

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Futures Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Futures Elementary School
CDS Code: 1612590115576
Principal: Brian Purcell
Date of this revision: 5/20/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact: Brian Purcell
Address: 6701 International Blvd.
Oakland, CA 94621

Position: Principal
Telephone: 510-636-0520
brian.purcell@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single 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"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant <input type="checkbox"/> 21st Century |
| <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:

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 Single 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 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).
5. 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: 5.20.16

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

- Fliers in students' home languages
 Announcement at a public meeting
 Other (Notices, Media Announcements, etc.)

Signatures:

Brian J. Purcell		5.20.16
Print name of School Principal	Signature	Date
Stacy Murillo		5/29/16
Print name of SSC Chairperson	Signature	Date
Sondra Aguilera		5/26/16
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian		5-26-16
Ruth Alahydoian, Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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 others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
5/4/2016	Parents	Parent cafe. Shared major pieces of SPSA. Received input around culture and climate strategy.
5/11/2016	Instructional Leadership Team	Defined key actions of Teacher on Special Assignment and Common Core Teacher Leader in the literacy section.
5/4/2016	SSC	SSC meeting to approve all Title One expenditures and budget transfers.
5/20/2016	SSC	Our final meeting. Received input on the missing areas of plan: Tk/K and 5/6 transition . Also, Foster y and homeless youth. Finally, approved plan as a whole.

2016-2017 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 ... General Purpose Discretionary #0000	\$53,725.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$173,135.32	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$373,739.49	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$60,832.12	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,601.90	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$62,434.02	\$0.00

ABOUT THIS SCHOOL

School Description

* Futures is a small school with a big heart. Futures origins are from the "small schools" movement. We have 320 students, grades TK-5 . Futures is located in East Oakland, as part of a four school campus.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1: Positive School Culture

Major Improvement Priority #2: Mathematics Literacy

Major Improvement Priority #3: Literacy

MAJOR IMPROVEMENT PRIORITY #1: Positive School Culture

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
* According to last PBIS survey and SET, 80% of students are able to articulate the 4 school expectations. On our SPF we had both a summary and growth score of 4 in culture and climate (CHKS).	* African American students are referred at a daily average of 5 per day to the office . Futures SPF framework indicates a score of 1 in the area of chronic absenteeism overall. The percentage of chronically absent students has held at 22% for three years now.
* Approximately 75% of students follow our universal behavior systems with fidelity	Approximately 25% of our students do not follow the universal behavior expectations.
*Futures SPF indicates a growth score of 5, improvement in ELL student attendance, and both growth and summary SPF score of 5 in suspensions for ELL students.	*Futures SPF indicates a score of 1.63 in suspensions in total.

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The results of the CHKS survey and the SET survey indicates a root cause that clearly articulated school-wide expectations are having a positive effect on our school culure and climate. This was a truly share combination of organizational , teacher, and leadership practices. within the PBIS framework. Despite the many programs, teams, incentives, and partnerships we have used to improve attendance, we are still experiencing signifigant chronic absenteeism problem.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

We still need to increase our percentage of students following our universal behavior practices. There are students who are non-responders. It is likely that these students either need a) reteaching and review or b) additional , tier 2 interventions. It is encouraging to see some of the culture and climate areas are strong with ELL students. We need to identify what is working in these areas. We are obviously not targeting the correct areas of need for ALL students.. The problem is so complex that it has been difficult to find an actual root cause. At one point we thought the root cause was that students were afraid to come to school etc. (Bullying) , but after doing much work in this area, we are still experiencing the same poor results. The data shows that the highest chronically absent group are African American students. The implications of this are that we need signifigant outreach to this group in particular. It is quite possible that there are very seriius blocks to AA attendance: trauma, etc. that will need to be addressed at a deeper. It is important that Futures continue moving towards a tiered level of support.

