

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Futures Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Futures Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Futures Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Futures Elementary School

0115576

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Historically a part of Lockwood Elementary, we have families that have been a part of this community for several generations have experienced a pattern of inconsistent leadership and high turn-over in its teachers. Despite these frequent changes and challenges, the parents of our community continue to be supportive of their school and are eager to build on the successes recently achieved.

VISION

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 in 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.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Futures will monitor progress to ensure that the strategies outlined in this plan will be implemented by: 1. Weekly Grade Level PLC time guided by the TSA (grades K-2) or Principal (grades 3-5) to focus on data and instruction 2. Instructional Learning Team meets two times a month to plan PD and support instructional plans 3. COST meets twice a month to support students with mental health, attendance, instructional intervention, PEC, and after school programs

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

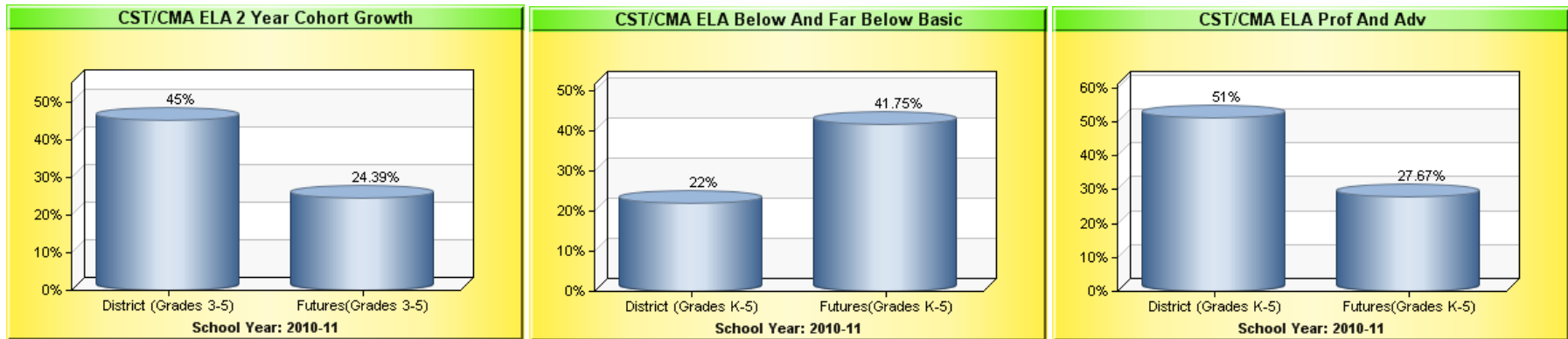
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



Data Analysis

- Futures students are not functioning on level with the district average in ELA. Teachers need support in ELA instructional practices (PALS and PLC). Students need support in intervention (TSA, STIP support, Fast Forward, SIPPS).
- Students in BB and FBB need intervention support to move to Basic, Proficient and Advanced. Teachers will identify level through DRA/SRI and BPST and provide students with small group intervention.

