

Board Office Use: Legislative File Info.	
File ID Number	19-1308
Introduction Date	6/26/19
Enactment Number	19-1156
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Futures Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Futures Elementary School



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

Legislative File Id. No. 19-1308
Introduction Date: 6/26/19
Enactment No.: 19-1156
Enactment Date: 6/26/19
By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Futures Elementary School
CDS Code: 1612590115576
Principal: Shelley Hawkins-McCray
Date of this revision: 4/23/2019

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

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

Contact: Shelley Hawkins-McCray	Position: Principal
Address: 6701 International Blvd. Oakland, CA 94621	Telephone: 510-636-0520 Email: s.hawkins-mccray@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/23/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Futures Elementary School

Site Number: 123

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

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

Date(s) plan was approved: 4-23-19

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Shelley Hawkins-McCray
Principal

[Signature]
Signature

5/8/19
Date

[Signature]
SSC Chairperson

[Signature]
Signature

5/8/19
Date

LarResha Martin
Network Superintendent

[Signature]
Signature

5/20/19
Date

[Signature]
Officer, State and Federal Programs

MURPHY OTIS
Signature

5/21/19
Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Futures Elementary School**Site Number:** 123

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/8/2019	ILT	Conducted preliminary needs assessment and site enrollement projections/allocations
1/15/2019	SSC	Presented Title 1 allocations and held vote to approve 19/20 spending
1/14/2019	Faculty/Staff	Conducted focus groups to gather feedback on focus areas and share strengths and needs
2/19 2019	SSC	Presented Title 1 allocations and updates
4/9/2019	ILT	Continued revision of SPSA; introduction of ATSI and strategies to support African American students
4/15/2019	Faculty/Staff	Introduction of ATSI and strategies to support African American students
4/15/2019	SSC	Introduction of ATSI and strategies to support African American students; vote to approve 2019-2020 SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$90,219.61
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,044,323.13

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$88,518.48	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$36,621.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,701.13	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$246,453.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$90,219.61	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$518,995.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$609,214.61
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Futures Elementary School

School ID: 123

School Description

Futures is a small school with a big heart. At our school we continually build relationships that help our students succeed. One example is that we have a unique fitness and structured recess program that is taught by the same coaches who work with our students afterschool. We have made a huge investment in Balanced Literacy, especially in reading. We will be entering our sixth year in Positive Behavior Supports (PBIS), which is a program that encourages safe and respectful behavior throughout the school. Futures partners with local organizations such as Lions' Creek Housing and Peacemakers, a mentoring organization. Parents are very present and welcome at Futures. Every morning, parents, teachers, and students meet outside for a morning chant to get us ready for learning and every Friday, we honor our students' achievements through a Town Hall assembly.

School Mission and Vision

Futures will provide all students with a safe and nurturing environment, with standards-aligned curricula, which respects diversity in students' learning styles. Through rigorous instruction in every classroom - and in collaboration with families and community - we strive for our students to be confident, competent communicators, skillful problem solvers and creative thinkers. Our students will be motivated to be college and career ready. It is our belief that our core values of Integrity, Trust, Community, Responsibility and Respect will guide us in everything we do.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Students have repeated exposure to computer-based assessments.

All students have access to 1-1 technology.

100% of all students have had more access to leveled reading, science notebooking, small group instruction and interventions from partners like Faith Network and Reading Partners. 15 of our lowest performing 2nd graders receive targeted reading intervention from Faith Network, making at least 3 months worth of growth as measured by F&P, and 29 of our lowest performing 3rd-5th graders receive targeted reading intervention from Reading Partners, and grew an average of 100 points as measured by SRI.

ILT and leadership have prioritized using resources to supply leveled libraries across the school.

ST Math program and Eureka Math curriculum has performance tasks that prepare all students for interim assessments and SBAC.

IT and leadership have prioritized implementing best practices in math planning and instruction.

Sitewide focus on student academic discourse via math PD cycles and PLCs.

.

Implemented block scheduling for designated ELD curriculum.

.