STUDENT PERFORMANCE GOAL(S) for Priority #1							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	* 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.	Culture/ Climate: Student	All Students	25%	16%	12%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	* Decrease chronic absenteeism from 25%, 16%, then 12% ultimately.	Chronic Absence	All Students	25%	16%	16%	5: Students are engaged in school everyday.
Social/Emotional	* Decrease major referral rate of average of 5 office referrals for African American students per day down to 2 per day .	Suspensions	African- American Students	5 per day	2 per day	2 per day	5: Students are engaged in school everyday.
Climate & Culture	* Increase the number of academic based parent engagement events from 4 per year to 6 per year.	Culture/ Climate: Parent	All Students	4 per year	4 per year	6 per year	6: Parents and families are engaged in school activities.
Climate & Culture	* Ensure that 80% of all K-2 students who were chronically absent this year reach positive ADA attendance in 2015-2016.	Chronic Absence	All Students	42 students	21 students	21 students	5: Students are engaged in school everyday.
Climate & Culture	* Identify the non-responders to our universal behavior expectations, (25%) of our student body. Decrease this group to 10% within PBIS framework.	Culture/ Climate: Student	All Students	NA	NA	10%	5: Students are engaged in school everyday.

Climate & Culture	Increase the number of child centered activities/programs to 5 activities/programs both during and after school . We currently have 3 child activities: computer time, town hall assembly, fitness program. Examples: Girl Scout Program Cooking Club, Expand the current Destiny Dance to all grades.	Culture/ Climate: Student	All Students	NA	NA	10%	5: Students are engaged in school everyday.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Create a tier 2 and tier 3 response to negative behavior.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
*Teachers assist in monitoring tier 2 and tier 3 students (Behavior) , reporting non-responding students quickly through SST and COST.	*Principal to direct COST to identify tier one non-responders and to make sure their needs are identified.	* COST will meet weekly to determine success of supporting Tier 2 and 3 students. Additionally, the PBIS team meets weekly, 60 minutes: include OHA, principal, parent, representative from COST.
* Teachers follow the discipline hierarchy and track minor behaviors on a standardized tracker.	COST to identify tier one non-responders and to make sure their needs are identified. TSA to provide insight.	* COST will meet weekly to determine success of supporting Tier 2 and 3 students. Additionally, the PBIS team meets weekly, 60 minutes: include Oakland Housing Authority, principal, parent, representative from COST.
Teachers adopt school-wide behavioral practices: expectations taught and displayed, use of time-out, use of restrative practices.	* TSA / CCTL ensures that all classrooms have a tier one mangement system in place.	* At the beginning of the year, one half day summer orientation day devoted to Positive Behavior planning for teachers. By end of October: staff trained in deescalation, restorative practices, NNN, and making accomodations for students with behavior issue.

* Teachers provide both academic and behavioral pre-referrals prior to SST.	TSA will be the key person to provide pre-SST , RTI consults with classroom teachers for non-responders to behavior.	* All teachers entering Futures will receive at least the online version of No Nonsense Nurturer. STIP sub will cover teachers in order to preview and post coach teachers after NNN coaching
* Teachers call tier 2-3 students' families weekly when behavior is good.	Principal checks back with parents, encourages teachers to call families.	* Teachers will keep track of calls made home using a common Phone Call Tracker.
* Teachers communicate with ASA (after school) staff via teacher liaison in order to align behavioral expectations between school day and after school	* Extend contract to one teacher liaison in order to align after school practices with school practices. Principal coordinate with after school program (ASA) contract from EOYDC in order to align during the day and after school reading and math goals.	* After school program utilizing many of the same staff that are used during the school day.
* Teachers communicate with ASA (after school) staff via teacher liaison in order to align behavioral expectations between school day and after school	* Extend contract to one teacher liaison in order to align after school practices with school practices. Principal coordinate with after school program (ASA) contract from EOYDC in order to align during the day and after school reading and math goals.	* After school program utilizing many of the same staff that are used during the school day.
Tk/ K Teacher to support/ communicate with TK/K parent literacy workshops (Jerome Rice) each trimester to support home-school connection	Principal and TSA to support TK/K teacher in organizing workshops.	Principal to coordinate space/time on calendar to support workshops.