Theory Action

- Teachers will develop additional ELA knowledge and instructional understanding through PALS or Balanced Literacy Cohort which will increase student achievement in ELA.
- Through beginning of year assessments (SRI/DRA/BPST) teachers will form small groups for intervention (Fast Forward, SIPPS, STIP support)
- During weekly PLC time, teachers will develop lessons based on data reflection.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------------------------|--------------|---------------------------|--------------------------|-----------|--------------|--|----------------|-----------|------------|-----|---------------|
| Participate in PALS or Balanced Literacy Cohort to build balanced literacy framework to support common core standards. | ELA Benchmarks, CST | All Students | On going | Teachers, TSA, Principal | 4/17/2012 | 123SQI1A1280 | Attend PALS meetings and dedicate one PD a month to implement program. Continue implementation through weekly PLC with TSA (K-2) and Principal (3-5) | N/A | | | 0 | \$0.00 |
| All teachers will DRA and SRI all students 3 times each year. Continue to add/build student portfolios that follow students each year. | DRA and SRI scores | All Students | August, January, and June | Teachers | 4/17/2012 | 123SQI1A1281 | Provide teachers with time to assess students (early release) and meeting time to organize/add to portfolios | N/A | | | 0 | \$0.00 |
| STIP position to assist teachers with small group intervention in ELA. | ELA Benchmarks, CST | FBB, BB | Ongoing | STIP, Teachers | 4/17/2012 | 123SQI1A1283 | STIP will assist 7 classes with small groups on a daily basis. | 7090-EIA - SCE | | TCSTIP0105 | 1 | \$30,026.74 |
| Consistent school wide schedule that outlines when specific components of our | Schedule posted on classroom | All Students | Ongoing | Teachers | 4/17/2012 | 123SQI1A1284 | -Provide teachers time to develop schedule during August in-service days -Post schedules on | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | | |
|--|---|------------------|--|--|-----------|--------------|---|----------------|-----------------------------------|------------|-----|-------------|--------|
| literacy instruction will occur. | door. | | | | | | doors - Walk-throughs once a month | | | | | | |
| Data wall that is updated frequently throughout the year followed by data conferences. | Data Wall | All Students | Start after first benchmark and update after each following benchmark. | Teachers, TSA, Principal | 4/17/2012 | 123SQI1A1328 | Provide PD/meeting time for creating data cards and updates after each benchmark | N/A | | | | 0 | \$0.00 |
| Hire a STIP sub to assist teachers with small group intervention for English Language Learners. | CELDT, ELA Benchmarks, CST | English Learners | Ongoing | STIP, Teachers | 4/17/2012 | 123SQI1A1286 | STIP will assist 7 classes with small groups on a daily basis. | 7091-EIA - LEP | | TCSTIP9999 | 0.4 | \$17,117.50 | |
| TSA will coach teachers through a PLC on effective strategies for English Language Learners while looking at data from students. | CELDT, Formative assessments, ELA Benchmarks, CST | English Learners | Ongoing | TSA, Teachers | 4/17/2012 | 123SQI1A1288 | PLC will take place once a week for 50 minutes by grade level. PLC will consist of TSA or Principal and all members of grade level teams. | 7091-EIA - LEP | | T10TSA0257 | 0.2 | \$16,933.74 | |
| TSA will coach teachers through a PLC on effective strategies for PALS framework while looking at data. | Formative assessments, ELA Benchmarks, CST | All Students | Ongoing | TSA, Teachers | 4/17/2012 | 123SQI1A1313 | PLC will take place once a week for 50 minutes by grade level. PLC will consist of TSA or Principal and all members of grade level teams. | 3010-Title I | | T10TSA0257 | 0.2 | \$16,933.74 | |
| Teachers will tutor English Language Learners after school in ELA. | Formative assessments, ELA Benchmarks, CST | English Learners | Ongoing | Teachers, Principal | 4/17/2012 | 123SQI1A1329 | Teachers will identify EL students who are FBB and BB in ELA and provide after school tutoring in ELA. | 7091-EIA - LEP | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$3,900.00 | |
| Purchase books and supplies to support intervention for English Language Learners. | CELDT, Formative assessments, ELA Benchmarks, CST | English Learners | Ongoing | Principal | 4/17/2012 | 123SQI1A1330 | Purchase books to support EL students being tutored after school. | 7091-EIA - LEP | 4310-SUPPLIES | | 0 | \$163.21 | |
| Purchase books and supplies to support intervention for FBB and BB students. | ELA Benchmarks, CST | FBB, BB | Ongoing | Principal | 4/17/2012 | 123SQI1A1331 | Purchase books for students who are BB/FBB in ELA. | 7090-EIA - SCE | 4310-SUPPLIES | | 0 | \$654.91 | |
| Implement Fast Forward for students in grades 2-5. | CST, Benchmark, SRI | All Students | Ongoing | Teachers, Principal | 4/17/2012 | 123SQI1A3711 | | N/A | | | 0 | \$0.00 | |
| Implement SIPPS in 1st and 2nd grade classes during workshop time. | Benchmarks, CST, DRA/SRI | FBB, BB and BAS | Ongoing | TSA, Principal, 1st and 2nd grade teachers | 4/17/2012 | 123SQI1A3715 | | N/A | | | 0 | \$0.00 | |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

