

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Futures Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- School Improvement Grant (SIG)

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Futures Elementary School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Futures Elementary School  
**CDS Code:** 1612590115576  
**Principal:** Shelley McCray  
**Date of this revision:** 6/5/2017

The Single 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 McCray  
**Address:** 6701 International Blvd.  
Oakland, CA 94621

**Position:** Principal  
**Telephone:** 510-636-0520  
**Email:** s.hawkins-mccray@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

School Site: Futures Elementary School

Site Number: 123

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> 21st Century                   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        |   |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single 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).
- Opportunity was provided for public input on this school's Single 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: 5/9/2017

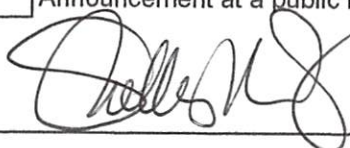
- The public was alerted about the meeting(s) through one of the following:

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

Signatures:

Shelley McCray

School Principal

  
Signature

5/9/2017  
Date

Maisha Smith

Print name of SSC Chairperson

  
Signature

5-9-17  
Date

LaResha Martin

Network Superintendent

  
Signature

5/9/17  
Date

Marcus Silvi

Coordinator, Office of Accountability Partners

  
Signature

5/25/17  
Date

## 2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2016	Site Partners: BACR, Reading Partners, Faith Networks, Havenscourt Collective, Principal, Community Schools Manager	Shared site priorities that had been agreed upon by parents and staff, with the expectations that they would share how their services align with each priority.
2/7/2017	Faith Networks	Follow up with information regarding increased support on site literacy goals.
12/12/2016	Faculty/Staff	Discussing SPSA, site goals and priorities, preliminary feedback for further meetings.
1/23/2017	Faculty/Staff	Further discussion, revision of site goals
2/13/2017	Faculty/Staff	Discussion, revision of SPSA and site budget plans, feedback from SSC and partners
3/20/2017	Faculty/Staff	Clarification of budget, its effects on SPSA and staffing, revision of plans
12/13/2016	SSC	Beginning development of 17-18 SPSA
1/10/2017	SSC	Approval of modifications to SPSA, continued engagement with site priorities
2/21/2017	SSC	Approval of preliminary site budget and SPSA, continued development with both
3/14/2017	SSC	Continued SPSA development
4/18/2017	SSC	Continued SPSA development and modifications
5/9/2017	SSC	Final Approval of Entire 17/18 SPSA/Budget Plan

## 2017-2018 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$49,875.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$235,873.99	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$96,628.84	TBD
<b>TOTAL:</b>	<b>\$482,377.83</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$48,660.11	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,629.56	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
School Improvement Grant (SIG) ... <b>SIG Resource #3181</b>	\$1,628,136.77	TBD
<b>TOTAL:</b>	<b>\$1,678,426.44</b>	<b>\$0.00</b>

## PART A: ABOUT THE SCHOOL

### 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 fourth 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

Our children are resourceful learners.

Our children are culturally-competent.

Our children have an enduring sense of self-worth.

#### Resourceful Learners

Our children are capable of following their dreams because they have the foundational skills for effectively communicating with others and are proficient in all subject areas. They have become persistent, independent critical thinkers and problem solvers who have high expectations of themselves. They have learned to value curiosity and to use discussion to create knowledge and understanding from a foundation of basic skills. Our children are resourceful learners that remain inspired, inquisitive, and motivated for the rest of their lives.

#### Culturally-Competent

Our children deeply value and respect their own culture and the culture of others. They have accomplished this as they learn more about both their own background and the background of others. This knowledge led to an appreciation of differences and the ability to find common ground on which to build strong relationships. Our children are culturally-competent.

#### An Enduring Sense of Self-Worth

Our children understand and appreciate themselves for who and what they are as a result of a nurturing and caring school experience. They have an intrinsic belief in themselves and know that they are important and cherished by the school community. They have resilience and confidence, as well as a strong identity as a learner and as someone who has much to contribute to the world. Our children understand that their effort equals success and intelligence. Our children have an enduring sense of self-worth.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Literacy

#### SCHOOL GOAL for Literacy:

90% of all students will grow by at least 1 yr. reading levels in English Reading as measured by the Scholastic Reading Inventory (SRI).