MAJOR IMPROVEMENT PRIORITY #2: Mathematics Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
13% of all students scored basic in SMI math 2015-2016	*SPF indicates a status score of 1 in mathematics. There were no subgroups scoring better than 1 on SPF.
4.5.% of all students scored "standard met" in 2014-2015 overall SBAC math	82.5% of all students did not meet standards on 2014-15 SBAC.
11% of all students scored "standard nearly met" in 2014-2015 overall SBAC math	67.9% students performed basic/below basic on 2015-16 Winter SMI.
There was no significant gap between AA and Latinos on both the lowest highest performance groups on SBAC math.	

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

One organizational practice that we had during 2014-2015 was the support of a part time math coach. This year 2015-2016 we had a math lead teacher. Of course we are concerned about our math results, especially since they came out during the end of our math focus year. The SBAC test heavily relies on the ability to read the problems. Teacher emphasis on having students successfully reading and interpreting math problems will be crucial for our success on SBAC. The fact that there is not a gap between AA and Latino students is encouraging, but the overall 85% of students at "standard not met" is alarming. ILT reflections in the spring centered around the need for our students to have technology skills taught early in the year. One classroom, a grade 2 classroom, implemented a more frequent administration of another (literacy) online test, SRI. She saw significant gains, and attributes some of this to students' increased ability to navigate the website.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

A Root Cause is the lack of mathematical literacy, defined as the ability to interpret the directions, task, and steps in a math problem, fluently enough that the student can actually demonstrate their math computation skills. Another root cause is quite possibly the high absenteeism (22% chronic) in the entire student body, meaning that one-fifth of the entire student body is missing an average of 15 days each year (three school weeks).

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
	Increase Mathematical Literacy in each classroom, including the use of three reads and number talks and academic discussion. Specifically, increase all students in "standard met" on SBAC from 4.5% to 20%.	SBAC Math	All Students	4.5%	12%	20%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	100% classrooms will use academic discussion sentence frames during mathematics. Further, 100% of teachers will be trained in three reads and number talks.	SBAC Math	All Students	NA	100%	100%	1: Graduates are college and career ready.
Climate & Culture	* Decrease chronic absenteeism from 25% to 16%. Overall decrease in chronic absenteeism will increase overall academic performance, including mathematics,	Chronic Absence	African- American Students	25%	22%	16%	5: Students are engaged in school everyday.

Social/Emotional	100% classrooms will use address SEL competencies during math instruction, especially in the areas of empathetic listening. This will be evidenced by an SEL objective of the month written out on next to academic objectives.	SEL	All Students	NA	NA	100%	5: Students are engaged in school everyday.
Academic	Increase performance on Math SBAC from 15% meeting or above to 30% meeting or above as measured by SBAC.	SBAC Math	All Students	NA	50%	30%	2: Students are proficient in state academic standards.
Academic	Increase performance on SMI mathematics from 13% proficient to 25% proficient.	SMI	All Students	NA	NA	25%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Increase student mathematical literacy by training teachers on effective strategies: Three Reads, Number Talks, and Academic Discussion.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All teachers to use three reads and number talks as key practices for mathematical literacy.	Principal to create Results Based Professional Development Plan and calendar to organize teacher professional learning. TSA and CCTL will collaborate on a peer coaching plan to support teachers.	Organize professional learning in three , 6-week cycles. The ILT will meet every other week to plan professional learning.
All teachers to use academic discussion sentence stems in math to scaffold academic discussion	Principal work with TSA/CCTL to ensure delivery of PD to assist in providing training to teachers in scaffolding academic discussion.	Explicit , school-wide tier one ELL strategies to be used across all content areas, especially in mathematics. Example: word mapping, graphic organizers, pictorial input.
All teachers display a math vocabulary wall that continues to grow throughout the year,	Principal encourages TSA/ and math lead teacher to monitor, support, and showcase use of math vocabulary walls.	Teachers have a realistic math schedule that allows enough time for uninterrupted instruction