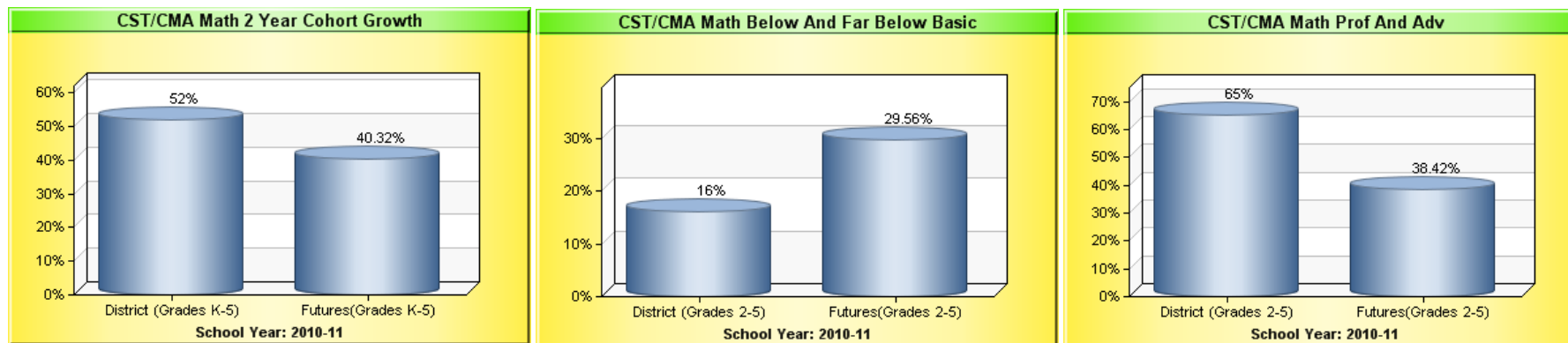
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

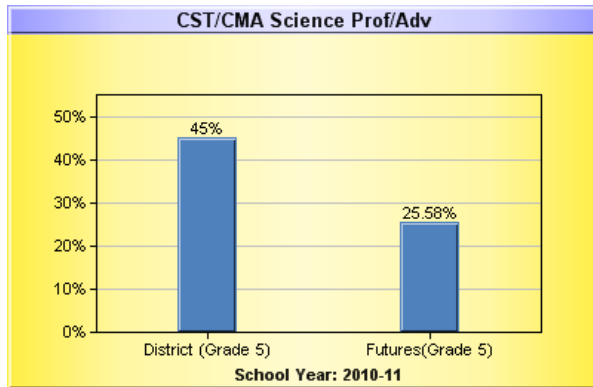
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





Data Analysis

- Futures needs to move 27% of students to proficient and advanced in math to be on par with the district average.
- Futures needs to move 14% of students out of BB and FBB in math to keep on par with the district average.
- Futures needs to move 20% of students to proficient and advanced in science to be on par with the district average.

Theory Action

- Through our math consultant and PD we will build teacher capacity to create and lead lessons in math preparing students for common core standards while increasing student performance.
- Monthly PDs will help teachers understand FOSS lessons and create lesson that incorporate science into ELA lessons.
- Professional development in math, science, and technology will produce higher quality lessons resulting in formative data which will be analyzed during weekly PLC time.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-----------------------------|--------------|----------|---------------------------------|----------|--------------|--|----------------|------------------|------------|-----|---------------|
| Work with consultant for joint professional development with CUES once a month. Consultant will also coach teachers one day a week. | Benchmark, CST Scores | All Students | Ongoing | Math Consultant, Teachers | 3/6/2012 | 123SQ11B1292 | PD once a month, three cycles of coaching for teachers, Math data conferences following benchmarks | 3010-Title I | 5825-CONSULTANTS | | 0 | \$25,000.00 |
| Hire STIP sub to assist with math intervention. | Benchmark and CST Scores | FBB, BB | Ongoing | STIP, Teachers, Math Consultant | 3/6/2012 | 123SQ11B1290 | STIP will assist 7 classes with small groups on a daily basis. | 3010-Title I | | TCSTIP9999 | 0.4 | \$17,117.50 |
| Hire STIP sub to assist with math intervention. | Benchmark and CST Scores | FBB, BB | Ongoing | STIP, Teachers, Math Consultant | 3/6/2012 | 123SQ11B1315 | STIP will assist 7 classes with small groups on a daily basis. | 7090-EIA - SCE | | TCSTIP9999 | 0.2 | \$8,558.75 |
| Continue to strengthen science program by dedicating one PD a month to working with FOSS and aligning Science to ELA and Math units. TSA will | Formative assessments, FOSS | All Students | Ongoing | Teachers, Principal | 3/6/2012 | 123SQ11B1293 | TSA will meet with teachers in grades K-2 once a week as a | 3010-Title I | | T10TSA0257 | 0.2 | \$16,933.74 |