**SCHOOL TARGETS for Literacy:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	17.31%	22.31%	27.31%

**Other Leading Indicators for Literacy:**

Throughout the school year, we will use the F&P assessments to guide instruction and target interventions for all students. F&P will also be used to gauge progress towards Common Core Standards mastery at grade levels TK-5th.

**NEEDS ASSESSMENT for Literacy:**

STRENGTHS	CHALLENGES
<p>Students have repeated exposure to computer-based assessments. SRI scores are objective.</p> <p>Students have had more access to leveled reading, science notebooking, small group instruction and interventions from partners like Faith Network and Reading Partners.</p>	<p>All teachers need repeated, explicit training on F&amp;P assessment delivery and calibration.</p> <p>Highly chronic absent students often make unsteady progress, regardless of EL or other subgroup status.</p> <p>Our primary students need a more targeted, systematic phonics curriculum. Teachers need more professional development with the Lucy Caulkins materials.</p> <p>Systematic and embedded ELD professional development needed.</p>

**ROOT CAUSE ANALYSIS**

The majority of entering primary students have little or no exposure to literacy. Attendance is a challenge across grade levels and demographics. Students with special needs are unidentified.

**MATHEMATICS PRIORITY: Mathematics****SCHOOL GOAL for Mathematics:**

Increase Mathematical Practices and Rigor in each classroom, including the use of three reads and number talks, targeted small group instruction/intervention (including math workshop) and academic discussion. Specifically, increase all students in "standard met" on SBAC from 4.5% to 20%.

**SCHOOL TARGETS for Mathematics:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	4.83%	8.41%	12.00%

**Other Leading Indicators for Mathematics:**

During the course of the school year, we will use the Math CEOU assessment data, specifically the performance tasks, to gauge our students' progress towards standard mastery and predicted progress on the SBAC. We will continue to use SMI as an indicator for algebra readiness and grade level standards mastery.

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
Strategies like 3 reads and number talks are effective. Support from our network math partner in upper grade classrooms is aligning practice. Word problems in the Curriculum Companion (OUSD "Purple Book") has performance tasks that prepare all students for CEOUs and SBAC.	All students need repeated and regular exposure to taking assessments on computers in order to build stamina and prepare for SBAC. The Math Expressions curriculum is not fully aligned to grade level Common Core State Standards.

ROOT CAUSE ANALYSIS
Students with low literacy skills (including ELs and all subgroups) struggle with decoding word problems. Highly chronic absent students miss critical lessons and have difficulty maintaining growth over time.

<b>CULTURE &amp; CLIMATE PRIORITY: Positive School Culture</b>
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**SCHOOL GOAL for Positive School Culture:**

\* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 12% by end of school year.

**SCHOOL TARGETS for Positive School Culture:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	Low-Income Students	22.18%	17.09%	12.00%

**Other Leading Indicators for Positive School Culture:**

Throughout the school year, students and staff will engage in lessons focused on our PBIS model. These lessons will also be made available to parents at the beginning of the school year. By encouraging students, staff and families to support in our core values (We are respectful, responsible, we persevere and we are safe), positive interaction and participation should increase, resulting in more students attending school daily.



**NEEDS ASSESSMENT for Positive School Culture:**

STRENGTHS	CHALLENGES
School-based incentives encourage and reward students for high attendance. Parents are showing greater interest in school culture and making connections between home and school. PBIS lessons and expectations are regularly taught and revisited.	Highly chronic absent students across grade levels and all demographics. Transient/housing insecure families enter and exit school throughout the school year.

ROOT CAUSE ANALYSIS
Families across all demographics enter and exit school throughout the year. There has not been enough outreach done at the site level to educate families on the importance of regular attendance.

**FAMILY & STUDENT ENGAGEMENT PRIORITY:** Family Engagement

**SCHOOL GOAL for Family Engagement:**

Families will have multiple opportunities to participate in and engage with teachers, staff and students throughout the school year.

**SCHOOL TARGETS for Family Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Number of family engagement activities	Lowest Performing Racial Group	n/a	n/a	Monthly

**Other Leading Indicators for Family Engagement:**

Beginning with Kindergarten Orientation in Spring 2017, families will be invited to participate in monthly Family Engagement Meetings. Offerings will include parent workshops on attendance, behavior and academic expectations, Parent/Teacher Academic Teams and Parent University.

**NEEDS ASSESSMENT for Family Engagement:**

STRENGTHS	CHALLENGES
Family Engagement Workshops on Attendance and Reclassification have been moderately well-attended.  Families have been active in committee meetings, specifically asking for more math support for students.	Parents and families have not been consistent in attending workshops and meetings.  There is not a dedicated staff member who serves as a liaison between families and our Family Engagement Partner.