Engage and teach within in at least two lesson study cycles to improve two specific lessons	Principal and TSA to support two major lesson studies cycles in math, including release time for peer observations	School PD schedule supports two major math lesson studies (Japanese based model) per year. Subs to release teachers for grade level math lesson study.
All teachers committ to a two day summer orientation. Of which one day is designated for math instruction.	Principal and TSA will organize summer orientation logistics and learning.	Teachers to meet in a PLC each week, as students attend "Fitness" program. Two cycles (out of 6) of the time planning will be in mathematics.
When students are disgnated s hving either homelessness or foster care disruptions, teachers will provide alternatives to homework as needed, modifying assignments or allowing students to do in class.	Principal to direct COST team to inform teachers of the situation as appropriate.	COST and / or Attendance team to be responsible for identifying and communicating the need to classroom teacher.
Students Identified as achieving above grade level to work one hour a week in advanced math with prep teacher.	Principal to direct TSA to identify these high achieving students.	Data from EOY math assesmenst and SMI available and studied by October 30.

MAJOR IMPROVEMENT PRIORITY #3: Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Students at /above grade level on SRI improved from 7% in the fall to 12% in the winter of 2015-16 school year.	40.1% of all students scored below on 2015-16 winter F&P Benchmark.
2nd graders scoring at/above on the 2015-16 SRI grew from 4% in the fall to 18% in the winter. 5th graders scoring at/above on 2015-16 SRI grew from 6% in the fall to 12% in the winter.	There is no correlation between all students below level on SRI (70.3%) and 46.5 % (F &P) on the 2014-2015 Winter benchmarks
50% of all students scored at/above on 2015-16 winter F&P.	75.5% of all students did not meet standards on 2014-15 ELA SBAC.

ROOT CAUSE ANALYSIS for Priority #3
<p>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</p> <p>The wide gap between F & P and SRI is cause for concern. Teachers in grades 2, who administered the SRI more frequently have seen (recent) gains above and beyond their peers. We think that this exposure to the test and technology in general is needed across all grades. It is encouraging to see gains in F & P. The ILT has been supporting teachers in the last couple years to be comfortable with balanced literacy and the F & P. The upward trend in F & P suggests that our fidelity is seeing results. Principal support around data conferences has been growing but it is not yet a true priority for the school . At the time of this data (spring 2015) , 9 out of 13 teachers were teaching reading workshop as intended. This certainly needs to be 100%.</p>
<p>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</p>

There are some root causes for challenges: Newer teachers need, each and every year, to be trained on site in balanced literacy. The 20% average of classrooms not engaged correctly in 100% fidelity in balanced literacy has been a constant at Futures. Leadership (principal, TSA, ILT) has to commit to studying data in cycles, and then follow through with teachers to see what the gains were.

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	75% of all students will grow by at least 1 yr. reading levels in English Reading as measured by the Scholastic Reading Inventory (SRI).	SRI	All Students	44%	100%	75%	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	50% of students in grades K-2 will reach grade level proficiency by MOY as measured by F&P.	F&P	All Students	44%	50%	50%	3: Students are reading at or above grade level.
Academic	40% of students in grades 3-5 will reach grade level proficiency as measured by F & P.	F&P	All Students	23%	40%	40%	3: Students are reading at or above grade level.
Academic	40% of all students grow 1.5 years as measured by Lexile (SRI) from BOY to EOY.	SRI	All Students	16%	40%	40%	3: Students are reading at or above grade level.
Social/Emotional	100% of classrooms to post a montly SEL objective. Example: In Kindergarten "We will be able to turn and listen to each other patiently" As evidenced by the displaying of the objective in all classrooms.	SEL	All Students	NA	NA	100%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3	
Major Improvement Strategy for this priority:	100% of teachers basing decisions for the above major strategy on data

KEY PRACTICES FOR PRIORITY #3		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>

