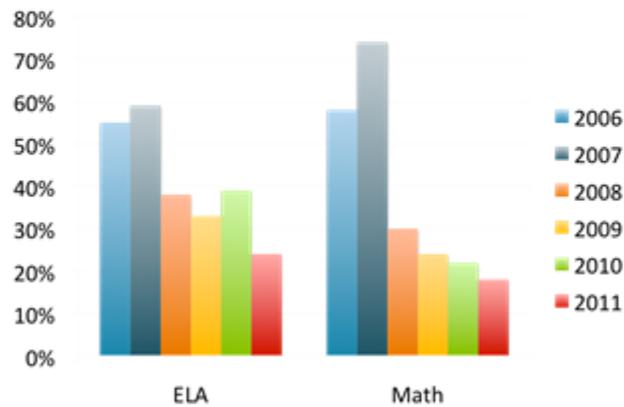
Results: CST

Percentage of Sankofa students who score **Proficient** or **Advanced** on the California Standards Test over time



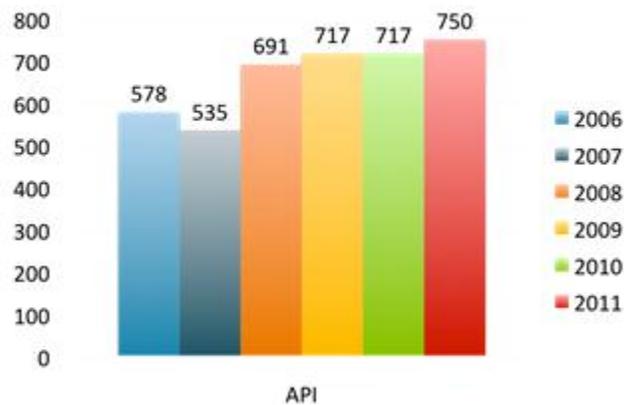
Results: CST

Percentage of Sankofa students who score **Far Below Basic** or **Below Basic** on the California Standards Test over time



Results: API

Sankofa Academy Academic Performance Index Score over time





Results: 2010 Use Your Voice Survey

What our students and parents say about Sankofa Academy

Survey Question	Stakeholder	Agree
Most of my class lessons are interesting and make me want to learn more.	Student	95%
My school feels like a caring and supportive environment.	Student	98%
I think I can be successful in college.	Student	98%
My child's school has an open and welcoming environment.	Parent	100%
All the adults in this school work together for the benefit of the students.	Parent	96%
Overall, I am satisfied with my child's school.	Parent	100%

How Sankofa Academy is becoming a Full-Service Community School

OUSD Community Schools, Thriving Students Strategic Plan

VISION:

All students will graduate from high school. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college and career.

MISSION:

Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOALS:

- Goal 1: Safe, Healthy, and Supportive Schools
- Goal 2: Prepared for Success in College and Careers
- Goal 3: High Quality and Effective Instruction
- Goal 4: Building the Full Service Community District
- Goal 5: Accountable for Quality



How Sankofa Academy is becoming a Full-Service Community School

Sankofa Academy aims to build a comprehensive, full-service community school that serves the needs of our students, families, and community.

- **Programs and Services** – Sankofa Academy provides comprehensive general education and inclusion programs in grades Pre-K-5 that encourage and support students in working to their full potential academically, socially, and emotionally. We also engage in partnerships that provide direct service to our students, families, and community including dental care, health care, counseling, adult computer literacy classes, and GED classes.
- **Partnerships** – Sankofa Academy has strategically secured over 40 community partnerships that are aligned with our school vision and goals, and that serve our students and greater school community.
- **High quality, Data-driven Instructional Program** – Sankofa Academy provides our students with a rigorous, data-driven instructional program in grades Pre-K-5 (General Education and PEC). We are fully committed to three foundational practices: differentiation, data-driven continuous improvement, and accelerated intervention.

Partners

- | | |
|--|---|
| ▪ Parents and Children Together | ▪ 4 R's Recycling Program |
| ▪ YMCA Building Futures Mentorship Program | ▪ S.D. Bechtel, Jr. Foundation |
| ▪ Lincoln Child Center | ▪ Rogers Family Foundation |
| ▪ Mills College Graduate School of Education | ▪ Wayne & Gladys Valley Foundation |
| ▪ Opera Piccola | ▪ Y&H Soda Foundation / ASK Initiative Fellowship |
| ▪ Visual Arts Language Arts | ▪ Experience Corps |
| ▪ Oakland Schoolyard Initiative | ▪ East Bay Asian Youth Center |
| ▪ Mo' Better Foods | ▪ GoogleServe |
| ▪ UC Berkeley SAGE Mentorship Program | ▪ Home Depot |
| ▪ OUSD Adult Education | ▪ Kodak |
| ▪ National Equity Project | ▪ OaklandFresh |
| ▪ The Mosaic Project | ▪ TechGirlz |
| ▪ Performance Fact | ▪ Target |
| ▪ Bay Area Community Resources | ▪ Raising a Reader |
| ▪ Oakland Schools Foundation | ▪ Cushman and Wakefield |
| ▪ Bushrod Recreation Center | ▪ G 4 Good |
| ▪ Memorial Tabernacle Church | ▪ Teach for America |
| ▪ Mindful Schools | ▪ Teach Tomorrow Oakland |
| ▪ Oakland Fund for the Arts | ▪ Oakland Teaching Fellows |
| ▪ Junior Achievement | ▪ Destiny Arts |
| ▪ United States Tennis Federation | |



Theory of Action

In the spirit of high expectations for all students at Sankofa Academy we are fully committed to three foundational practices:

Differentiation: Instruction and assessment is adapted to student needs. All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles, and cultural background.

Data-Driven Continuous Improvement: Students, families, and community stakeholders are involved in data-driven continuous improvement efforts. Students frequently monitor and assess the quality of their work relative to the performance standards.

Accelerated Intervention: Goals and strategies for intervention are individualized for each student. Placement criteria for services is clear and monitored. Services are coordinated effectively.

Support for PreK-8 Model

❖ Research shows that students and families who feel connected and a part of school communities want to remain in schools. Students who have school continuity tend to perform higher on academic and social measures. Middle school students see their leadership role within a school continuum – in essence, they have a place.

❖ Our school community wants the school to expand to a PreK-8. In September 2011 we gathered 101 signatures from families and 8 signatures from staff as evidence of support for Prek-8 expansion. Many of our families have also proposed moving to charter or private schools, or moving out of Oakland if Sankofa does not offer a middle school program.

Potential Impact on other Middle Schools

- ❖ Top middle school attended by Sankofa students:
 - Claremont Middle, 33% (4 students)
- ❖ Live-go data for Claremont:
 - 41% of students who live in the Claremont neighborhood go to other schools in or outside the neighborhood. So the addition of a middle school serving up to 64 students at Sankofa should not impede Claremont's current enrollment.

Thank You!