Priority Challenges

Root Causes of Challenges

Highly chronic absent students often make unsteady progress, regardless of EL or other subgroup status.	All teachers need repeated, explicit training on F&P assessment delivery and calibration.
Highly chronic absent students often make unsteady progress, regardless of EL or other subgroup status.	Our primary students need a more targeted, systematic phonics curriculum.
Students have not made sufficient growth in language and literacy.	All students need repeated and regular exposure to taking assessments on computers in order to build stamina and prepare for SBAC.
Transient/housing insecure families enter and exit school throughout the school year.	Highly chronic absent students miss critical lessons and have difficulty maintaining growth over time.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	African-American students will decrease highly chronic absences by 5% as measured by the weekly engagement and site-based attendance reports.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	72.05%	77.10%	83.00%
Suspensions	African-American Students	-2pp	8.72%	5.70%	3.00%
Suspensions	Students with Disabilities	-2pp	20.00%	18.00%	13.00%
Chronic Absence	African-American Students	-2pp	30.66%	25.00%	20.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All 3rd-5th grade students will gain at least 15 points towards DF3 in ELA as measured by SBAC.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-104.7	-89.7	-74.7%
ELA SBAC	Students with Disabilities	+20 points DF3	-155.8	-135.8	-120.8
ELA SBAC	Low Income Students	+20 points DF3	-107.7	-87.7	-73.7%

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	All 3rd-5th grade students will gain at least 15 points towards DF3 in Math as measured by SBAC. All K-2nd students will meet or exceed targeted grade level Math standards as measured by curriculum-embedded assessments.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-106.4	-91.4	-85.0
Math SBAC	Students with Disabilities	+20 points DF3	-151.2	-131.2	-115.0
Math SBAC	African-American Students	+20 points DF3	-123.4	-103.4	-95.0

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	15% of students classified as ELs will reclassify as R-FEP as measured by ELPAC results.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	14.95%	16.00%	20.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	25.00%	25.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	All K-2 students will make 1.5 years of growth in reading as measured by the F&P assessment. All 3rd-5th grade students will make at least 1 year of growth as measured by the SRI assessment.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	40.12%	45.12%	50.12%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	61.73%	56.73%	51.73%
K at or above Benchmark	All Kindergarten Students	+5pp	65.22%	70.22%	75.22%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	22.86%	27.86%	32.86%

1D: IDENTIFIED NEED
 Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

The inequity our school suffers from most is access to effective and experienced teachers, which results in our students not always having the academic opportunities of their peers in different schools across our city. Site and district leadership are then required to focus on putting resources and support into developing teachers who may still be in credential programs, which takes time away from students learning at a high level. Further, our families generally do not have the time or financial resources to support the school with an official PTA, which in turn, makes our school completely dependent on state, federal and district funding for everything.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

School: Futures Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		Within three years, we will increase the overall language and literacy proficiency of all students, including our subgroups, (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)			
Theory of Change for Language & Literacy:		If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for Low Income students, and receive consistent coaching support and feedback, then there will be an increase in the number of proficient, Low Income, students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		Low-Income Students		-124.2	-104.7
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
For 18-19, Futures purchased new ELA curriculum, Engage NY's Wit&Wisdom, that is standards aligned and covers the common core shifts in reading and writing using informational text. Futures also purchased the new Open Court Reading (OCR) for Kindergarten and first grade, so that primary grades focus and build strong foundational skills of letters, sounds, and phonemic awareness. All teachers are trained in SIPPs (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to support students 2nd through 5th grade who need more exposure and in practice building foundational skills. Saturday Academy focused on targeted students grades 2nd through 5th grade who need support in math and ELA and prepare for computer based standardized assessments using Standards Plus.					
What evidence do you see that your practices are effective?					
Teachers create and teach daily mini-lessons, supporting reading and writing standards, strategies, and skills. Teachers confer with students daily, providing individualized feedback and reading and writing instruction in one-on-one or small groups. Coaches for grade levels spans (K/1, 2/3, 4/5) work with their teams to focus on ELA teaching strategies in reading and writing, analyze students' formative assessments (pre and post) to create corrective instruction lesson plans for to meet their students' needs, and plan unit and lesson plans during PLCs. Teachers help students create reading goals based on the reading behaviors of their instructional levels. Coaches and Administrators do weekly learning walks of ELA in all classrooms to observe teachers teaching to a standards-aligned learning objective and students engaged in tasks that are rigorous.					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					