| | | | | | | | | | | | | |
|--|--|--------------|---------|---------------|----------|--------------|---|----------------|---------------|------------|-----|-------------|
| work with teachers through weekly PLC to implement plan from PD. | investigations | | | | | | PLC. | | | | | |
| TSA will work with teachers through a PLC to align strategies from Math Coach to standard based lesson plans and to reflect on data. | Formative assessments, CST, Benchmarks | All Students | Ongoing | TSA, Teachers | 3/6/2012 | 123SQI1B1297 | TSA will meet with teachers in grades K-2 once a week as a PLC. | 7090-EIA - SCE | | T10TSA0257 | 0.2 | \$16,933.74 |
| TSA will work with teachers through a PLC to align strategies from Math Coach to standard based lesson plans and to reflect on data. | Formative assessments, CST, Benchmarks | All Students | Ongoing | TSA, Teachers | 3/6/2012 | 123SQI1B1307 | TSA will meet with teachers in grades K-2 once a week as a PLC. | 3010-Title I | | T10TSA0257 | 0.2 | \$16,933.74 |
| Purchase books and supplies to support intervention for FBB and BB students. | Math Benchmarks, CST | FBB, BB | Ongoing | Principal | 3/6/2012 | 123SQI1B1332 | | 3010-Title I | 4310-SUPPLIES | | 0 | \$818.48 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

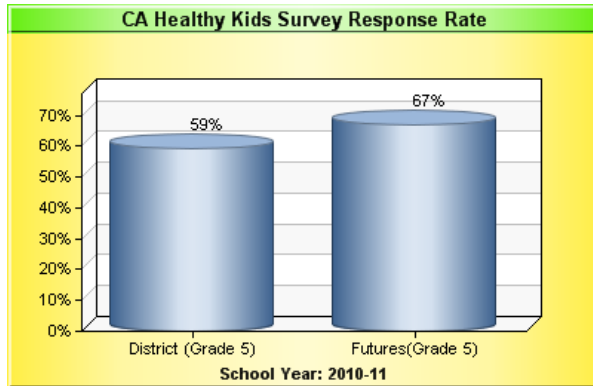
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



Theory Action

- All students should feel school is a safe and valuable experience.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|------------------|----------|--|-----------|-------------|--|-------------|-----------|----------|-----|---------------|
| Kinder orientation meeting in August for all families. | CHKS | Pre-Kindergarten | August | Kinder Teachers, Principal, Family Community Liaison | 3/13/2012 | 123SQ11C632 | Send home meeting notices during the summer. | N/A | | | 0 | \$0.00 |
| Set up visit to CCPA | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|------|--------------|---------|-------------------------------|-----------|--------------|---|-----|--|--|---|--------|
| and ROOTs for 5th Graders moving on to middle school. | CHKS | All Students | May | TSA | 3/13/2012 | 123SQI1C633 | Coordinate visit with ROOTS and CCPA | N/A | | | 0 | \$0.00 |
| Community meeting before options process to inform families about possible options for 6th grade. | CHKS | All Students | January | 5th grade teachers, principal | 3/13/2012 | 123SQI1C1522 | Meeting will include families, representatives from middle schools, 5th grade teachers and principal to offer families information about choices for 6th grade | N/A | | | 0 | \$0.00 |
| Create and provide a orientation for students new to Futures. | CHKS | All Students | Ongoing | Admin Assistant | 3/13/2012 | 123SQI1C1523 | Train 5th grade students to act as School Ambassadors. Train ambassadors. New students are assigned to a school ambassador who provides a tour and an introduction to Futures School Culture. | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

School Quality Standards relevant to this Strategic Priority

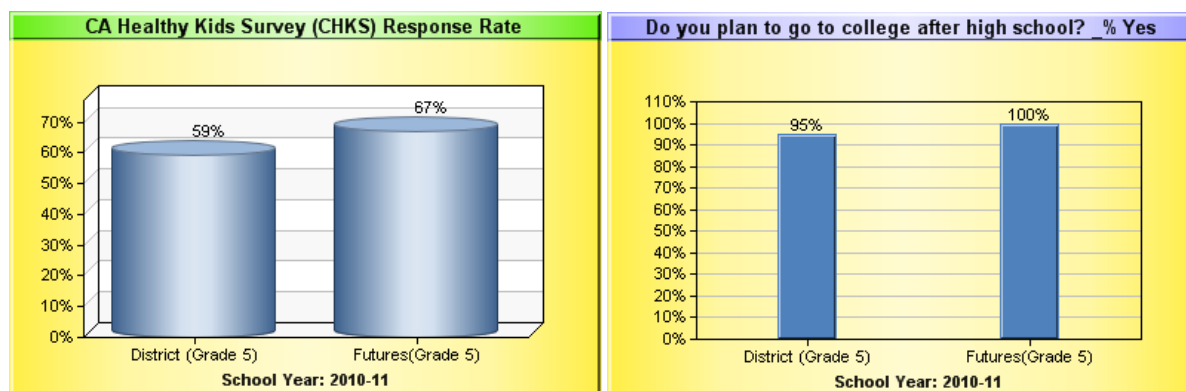
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10% - with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



Data Analysis

- All 5th grade students are planning on going to college - students need exposure to college options and high school requirements.