### ROOT CAUSE ANALYSIS

There has not been consistent outreach to gauge the interests and needs of our families with respect to engagement opportunities.

Often times there is only one family engagement offering, and we have many working adults in our community, who require varied methods of communication and flexibility in scheduling.

**ADDITIONAL PRIORITY:** Designated/Integrated ELD

### SCHOOL GOAL for Designated/Integrated ELD:

Designated/Integrated ELD: K/1 will continue to refine lessons using Systematic ELD. 2nd-5th grade will continue to use/refine Discussions for Learning, and add targeted ELD groups based on CELDT Reading and Writing data.

### SCHOOL TARGETS for Designated/Integrated ELD:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	All Students	4.10%	7.10%	10.10%

### Other Leading Indicators for Designated/Integrated ELD:

CELDT, SRI (3rd-5th) F&P (K-2nd), writing on demand, SIRA. Regularly scheduled ILT/ELLMA Specialist walkthroughs during the Designated ELD block with observational tool.

### NEEDS ASSESSMENT for Designated/Integrated ELD:

STRENGTHS	CHALLENGES
n/a	n/a

### ROOT CAUSE ANALYSIS

n/a

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## PART C: THEORY OF ACTION

<b>SCHOOL THEORY OF ACTION for Literacy:</b>	<p>K/1: If teachers develop a deep understanding of beginning literacy skills, CCSS and focused primary literacy instruction, then students will develop the tools necessary to become proficient beginning readers.</p> <p>2nd-5th: If teachers develop a deep understanding of how CCSS are aligned through text complexity (interactive read-alouds, independent and instructional reading and writing exposure and practice, goal building and conferring) then students will become proficient readers and writers.</p>
<b>SCHOOL THEORY OF ACTION for Mathematics:</b>	If teachers develop a deep understanding of math practices and CCSS, including using small group instruction and academic discussion into their instructional block, then students will develop prerequisite skills that will lead to conceptual understanding of the Common Core Math Standards.
<b>SCHOOL THEORY OF ACTION for Positive School Culture:</b>	If parents and families are provided more opportunities to engage with teachers and students around school culture and behavior expectations, overall attendance and positive school culture will improve.
<b>SCHOOL THEORY OF ACTION for Family Engagement:</b>	If parents and families are provided more opportunities to engage with school priorities via workshops and classroom visits, families will feel more knowledgeable and invested in the school community.
<b>SCHOOL THEORY OF ACTION for Designated/Integrated ELD:</b>	If Designated and Integrated ELD offerings are tailored to students' specific language needs, a greater number of students will be reclassified as Fluent English Proficient.

## PART D: 17-18 STRATEGIES & KEY PRACTICES

<b>Improvement Strategy #1:</b>	90% of all students will grow by at least 1 yr. reading levels in English Reading as measured by the Scholastic Reading Inventory (SRI).
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	K/1 teachers will make early literacy skills, specifically phonemic awareness and phonics, an instructional priority.	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in Reading.	Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around reading.
1-2	K teachers will provide daily intervention for students until they reach grade level expectations with respect to letter names, letter sounds and beginning word reading.	Monitor and support to ensure teacher teams collaborate around best practices to support students in beginning literacy.	Create an Intervention Plan for K teachers and students, provide PLC time for lesson planning.

1-3	2nd-5th grade teachers will implement all components of the guided reading model.	Principal, instructional coaches (ITL), and Teacher Leader plan and support teachers to go through this process	Ensure that PLC's have designated time to focus on unit planning at least once a month, including partial release days; Make sure that all teachers have and are familiar with the Units of Study
1-4	Understand how the pedagogical best practices of the Workshop model supports writing and progress towards grade level standards: including Minilesson, shared writing, small group instruction and conferring	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Writing instruction	Ensure that teachers have the release time and protocols to conduct peer observations. Provide ample PD and PLC time to building capacity to build best practices for Writer's workshop model. Provide coaching and feedback to teachers.