K-5 will continue to focus on foundational phonics reading skills using SIPPs. K-2 will continue to use OCR and 3-5 will continue to use Wit&Wisdom. Coaches will continue to meet and provide guidance in analyzing student data during PLCs, coach in and out of the classroom, and support with planning. Teachers will continue to develop and build on reading and writing strategies, implement student friendly reading and writing rubrics, and continue to plan corrective instruction based on student data for small groups, individual conferring, and whole group instruction. Futures will continue to have Saturday Academy and provide students with computer-based reading experiences.

18-19 Standards-Based Instruction Priority:		Mathematics	
June 2021 Standards-Based Instruction Goal:		Within three years, we will increase the overall math proficiency of all students, including our subgroups (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)	
Theory of Change for Standards-Based Instruction:		If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion of African Americans, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient African American students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC.)	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	African American Students	-111.4	-106.4

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

For 18-19, Futures used Engage NY's Eureka Math curriculum (purchased and used last school year 2017-18). In October, Futures 4th and 5th grade teachers piloted Si Swun curriculum with support from Math Coach. Professional developments during Math Cycle 2 focused on teachers understanding DOK levels, descriptors, and math tasks aligned to common rigorous standards. Teachers progress monitor students using mid and end of module assessments and lesson exit tickets. Saturday Academy focused on targeted students grades 2nd through 5th grade who need support in math and ELA and prepare for computer based standardized assessments using Standards Plus.

What evidence do you see that your practices are effective?

Teachers create and teach daily mini-lessons, supporting math standards, strategies, and skills. Teachers work closely with coaches for grade levels spans (K/1, 2/3, 4/5) and work with their teams to focus on math teaching strategies, analyze students' formative assessments (pre and post) to create corrective instruction lesson plans to meet students' needs, and plan unit and lesson plans during PLCs. Coaches and teachers selected focus lessons from Eureka Math or Si Swun and completed the Essential Standards Chart (2 Standards per grade level). District Math coach facilitated professional development to understand rigor in math and DOK. Coaches and Administrators do weekly learning walks of math in all classrooms to observe teachers teaching to a standards-aligned learning objective, observing students engaged in tasks that are rigorous, and using an Instructional Math Norms observational tool.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All K-5 teachers will use Si Swun math and be supported by district math coach. District math coach will provide professional development for teachers, provide in class support, and plan math lessons that are rigorous. Coaches will continue to meet and provide guidance in analyzing student data during PLCs, coach in and out of the classroom, and support with planning. Teachers will continue to develop knowledge around rigor in math, DOK, and essential standards. Futures will continue to have Saturday Academy and provide students with computer-based reading experiences. Futures will continue to have Saturday Academy and provide students with computer-based math learning experiences.

18-19 Conditions for Student & Adult Learning Priority:				Positive School Culture			
June 2021 Conditions for Student & Adult Learning Goal:				Within three years, we will increase the overall attendance percentage of all our students, including our subgroups (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)			
Theory of Change for Conditions for Student & Adult Learning:				If students and staff are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:		17-18 EOY Actual:	
Attendance Rate		All Students		93.9%		30%	
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.							
Attendance Team meets weekly to discuss students and families who are on the chronic absenteeism list. They discuss supports for the families and students to attend school i.e. transportation, transferring to a school that is closer to family's home address, providing supports for families that are homeless, etc. Attendance Team organizes events to give positive incentives for students who increase their attendance, hold SART meetings, and plan information events for families around the importance of attendance and it's connection to learning.							
What evidence do you see that your practices are effective?							
The Attendance Team's outreach has improved attendance to family events, increased family participation in School Site Council, and increased knowledge of instruction in classroom, reclassification for ELLs, and the alignment of attendance to student learning. Parents and families are asking better questions about how they can support their student's learning at home and what their student's academic levels are. Students understand the expectations of school and that they are at school to learn. Students feel safe at school, want to attend school to learn, and encourage families to get them to school.							
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.							
Continue with the robust attendance plan by Attendance Team. Staff and teachers will continue to engage with families the importance of students attending school and learning, doing home visits, and facilitating APTT. The PBIS team will continue to strategize with the Attendance Team in incentivizing attendance at school.							