<p>Design Reader's Workshop lessons daily to include mini-lessons connected to Common Core State Standards, independent reading, and small group instruction (guided reading). Teachers adhere to mini-lesson structure: (Connect ,Teach Active Engagement ,and Link.) All teachers to make parents aware of their childrens' reading goals. Teachers will monitor these levels on a spreadsheet shared with Principal/TSA/ CCTL (Common Core Teacher Leader) : Independent reading levels, progress monitoring, guided reading levels.</p>	<p>Principal /TSA CCTL to assist teachers in planning so that units are tied to Common Core State Standards. Principal and TSA will use "Look-For " tool to monitor implementation of mini lesson structure. This will be shared out in weekly WAG (Principal newsletter). Principal with TSA to provide a graph template for reading levels, in order to create two mid-point reading progress updates to parents. This will be a graph with reading level trajectory and plotted points. (the mid points to be between report card one-two and between report card two-three.) Principal and TSA will promote the reading goal progress through daily intercom announcements.</p>	<p>TSA /CCTL to provide professional development that aligns with the progression of guided reading instruction: A) Identifying groups B) Setting up management/ structure/ C) Differentiating a process and instructional plan for each group D) Tracking progress.</p>
<p>Design Writers' Workshop lessons daily that include opportunities for students to write every day. Teachers to use rubric to score writing with colleagues.</p>	<p>Principal /TSA/ CCTL to assist teachers in planning, pacing, and implementation of writing units. Twice a year collaborative time devoted to studying of student work and scoring with rubric.</p>	<p>Professional TSA/ CCTL to provide professional development for writing instruction and to guide peer scoring of writing during PLC. School leadership will provide rubrics and the collaborative time to do that.</p>
<p>English Language Development scaffolds: Teachers should frontload vocabulary with cognitive content dictionary or pictorial input, and continue to use a variety of sentence frames for oral language development.</p>	<p>Bring teachers together one team at a time to share successes using these ELL strategies at professional development. TSA /CCTL to provide professional development</p>	<p>Structure ELA pd to allow a consistent share out between teachers to increase accountability that ELL strategies are being used. CCTL to provide pd on ELL instruction.</p>
<p>Teachers to help identify those needing Reading Partners interventions.</p>	<p>CCTL/ TSA/ Reading Partners sit on weekly COST meeting in order to align services and supports in reading</p>	<p>Reading Partners reading program to provide interventions during and after school. Memorandum of Understanding should reflect that all grades will be serviced, so that there is equity across grade levels.</p>
<p>Teachers to attend parent engagement events and track attendance at events.</p>	<p>TSA/ CCTL/ Reading Partners Site Lead and Community Assistant , plan evening events in literacy.</p>	<p>School to continue "Parent University" and Parent Cafe. Topics covered will align with literacy acceleration. Provide refreshments and baby sitting. Home/ School Compact to be very explicit in parent expectations ie. 'to attend parent conferences and one parent event."</p>
<p>All students to engage in "Ticket to Read" software with embedded goals and incentives tailored to each student's reading levels.</p>		