<b>Improvement Strategy #2:</b>	Increase Mathematical Practices and Rigor in all classrooms.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
2-1	All teachers will understand the mathematical practices by unpacking them and using the backwards planning method to design lesson units.	Principal to create Results Based Professional Development Plan and calendar to organize teacher professional learning. ILT will collaborate on a peer coaching plan to support teachers.	Organize professional learning in 4, 6-week cycles. The ILT will meet every other week to plan professional learning.
2-2	All teachers will implement math workshop at least 2.5 days per week.	Principal and ILT will provide PD around the math workshop model. PD will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students.	Math PLCs planned on master schedule/RBPD plan. PLCs will have time to implement a technology component to mathworkshop.
2-3	All teachers will explicitly teach, model and create anchor charts for verbs (explain, model, solve), related to the standard, which will lead to conceptual understanding of the standards.	Principal, ILT schedules and holds regular focused learning walks to gauge where teachers need support.	Set cycle-based learning walks and ensure coverage for participating teachers.
2-4	All teachers will regularly engage in the data driven analysis cycle, focused on assessment results, entry tasks (as a pre-assessment), and math CEOUs.	Principal will create the DDI cycle in the RBPD plan. ILT will lead the data analysis cycle during PD and PLCs.	Math PLCs planned on master schedule/RBPD plan.
2-5	All teachers will engage in standards-based planning using the key learning experiences and the unit essential questions.	Principal and ILT will lead PD focused on standards-based planning and identifying essential questions.	Designated planning time during PLCs and PD work time to plan standards-based lessons.

<b>Improvement Strategy #3:</b>	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	All teachers will contact parents monthly in order to build positive relationships and encourage increased student attendance.	Set weekly time and location for Attendance Review Team. Provide teachers with attendance data for their students at each attendance band.	Attendance Review Team will convene once a week to identify students and interventions at each attendance performance band.
3-2	Decrease the number of major referrals in upper elementary classrooms to 1 per day.	Invite PBIS/Behavioral Health partners to present PDs to all staff on classroom interventions and de-escalation strategies.	PBIS Team will present mini-lessons to staff and schedule dates to implement school-wide demonstrations.
3-3	Increase the range and number of offerings of extra-curricular 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.	Meet with current partners to extend opportunities to students at different grade levels.	ILT will make recommendations for new partnerships and extending existing partnerships.
3-4	Ensure that all teachers are teaching PBIS behavior mini lessons at least 2 times during the school year, and have school-wide incentive offerings for both attendance and behavior.	Set dates for PBIS to meet and plan PD.	PBIS will lead site-wide PD, reviewing core values, expectations and mini-lessons for teachers and staff.

<b>Improvement Strategy #4:</b>	Designated/Integrated ELD: K/1 will continue to refine lessons using Systematic ELD. 2nd-5th grade will continue to use/refine Discussions for Learning in addition to science curriculum, and add targeted ELD groups based on CELDT Reading and Writing data.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
4-1	Teachers plan Content Language Objectives for Science/Integrated ELD Lessons	Contact Science Department for PD on CLOs in Science.	Ensure all teachers have SIRA and CA-ELD Standards
4-2	Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	Establish PLC for teachers to customize language supports in the SIRA, based on the proficiency levels of students in their classes.	Ensure common collaboration time for grade levels in science.

4-3	Teachers utilize flexible and appropriate language supports in science	With ILT, conduct Learning Walk to formatively assess vertical alignment of language supports in science.	Provide vertically aligned planning time K-5 to ensure appropriate progressions of language supports
4-4	Teachers will create and maintain science Word Walls and bulletin boards.	Conduct Learning Walks each trimester to look for evidence of science learning. Contact Science Department for PD on Interactive Word Walls.	Ensure all classrooms have designated wall space for science.

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

123

School:

Futures Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	Increase the range and number of offerings of extra-curricular 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.	A1.6: After School Programs	5825				123-1
\$23,736.00	General Purpose Discretionary	Supplies for overall school operation	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A2.1: Implementation of CCSS & NGSS	4310				123-2
\$9,000.00	General Purpose Discretionary	Copier maintenance agreement to support overall school operation	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A2.1: Implementation of CCSS & NGSS	5610				123-3
\$3,500.00	General Purpose Discretionary	Buses for field trips to support academic acceleration	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A6.4: Parent / Guardian Volunteer Support	5712				123-4
\$100.00	General Purpose Discretionary	Duplication services	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A2.1: Implementation of CCSS & NGSS	5716				123-5
\$3,500.00	General Purpose Discretionary	Admission fees for field trips to support academic acceleration	Increase the range and number of offerings of extra-curricular 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.	A2.3: Standards-Aligned Learning Materials	5829				123-6
\$10,039.00	General Purpose Discretionary	Increasing the hours for our Noon Supervisor	PBIS will lead site-wide PD, reviewing core values, expectations and mini-lessons for teachers and staff.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0020	0.40	123-7
\$10,480.61	LCFF Concentration	Books other than textbooks to support academic acceleration and reading intervention	2nd-5th grade teachers will implement all components of the guided reading model.	A2.3: Standards-Aligned Learning Materials	4200				123-8