18-19 Conditions for English Language Learners Priority:		Designated/Integrated ELD	
June 2021 Conditions for English Language Learners Goal:		We will increase our reclassification rate by 15%.	
Theory of Change for Conditions for English Language Learners:		If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	7.0%	15%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Leadership team created a block schedule that implements a 30 minute ELD (English Language Development) block of instruction for all students. Kindergarten through 3rd grade teachers use Discussions 4 Learning and 4th and 5th grade teachers use Word Generation provided by the district. ELD strategies are encouraged throughout all academic subjects i.e. academic discussions, visuals posters, and vocabulary. District community liaisons hold family information events providing information about reclassification and the importance of SRI scores for reclassification. SRI (Scholastic Reading Inventory) is a computer-based reading assessment that students take three times a year.			
What evidence do you see that your practices are effective?			
More families understand the importance of reclassification. Reclassification numbers have increased. Students understand the importance of passing SRI.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Continue to inform families of ELL students about reclassification. Continue to inform ELL students about the importance of passing SRI. Provide resources for teachers to implement ELD practices across academic subjects. Provide professional development for teachers for ELD strategies. Continue to have ELD block schedule.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
Futures closed out a TSA position and partnered with BAYAC/AmeriCorps for full time interventions.			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Futures Elementary School

School ID: 123

3: SCHOOL STRATEGIES & PRACTICES

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

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Chronic Absenteeism/Attendance
School Theory of Change:	If students and staff are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal(s):	African-American students will decrease highly chronic absences by 5% as measured by the weekly engagement and site-based attendance reports.
Students to be Served by these Practices	African American Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T1: Teachers implement complex tasks (e. g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.
1-2	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Mathematics		
School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion of African Americans, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient African American students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.)		
Related School Goal(s):	All 3rd-5th grade students will gain at least 15 points towards DF3 in Math as measured by SBAC. All K-2nd students will meet or exceed targeted grade level Math standards as measured by curriculum-embedded assessments.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	T1: Teachers implement complex tasks (e. g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.
2-2	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently we have a GenYES Tech Class, Town Hall Rallies, Destiny Arts Dance classes and BACR After School Academy.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include math workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.
2-3	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers implement math workshop and pull small groups for intervention and acceleration

2-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to meet the needs of all students, including extended learning opportunities for low performing students and GATE students and others who may be performing above grade level.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Principal will conduct classroom observations and walk-throughs, and provide coverage for PLCs and feedback meetings
2-5	T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	Principal and Leadership Team allocate time for strategic parent-teacher engagement and ensures a minimum of two family engagement workshops.	Students will be able to identify and explain their individual reading goals Anchor charts posted Teachers conferring with students

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum	
School Priority ("Big Rock"):	Literacy
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for Low Income students, and receive consistent coaching support and feedback, then there will be an increase in the number of proficient, Low Income, students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related School Goal(s):	All 3rd-5th grade students will gain at least 15 points towards DF3 in ELA as measured by SBAC. All K-2 students will make 1.5 years of growth in reading as measured by the F&P assessment. All 3rd-5th grade students will make at least 1 year of growth as measured by the SRI assessment.
Students to be Served by these Practices	African American Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	T1: Teachers implement complex tasks (e. g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective
3-2	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Beginning with our Pre-K Summer class and Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include ELA workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.
3-3	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers implement readers workshop and pull small groups of low-performing students for intervention and acceleration
3-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. PDs will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students, and especially students with disabilities.	Principal will conduct classroom observations and walk-throughs, and provide coverage for PLCs and feedback meetings

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Designated/Integrated ELD
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal(s):	15% of students classified as ELs will reclassify as R-FEP as measured by ELPAC results.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	T1: Teachers implement complex tasks (e. g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning to provide targeted support to English Language Learners and Newcomers.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Students will use science vocabulary and scientific practices to build language acquisition. Teachers will use content language objectives to build students' vocabulary.
4-2	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.
4-3	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	The daily schedule will include an English Language Development block.