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Create partnership and contract with ASES	* After school program utilizing many of the same staff that are used during the school day.	A1.6: After School Programs	5825	n/a	n/a	n/a	123-1	123
\$7,725.00	General Purpose Discretionary	purchase of BART AC tickets and other costs associated with field trips and assemblies	purchase of BART AC tickets and other costs associated with field trips and assemblies	A5.3: School Facilities	4310	n/a	n/a	n/a	123-2	123
\$6,000.00	General Purpose Discretionary	Maintenance contract for copier	Maintenance contract for copier	A5.3: School Facilities	5610	n/a	n/a	n/a	123-3	123
\$40,000.00	General Purpose Discretionary	Contracts to extend after school staff to work during the school day to support fitness program, mentoring, and allow teachers to meet in collaborative time	* After school program utilizing many of the same staff that are used during the school day.	A2.5: Teacher Professional Development for CCSS & NGSS	5825	n/a	n/a	n/a	123-4	123
\$37,128.70	LCFF Concentration	LCFF Concentration	School PD schedule supports two major math lesson studies (Japanese based model) per year. Subs to release teachers for grade level math lesson study.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0105	1	123-5	123
\$371.30	LCFF Concentration	purchase of BART AC tickets and other costs associated with field trips and assemblies	purchase of BART AC tickets and other costs associated with field trips and assemblies	A5.3: School Facilities	4310	n/a	n/a	n/a	123-6	123
\$12,500.00	LCFF Concentration	Pay salary for Teacher on Special Assignment	* TSA / CCTL ensures that all classrooms have a tier one mangement system in place.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	123-7	123
\$34,274.06	LCFF Supplemental	Pay salary for Teacher on Special Assignment	Principal work with TSA/CCTL to ensure delivery of PD to assist in providing training to teachers in scaffolding academic discussion.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.4	123-8	123
\$48,111.45	LCFF Supplemental	Pay salary in order to have 100% CCTL common core teacher leader	Principal /TSA CCTL to assist teachers in planning so that units are tied to Common Core State Standards. Principal and TSA will use "Look-For " tool to monitor implementation of mini lesson structure. This will be shared out in weekly WAG (Principal newsletter). Principal with TSA to implement two mid-point reading progress updates to parents. (the mid points to be between report card one-two and between report card two-three.) Principal and TSA will promote the reading goal progress through daily intercom announcements.	A4.4: Teacher Professional Development focused on English Learners	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.5	123-9	123
\$21,981.74	LCFF Supplemental	Pay salary for STIP sub to support TGDS for ptincipal and other collaborative time for teachers, including academic conferences	Organize professional learning in three , 6-week cycles. The ILT will meet every other week to plan professional learning.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.45	123-10	123
\$7,000.00	LCFF Supplemental	Extend contracts of teachers to participate in summer and after school planning on Instructional Lead Team, Positive Behavior Team, and Hiring Team	All teachers committ to a two day summer orientation. Of which one day is designated for math instruction.	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	123-11	123
\$8.08	LCFF Supplemental	purchase of BART AC tickets and other costs associated with field trips and assemblies	purchase of BART AC tickets and other costs associated with field trips and assemblies	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	123-12	123
\$24,260.00	LCFF Supplemental	Pay salary of extra psychologist time to facilitate COST and also run student support groups for grief and trauma	* COST will meet weekly to determine success of supporting Tier 2 and 3 students. Additionally, the PBIS team meets weekly, 60 minutes: include OHA, principal, parent, representative from COST.	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	123-13	123
\$37,500.00	LCFF Supplemental	Pay 50% salary for Restorative Justice Coordinator	Teachers adopt school-wide behavioral practices: expectations taught and displayed, use of time-out, use of restrative practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	123-14	123
\$37,000.00	Measure G (School Libraries)	Pay salary for library tech to run library program	Pay salary for library tech to run library program	A2.9: Targeted School Improvement Support	4399	n/a	n/a	n/a	123-15	123
\$5,000.00	Measure G (School Libraries)	Purchase software "Ticket to Read"	All students to engage in "Ticket to Read" software with embedded goals and incentives tailored to each student's reading levels.	A3.1: Blended Learning	5846	n/a	n/a	n/a	123-16	123
\$13,133.13	Measure G (TGDS)	Increase prep teacher to provide TGDS support	Increase prep teacher to provide TGDS support , provide coverage so principal can debrief with teachers in evaluations	A2.6: Teacher Evaluation	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEP9999	0.15	123-17	123
\$12,212.08	Measure G (TGDS)	Pay salary for STIP sub to support TGDS for ptincipal and other collaborative time for teachers, including academic conferences	Pay salary for STIP sub to support TGDS for ptincipal and other collaborative time for teachers, including academic conferences	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.25	123-18	123