\$45,000.00	LCFF Concentration	Contract with Bay Area Children's Resources	Increase the range and number of offerings of extra-curricular 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.	A1.6: After School Programs	5825				123-9
\$44,519.39	LCFF Concentration	STIP to support academic acceleration	Increase Mathematical Practices and Rigor in all s.	A2.9: Targeted School Improvement Support		TEACHER STIP	TCSTIP0105	1.00	123-10
\$15,000.00	LCFF Supplemental	Books other than textbooks to support academic acceleration and reading intervention	K/1 teachers will make early literacy skills, specifically phonemic awareness and phonics, an instructional priority.	A1.4: Early Childhood Education	4200				123-11
\$25,000.00	LCFF Supplemental	Surplus to be allocated for ITL.	n/a	n/a	4399				123-12
\$16,025.24	LCFF Supplemental	Contract with AmeriCorps	Monitor and support to ensure teacher teams collaborate around best practices to support students in beginning literacy.	A3.2: Reading Intervention	5825				123-13
\$10,000.00	LCFF Supplemental	Licensing agreements for software to support academic acceleration	2nd-5th grade teachers will implement all components of the guided reading model.	A2.9: Targeted School Improvement Support	5846				123-14
\$44,430.46	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Writing instruction	A2.5: Teacher Professional Development for CCSS & NGSS		10 MONTH CLASSROOM TSA	C10TSA0199	0.50	123-15
\$64,299.29	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Principal, instructional coaches (ITL), and Teacher Leader plan and support teachers to go through this process	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	TCSHLT0431	1.00	123-16
\$5,983.00	Measure G: TGDS	Extended contract for alternate observers.	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Writing instruction	A2.6: Teacher Evaluation	1120				123-17
\$15,000.00	Measure G: TGDS	Substitutes to support TGDS.	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Writing instruction	A2.6: Teacher Evaluation	1150				123-18
\$1.01	Measure G: TGDS	Supplies to support TGDS.	Related Key Organizational Practices People   Teams   Time   Resources	A2.3: Standards-Aligned Learning Materials	4310				123-19
\$80,000.00	School Improvement Grant (SIG)	Extended contract time for: Beginning of Year Retreat and Planning Sessions, End of Year Retreat and Planning Sessions, after-school intervention in Literacy and Math as needed, after-school initial planning sessions, Parent Communication, and Conferences	Designated planning time during PLCs and PD work time to plan standards-based lessons.	A2.10: Extended Time for Teachers	1120				123-20