4-4	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p> <p>(e.g. learning walks, gallery walks, videos, book study)</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>Vocabulary charts with visuals posted Anchor charts with exemplars for writing, math and language expectations</p>
-----	---	---	---

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 123

School:

Futures Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	BACR			n/a		n/a		T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently we have a GenYES Tech Class, Town Hall Rallies, Destiny Arts Dance classes and BACR After School Academy.	123-1
\$3,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	123-2

\$26,199.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.60	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently we have a GenYES Tech Class, Town Hall Rallies, Destiny Arts Dance classes and BACR After School Academy.	123-3
\$7,422.00	General Purpose Discretionary	Supplies		4310	School Office Supplies		n/a		T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	123-4

\$7,000.00	LCFF Concentration	Books		4200	Books other than Textbooks		n/a		T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	123-5
\$15,000.00	LCFF Concentration	Field Trips	Goal 6: Parents and families are engaged in school activities.	5826	External Work Order Services		n/a		T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	123-6

\$28,000.00	LCFF Concentration	AmeriCorps	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	123-7
\$50,000.00	LCFF Concentration	After School	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	123-8
\$6,495.00	LCFF Supplemental	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion of African Americans, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient African American students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.)	123-9

\$11,538.00	LCFF Supplemental	Leveled Libraries	Goal 4: English Learners are reaching fluency.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	123-10
\$26,220.00	LCFF Supplemental	Academic Mentors	Goal 4: English Learners are reaching fluency.	2928	Other Classified Salaries: Hourly		n/a	3.00	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	123-11

\$27,311.00	LCFF Supplemental	TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.25	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for Low Income students, and receive consistent coaching support and feedback, then there will be an increase in the number of proficient, Low Income, students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).	123-12
\$32,971.00	LCFF Supplemental	EEIP Tech	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	0.30	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	123-13
\$46,622.00	LCFF Supplemental	STIP	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	1.00	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans to meet the needs of all students, including extended learning opportunities for low performing students and GATE students and others who may be performing above grade level.	123-14

\$95,466.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	123-15
\$19,765.00	Measure G	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.27	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning to provide targeted support to English Language Learners and Newcomers.	123-16
\$517.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	123-17
\$10,091.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	123-18
\$8,701.00	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	123-19

\$79,817.00	Title I: Basic	TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.75	All 3rd-5th grade students will gain at least 15 points towards DF3 in Math as measured by SBAC. All K-2nd students will meet or exceed targeted grade level Math standards as measured by curriculum-embedded assessments.	123-20
\$1,701.13	Title I: Parent Participation	Surplus	n/a	4399	Surplus		n/a		n/a	123-21
\$86,878.00	School Improvement Grant (SIG)	TSA		1119	Certificated Teachers on Special Assignment Salaries	6130	11-Month Classroom TSA	1.00	Overall school improvement	123-22
\$94,591.00	School Improvement Grant (SIG)	Restorative Justice Facilitator		5736	Restorative Justice Facilitator		n/a	1.00	Overall school improvement	123-23
\$128,280.00	School Improvement Grant (SIG)	Community Schools Manager		2305	Classified Supervisors' and Administrators' Salaries	4045	Program Mgr Community School	1.00	Overall school improvement	123-24
\$130,797.00	School Improvement Grant (SIG)	Assistant Principal		1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	0312	Assistant Principal, Elementary	1.00	Overall school improvement	123-25
\$97,207.00	School Improvement Grant (SIG)	Site Psychologist		5734	School Psychologist		n/a	0.80	Overall school improvement	123-26
\$55,293.00	School Improvement Grant (SIG)	Community Assistant			n/a		n/a	1.00	Overall school improvement	123-27
\$74,428.00	School Improvement Grant (SIG)	Bridge Assistant Principal		1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6272	Assistant Principal, Elementary	0.50	Overall school improvement	123-28
\$82,176.00	School Improvement Grant (SIG)	Contracts: Playworks, APTT, Teaching Well, Toolbox, GreatMinds (W&W), SWUN, BAYAC, and Reading Partners		5825	Consultants		n/a		Overall school improvement	123-29
\$48,572.00	School Improvement Grant (SIG)	STIP		1105	Certificated Teachers' Salaries		n/a	1.00	Overall school improvement	123-30
\$48,572.00	School Improvement Grant (SIG)	STIP		1105	Certificated Teachers' Salaries	2182	STIP Teacher	1.00	Overall school improvement	123-31