Theory Action

- All students should graduate high school with the ability to attend college of choice or have the skills necessary for career of choice.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------|--------------|-----------------|--------------------------|-----------|--------------|--|-------------|-----------|----------|-----|---------------|
| Plan and hold a college/career week to highlight college and career options. | CHKS | All Students | May - after CST | ILT | 4/25/2012 | 123SQI1D3709 | | N/A | | | 0 | \$0.00 |
| Through grade level PLC time, create maps of skills connections to careers and college acceptance. Begin awareness of A-G requirements. | PLC check-in | All Students | Ongoing | Teachers, TSA, Principal | 4/25/2012 | 123SQI1D3936 | Teachers, TSA, and Principal will build connections to lessons and career/college. | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Theory Action

- Data will guide teachers to make decisions about approaches to accelerate student achievement.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------------------------|--------------|----------|---------------------|-----------|--------------|--|-------------|-----------|----------|-----|---------------|
| Conduct a comprehensive assessment of all student skills using a combination of SRI, DRA, CORE Phonics Survey, Dibels, CELDT scores and Math Assessments to determine baseline performance levels of students. | Assessments | All Students | Ongoing | Teachers | 5/18/2012 | 123SQI1E1340 | Provide teachers with early release days to complete assessments | N/A | | | 0 | \$0.00 |
| Conduct ongoing assessments, using benchmark tests, Reading A-Z, DRA or other skill-specific measures for progress monitoring; display data on walls and/or in student portfolios for students and their family to monitor progress. | Data Wall/Student Portfolios | All Students | Ongoing | Teachers, Principal | 5/18/2012 | 123SQI1E1341 | During weekly PLC (K-2 w/ TSA, 3-5 w/ principal) review data, plan instruction based on data | N/A | | | 0 | \$0.00 |
| All classes conduct a 50 minute Workshop period (30 minutes for kindergarten) at least 4 times per week to allow teacher-directed, differentiated small group | Benchmarks, | | | | | | Use baseline assessments to | | | | | |

| | | | | | | | | | | | | |
|---|--|--------------|---------|--------------------------------|-----------|--------------|--|-----|--|--|---|--------|
| instruction to include Guided Reading and specific phonics intervention. Introductory implementation begins at the beginning of the year and is ongoing throughout the school year. | Formative Assessments, CST | FBB, BB | Ongoing | Teachers | 5/18/2012 | 123SQI1E1342 | determine groups for the beginning of the year. Use weekly PLC time to monitor progress | N/A | | | 0 | \$0.00 |
| Provide additional teacher-directed intervention for students who are FBB, BB in small, differentiated groups with the assistance of STIP personnel. | Benchmarks, Formative Assessments, CST | FBB, BB | Ongoing | Teachers, STIP | 5/18/2012 | 123SQI1E1343 | 2 STIP subs will assist all teachers each day. Each STIP will be assigned to 7 classes for 40 minutes per day. | N/A | | | 0 | \$0.00 |
| Use guided reading, SIPPS, Accelerated Reader, Fast Forward, Explode the Code, and materials from PALS as tools to support the systematic acceleration of skills. | Benchmarks, Formative Assessments, CST | All Students | Ongoing | Teachers, STIP, TSA, Principal | 5/18/2012 | 123SQI1E1344 | Monitor programs through walk-through observations and weekly PLC time | N/A | | | 0 | \$0.00 |
| Use SDAIE/ELD and culturally relevant materials and strategies during daily instruction. | Benchmarks, Formative Assessments, CST | All Students | Ongoing | Teachers, STIP, TSA, Principal | 5/18/2012 | 123SQI1E1345 | Use weekly PLC time to plan for specific strategies and materials | N/A | | | 0 | \$0.00 |
| Implement differentiated instruction for GATE students. | CST | GATE | ongoing | Principal and Teachers | 5/18/2012 | 123SQI1E4647 | Provide high-interest and challenging extension activities integrated into classroom instructional program. | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