\$10,000.00	School Improvement Grant (SIG)	Substitute Teachers to allow Teachers to attend Learning Walks at other schools and professional Development Opportunities	Ensure that teachers have the release time and protocols to conduct peer observations. Provide ample PD and PLC time to building capacity to build best practices for Writer's workshop model. Provide coaching and feedback to teachers.	A2.9: Targeted School Improvement Support	1150					123-21
\$15,000.00	School Improvement Grant (SIG)	Extended contract time to pay for childcare for family and community engagements, translation for community engagements in the evening, attendance at additional trainings, and time to set up operational systems	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A2.9: Targeted School Improvement Support	2422					123-22
\$14,500.00	School Improvement Grant (SIG)	Clerical substitutes to cover for admins attending SIG related training, professional development, and meetings	Provide support for clerical staff to increase efficiency with respect to SIG compliance requirements.	A2.9: Targeted School Improvement Support	2450					123-23
\$15,000.00	School Improvement Grant (SIG)	Expanded Classroom Leveled Libraries to support skills in Common Core Instruction and Differentiation	2nd-5th grade teachers will implement all components of the guided reading model.	A2.9: Targeted School Improvement Support	4200					123-24
\$35,000.00	School Improvement Grant (SIG)	Supplies for parent and community meetings and events and parent & family engagement centers	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A2.9: Targeted School Improvement Support	4310					123-25
\$2,500.00	School Improvement Grant (SIG)	Chromebook cart for enhanced research and developing on-line resources and digital literacy	Principal and ILT will provide PD around the math workshop model. PD will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students.	A2.9: Targeted School Improvement Support	4315					123-26
\$114,167.37	School Improvement Grant (SIG)	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					123-27
\$14,500.00	School Improvement Grant (SIG)	Training, Columbia Teacher's College Reading and Writing Coaching Institute for Principal and Literacy Coach; travel and expenses for Reading and Writing Principal and Coaches Institute	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Writing instruction	A2.9: Targeted School Improvement Support	5200					123-28
\$15,000.00	School Improvement Grant (SIG)	Travel and mileage reimbursement for Learning walks to model schools and school development	Conduct Learning Walks each trimester to look for evidence of science learning. Contact Science Department for PD on Interactive Word Walls.	A2.9: Targeted School Improvement Support	5210					123-29
\$50,000.00	School Improvement Grant (SIG)	Pathway Coach to support the build out the capacity of high quality teams in service of equitable and high quality pre-pathways at this specific school site	Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	A2.9: Targeted School Improvement Support	5708					123-30
\$72,778.00	School Improvement Grant (SIG)	Increase School psychologist from .4 to 1.0 FTE to facilitate COST and also run student support groups for grief and trauma	Decrease the number of major referrals in upper elementary classrooms to 1 per day.	A2.9: Targeted School Improvement Support	5734					123-31

\$673,000.00	School Improvement Grant (SIG)	<p>Contracts for:</p> <ul style="list-style-type: none"> <li>- West Ed for Academic Parent Teacher Teams</li> <li>- Playworks to have more responsible adults on campus and promote a healthy culture and climate through physical fitness and conflict resolution</li> <li>- Local agencies to provide enrichment activities on days teachers engage in professional development (ie Girls Inc, Girls Who Code, BACR, etc)</li> <li>- Reading Partners</li> <li>- Training and professional development for site staff (technology, systems, alignment work, etc)</li> <li>- Engaging Schools (SEL) or other organizations and contractor s to provide in depth SEL training, PD, and supports to school staff and students</li> <li>- Translation services to translate community engagement marketing collateral, family engagement center supplies, and additional mailings to families in Spanish (home languages of 40% of students) and Arabic (home language of 7% of students)</li> <li>- Marketing, communications, videography</li> <li>- Restorative Justice coordinator</li> </ul>	Meet with current partners to extend opportunities to students at different grade levels.	A2.9: Targeted School Improvement Support	5825					123-32
\$20,000.00	School Improvement Grant (SIG)	<ul style="list-style-type: none"> <li>- Licenses for ST Math and Ticket to Read, blended learning that tailors lesson plans to each student's needs</li> <li>- Contract with Newsela</li> </ul>	Understand how the pedagogical best practices of the Workshop model supports writing and progress towards grade level standards: including Minilessons, shared writing, small group instruction and conferring	A2.9: Targeted School Improvement Support	5846					123-33
\$10,000.00	School Improvement Grant (SIG)	Communications expenses: Marketing collateral for community and family engagement, postage for mailings to families and community partners	All teachers will contact parents monthly in order to build positive relationships and encourage increased student attendance.	A2.9: Targeted School Improvement Support	5900					123-34
\$124,362.08	School Improvement Grant (SIG)	Instructional Dean Responsible for building capacity within the ILTs and PLCs, specifically regarding accelerations and interventions.	All teachers will regularly engage in the data driven analysis cycle, focused on assessment results, entry tasks (as a pre-assessment), and math CEOUs.	A2.9: Targeted School Improvement Support		ASSISTANT PRINCIPAL ELEMENTARY	10APRE9999	1.00		123-35
\$26,444.80	School Improvement Grant (SIG)	Bilingual Clerk Typist to support and manage basic clerical duties associated with community engagement and SIG work requiring good bilingual communication skills, and public contact	All teachers will contact parents monthly in order to build positive relationships and encourage increased student attendance.	A2.9: Targeted School Improvement Support		CLERK BILINGUAL	CLKBIL9999	0.50		123-36
\$47,619.97	School Improvement Grant (SIG)	Bilingual Community Assistant	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A2.9: Targeted School Improvement Support		COMMUNITY ASSISTANT BILINGUAL	COMABI9999	1.00		123-37
\$67,556.45	School Improvement Grant (SIG)	SIG Grant Program Specialist Individual across multiple school sites to specifically project manage and coordinate reporting requirements, and data needs of the district and ACOE. Specifically builds the capacity in the site to oversee, audit, and report on federal funds.	Support cross-site compliance with SIG requirements.	A2.9: Targeted School Improvement Support		PRG MANAGER SPECIAL PROJECT	PMSPPJ9999	0.50		123-38