\$78,940.00	School Improvement Grant (SIG)	School Improvement Partner		2305	Classified Supervisors' and Administrators' Salaries	690	Partner School Improvement	0.50	Overall school improvement	123-32
\$110,000.00	School Improvement Grant (SIG)	TSA		1119	Certificated Teachers on Special Assignment Salaries	6602	11-Month Classroom TSA		Overall school improvement	123-33
\$110,000.00	School Improvement Grant (SIG)	Social Worker		1205	Certificated Pupil Support Salaries	6205	n/a		Overall school improvement	123-34
\$38,554.00	School Improvement Grant (SIG)	Extended Contracts		1120	Certificated Teachers' Salaries: Stipends		n/a		Overall school improvement	123-35
\$30,000.00	School Improvement Grant (SIG)	Extended Contracts		2922	Other Classified Salaries: Extra Compensation		n/a		Overall school improvement	123-36
\$19,276.00	School Improvement Grant (SIG)	Bilingual Clerk		2405	Clerical Salaries	5029	Clerk Bilingual	0.50	Overall school improvement	123-37
\$25,000.00	School Improvement Grant (SIG)	Books other than Textbooks		4200	Books other than Textbooks		n/a		Overall school improvement	123-38
\$24,630.00	School Improvement Grant (SIG)	School Office Supplies		4310	School Office Supplies		n/a		Overall school improvement	123-39
\$10,000.00	School Improvement Grant (SIG)	Computer Supplies		4315	Computer Supplies		n/a		Overall school improvement	123-40
\$15,000.00	School Improvement Grant (SIG)	Copier/Duplication Supplies		4320	Copier/Duplication Supplies		n/a		Overall school improvement	123-41
\$20,000.00	School Improvement Grant (SIG)	Furniture < \$5,000		4432	Furniture < \$5,000		n/a		Overall school improvement	123-42
\$1,000.00	School Improvement Grant (SIG)	Mileage/Personal Expenses Reimbursement		5210	Mileage/Personal Expenses Reimbursement		n/a		Overall school improvement	123-43
\$20,000.00	School Improvement Grant (SIG)	Conference Expense		5220	Conference Expense		n/a		Overall school improvement	123-44
\$10,000.00	School Improvement Grant (SIG)	External Work Order Services		5826	External Work Order Services		n/a		Overall school improvement	123-45
\$20,000.00	School Improvement Grant (SIG)	Licensing Agreements		5846	Licensing Agreements		n/a		Overall school improvement	123-46
\$1,000.00	School Improvement Grant (SIG)	Postage		5910	Postage		n/a		Overall school improvement	123-47

\$54,745.00	School Improvement Grant (SIG)	Interprogram Support/costs		7310	Interprogram Support/costs		n/a		Overall school improvement	123-48
-------------	--------------------------------	----------------------------	--	------	----------------------------	--	-----	--	----------------------------	--------

Title I School Parental Involvement Policy 2018-19

**Futures Elementary School
6701 International Blvd.
Oakland, CA 94621**

Part 1. General Expectations: Involvement of Parents In the Title I Program

Futures Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of how the School will implement required School Parental Involvement Policy components