\$600.00	Measure G (TGDS)	Pay for substitutes	Principal work with TSA/CCTL to ensure delivery of PD to assist in providing training to teachers in scaffolding academic discussion.	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	123-19	123
\$1,578.89	Measure G (TGDS)	purchase of BART AC tickets and other costs associated with field trips and assemblies	purchase of BART AC tickets and other costs associated with field trips and assemblies	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	123-20	123
\$25,829.30	Program Investment	Hire a Community Assistant to assist office staff with parent communication such as flyers, attendance calls, parent events	School to continue "Parent University" and Parent Cafe. Topics covered will align with literacy acceleration. Provide refreshments and baby sitting.	A3.3: Family Engagement focused on Literacy Development	n/a	COMMUNITY RELATIONS ASST I	COMRAI9999	0.4	123-21	123
\$45.70	Program Investment				4310	n/a	n/a	n/a	123-22	123
\$12,500.00	Program Investment	Pay contract for reading partners.	Reading Partners reading program to provide interventions during and after school.	A2.9: Targeted School Improvement Support	5825	n/a	n/a	n/a	123-23	123
\$51,411.09	Title I Basic	Principal /TSA CCTL to assist teachers in planning so that units are tied to Common Core State Standards. Principal and TSA will use "Look-For " tool to monitor implementation of mini lesson structure. This will be shared out in weekly WAG (Principal newsletter). Principal with TSA to implement two mid-point reading progress updates to parents. (the mid points to be between report card one-two and between report card two-three.) Principal and TSA will promote the reading goal progress through daily intercom announcements.	Engage and teach within in at least two lesson study cycles to improve two specific lessons	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.6	123-24	123
\$9,400.00	Title I Basic				1122	n/a	n/a	n/a	123-25	123
\$21.03	Title I Basic	supplies for title one programs	supplies for title one programs	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	123-26	123
\$801.90	Title I Parent Participation	supplies for title one programs	supplies for title one programs	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	123-27	123
\$500.00	Title I Parent Participation	Pay for refreshments for Reading Night(s)	Teachers to attend parent engagement events and track attendance at events.	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	123-28	123
\$300.00	Title I Parent Participation	Pay for presentation on parent selected topic.	School to continue "Parent University" and Parent Cafe. Topics covered will align with literacy acceleration. Provide refreshments and baby sitting.	A6.5: Academic Parent-Teacher Communication & Workshops	5825	n/a	n/a	n/a	123-29	123

2015-2016 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.

Staff 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.

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.

Family/Parent 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.

Student

Teacher

Parent/Guardian

Futures Title I School Parental Involvement Policy 2015-2016

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Futures agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
- Parent Title I Meeting in September
- Parent involvement in Title I spending

- Offer a flexible number of meetings for parents.

Meetings offered before and after school.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
Parents of Title I students are active in SSC
- Provides parents of Title I students with timely information about Title I programs.
Parents are updated on Title I programs during SSC
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
Information on academic programs are offered during SSC
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
Information on academic programs are offered during SSC

School-Parent Compact

Futures has jointly developed with and distributed to parents of Title I students a School-Parent 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.

Building Parent Capacity for Involvement

Futures engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Teachers work with parents during academic conferences.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Futures will continue to build relationships with parents through strategies indicated on our Focused Annual Plan, including our ongoing parent cafe , and opportunities to volunteer at school.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Many parents participate in Parent University Nights and ASA programs in the evening. In addition, teachers meet with parents three times a year for conferences.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Futures sends home all letters in English and Spanish.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

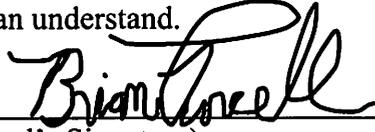
Accessibility

- 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. Futures provides translation for all meetings.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by SSC.

This policy was adopted by the Futures School Site Council on 10/12/15 and will be in effect for the 2015-2016 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' 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.



(Principal's Signature)

10/12/15

(Date)



School Site Council Membership Roster – Elementary

School Name: Futures Elementary

School Year: 2015-16

Chairperson : Stacy Murillo	Vice Chairperson: Maisha Smith
Secretary: Evodia Vivoni	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Brian Purcell	X			
Larika Lee				X
Maisha Smith				X
Lawanda Marrero				X
Harticia Peters				X
Stacy Murillo				X
Samuel (Matt) McClaren		X		
Mary Patalano		X		
Colleen Tiffenson		X		
Evodia Vivoni			X	

Meeting Schedule (day/month/time)	3rd Tuesday of each month @ 3:30pm
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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 at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15