\$62,683.15	School Improvement Grant (SIG)	Community Schools Specialist to support the coordination of a community partners and the implementation of a full-service community schools model	Increase the range and number of offerings of extra-curricular 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.	A2.9: Targeted School Improvement Support		PROGRAM MANAGER COMMUNITY SCHOOLS	PRMGCS9999	0.50	123-39
\$51,414.96	School Improvement Grant (SIG)	STIP sub to support teacher participation in professional development, observations, and evaluation	Organize professional learning in 4, 6-week cycles. The ILT will meet every other week to plan professional learning.	A2.9: Targeted School Improvement Support		TEACHER STIP	TCSTIP9999	1.00	123-40
\$20,000.00	Supplemental Program Investment	Computers	Principal and ILT will provide PD around the math workshop model. PD will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students.	A2.9: Targeted School Improvement Support	4420				123-41
\$15,625.00	Supplemental Program Investment	Contract with MESA or Faith Networks	Increase the range and number of offerings of extra-curricular 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.	A2.9: Targeted School Improvement Support	5825				123-42
\$4,229.65	Title I Basic	Surplus to be allocated in Fall 2017.	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4399				123-43
\$44,430.46	Title I Basic	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Writing instruction	A2.5: Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA0199	0.50	123-44
\$1,629.56	Title I Parent Participation	Surplus to be allocated in Fall 2017.	* School Culture: Increase Positive Collaboration and Engagement: Parents, Students, Staff by focusing on participation rates and engagement rates. Specifically, decrease chronic absenteeism to 16% by end of school year.	A6.5: Academic Parent-Teacher Communication & Workshops	4399				123-45



## School Site Council Membership Roster – Elementary School

School Name: Futures

School Year: 2016-2017

<b>Chairperson: Maisha Smith</b>		<b>Vice Chairperson: Alicia Barton</b>	
<b>Email: s.hawkins.mccray@ousd.org</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>
<b>Secretary: Grace Velasquez</b>		<b>LCAP Parent Advisory Nominee:</b>	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>
<b>LCAP EL Parent Advisory Nominee: Mounieh Mosed</b>		<b>LCAP Student Nominee:</b>	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Shalamar Carliss					X	
Mounieh Mosed					X	
Maleni Garcia					X	
Grace Velasquez			X			
Jasmine Washington			X			
Alicia Barton			X			
Shelley Hawkins-McCray		X				
Maria Robinson					X	
Maisha Smith					X	
Evodia Vivoni				X		

Meeting Schedule (day/month/time)	Every 2 <sup>nd</sup> Tuesday, Except Nov. 8 <sup>th</sup> . Moved to 11/15/16 at 3:15 PM
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**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

1-Principal  
3-Classroom Teachers  
1-Other Staff

**AND**

5-Parent /Community

Revised 8/22/2016

# Title I School Parental Involvement Policy 2016-17

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

**Futures Elementary** 1) 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

**Futures Elementary** 2) 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) \_\_\_\_\_ 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

**mentary 4) Annual Title I Meeting.** \_\_\_\_\_ 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) \_\_\_\_\_ 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) \_\_\_\_\_ 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) \_\_\_\_\_ 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) \_\_\_\_\_ 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) \_\_\_\_\_ 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) \_\_\_\_\_ 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 centers, that encourage and support parents in more fully participating in the education of their children by:

- Back to School Nights
- Information Nights

6) 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

#### **Accessibility**

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 parents understand:

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

#### **Part 4. Adoption**

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 school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Futures Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
Shelley Hawkins-McCray

(Principal's signature)

November 15, 2016

Futures

**Elementary School Compact**

School Name

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 and 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.

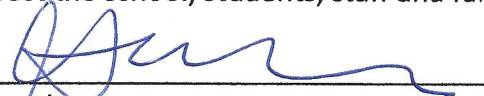
Maura Smith

Parent/Guardian or Family member signature

**Teacher Pledge:**

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

  
\_\_\_\_\_  
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 15<sup>th</sup> day of November 20 16.