Building Parent Capacity for Involvement

- 1) ***Futures Elementary*** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Regular Announcements to students over the school intercom
 - Futures Elementary Website
 - OUSD Parent Signature of Parent Guide Book
 - Futures Elementary Handbook
 - The school's monthly calendar
- 2) ***Futures Elementary*** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Posting in the school office, hallways
 - School website
 - Talking Points Blasts
 - Fliers
 - School Mailings

- 3) ***Futures Elementary*** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy:
 - SSC (School Site Council) agenda every year for review
 - School Staff
- 4) **Annual Title I Meeting. *Futures Elementary*** will convene an annual Fall meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan
- 5) ***Futures Elementary*** will provide information about Title 1 programs to parents of participating children in a timely manner:
 - The information will be provided using the procedures described in Part 2, #2, above.
 - Information about the Annual Title I Meeting will be provided at fall registration.
 - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
 - Annual Title I Meeting
 - SSC meetings
- 6) ***Futures Elementary*** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - Back to School Night
 - Open House
- 7) ***Futures Elementary*** provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Opportunity to request items in advance to include on meeting agenda
- 8) ***Futures Elementary*** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Back to School Night
 - Teacher Conferences
 - Futures Elementary Handbook
 - School Announcements
- 9) ***Futures Elementary*** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Office of the Ombudsperson
 Contact: Mr. Gabriel Valenzuela, Ombudsperson
 Address: Paul Robeson Administration Building, Room 316, 1025 Second Avenue, Oakland, CA 94606
 Email: Gabriel.Valenzuela@ousd.k12.ca.us

School-Home Compact

Futures Elementary has jointly developed with and distributed to parents of Title I students a School-Home Compact that outlines how parents, the school staff, and students will share the

responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) ***Futures Elementary*** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - SSC (School Site Council)
 - The school district's Parent Options Program
 - Fliers
 - The school's website
 - The School Site Principal will be responsible for the overall program of parental involvement.
- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

 - Parent Handbook
 - Futures Website
 - Report Cards
 - Information Nights
 - Annual Title 1 Meeting
- 3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - Providing information to parents on district trainings and information student improvements
 - Parent Education Evenings and events
- 4) The school will, with the assistance of its district and parents, educate its teachers, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - Staff Retreats
 - Staff Professional Developments
 - Staff Professional Learning Communities
- 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct other activities, such as parent resource

December 11, 2018

Shelley Hawkins-McClary
(Principal's signature)

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs. The Policy was adopted by Futures Elementary School Site Council on December 11, 2018 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A children. It will be made available to the local community. The Futures Elementary School's notification to the parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents understand.

Part 4. Adoption

- Provide accessibility aids, equipment, and architecture to the extent practicable.
- Provide bilingual liaisons in Spanish

parents understand; The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language

Accessibility

- Sending vital information home in Chinese, Spanish, Vietnamese, and English
- Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
- The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
 - Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
 - Sending vital information home in Chinese, Spanish, Vietnamese, and English

- Back to School Nights
 - Information Nights
- children by:
centers, that encourage and support parents in more fully participating in the education of their

Student Name: _____ Grade: _____

Futures Elementary School Compact

It is important that families and schools work together to help students achieve high academic Standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time, place for homework, and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature



2018-2019

School Site Council Membership Roster - Elementary

School Name: Futures Elementary

Chairperson : Sheikha Munassar
Vice Chairperson: Ansaf Aldafari
Secretary: Emilana Untalan

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Shelley McCray	X			
Mounierh Mosed				X
Sinam Eam				X
Luisa Juarez				X
Sheikha Munassar				X
Ansaf Aldafari				X
Grace Allen		X		
Robert Noriega		X		
Angelique Shivers		X		
Emilana Untalan			X	

Meeting Schedule (day/month/time)	2 nd Tuesday of the month
--	--------------------------------------

SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

Teachers

- 1-Principal
- 3- Classroom
- 1-Other Staff

AND

- 5-Parent /Community