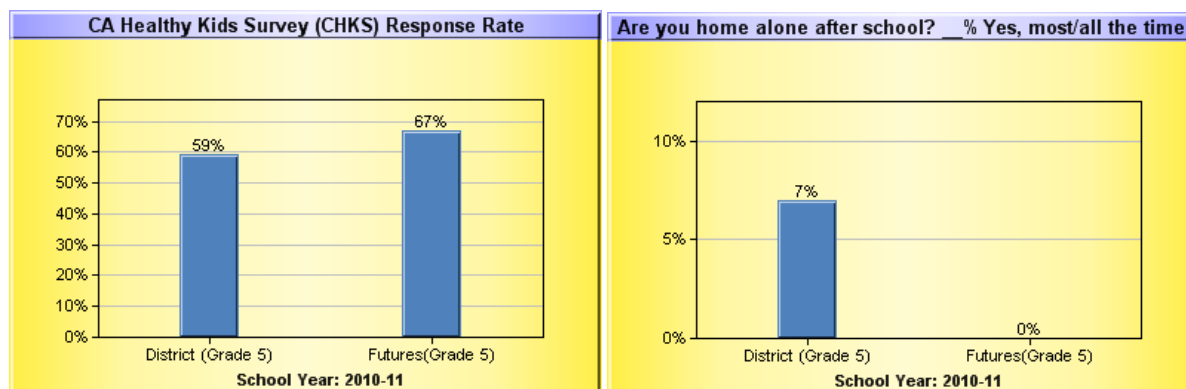
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



Theory Action

- After school programs should offer social skills development, academic enrichment/support, play/sports time, and fun!

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|--------------|--------------------|-----------------------------------|-----------|--------------|--|-------------|-----------|----------|-----|---------------|
| Work with After School Academy to provide extended learning time after school. Review data to offer ASA for all students who are FBB or BB on CST. | CHKS | All Students | August and Ongoing | ASA director, Principal | 3/13/2012 | 123SQ11F1529 | Review CST data and ASA enrollment in August | N/A | | | 0 | \$0.00 |
| Work with Safe Passages to provide extended learning time after school. Review data to offer ASA for all students who are FBB or BB on CST. | CHKS | All Students | August and Ongoing | Safe Passages Director, Principal | 3/13/2012 | 123SQ11F1530 | Review CST data and Safe Passages enrollment in August | N/A | | | 0 | \$0.00 |

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

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

School Quality Standards relevant to this Strategic Priority

A quality school...

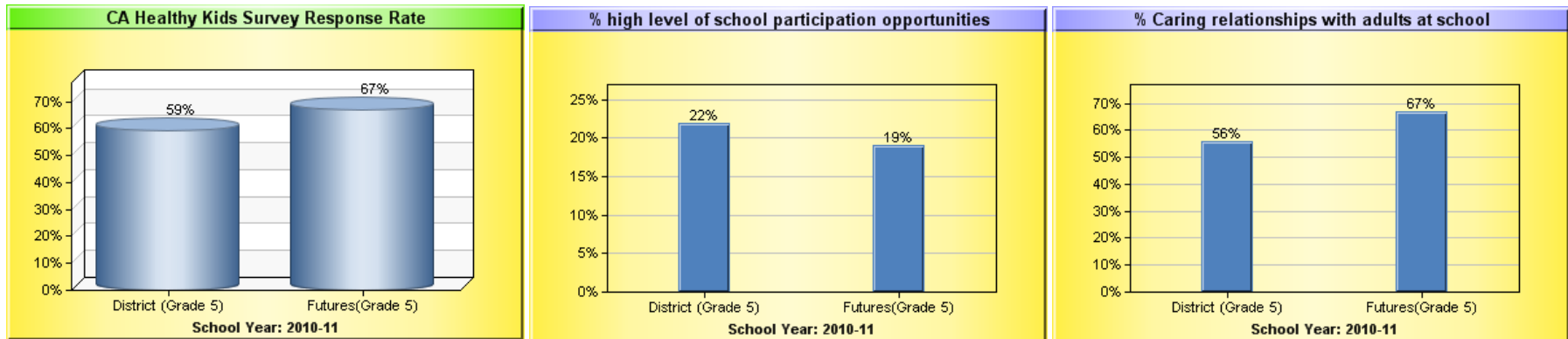
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

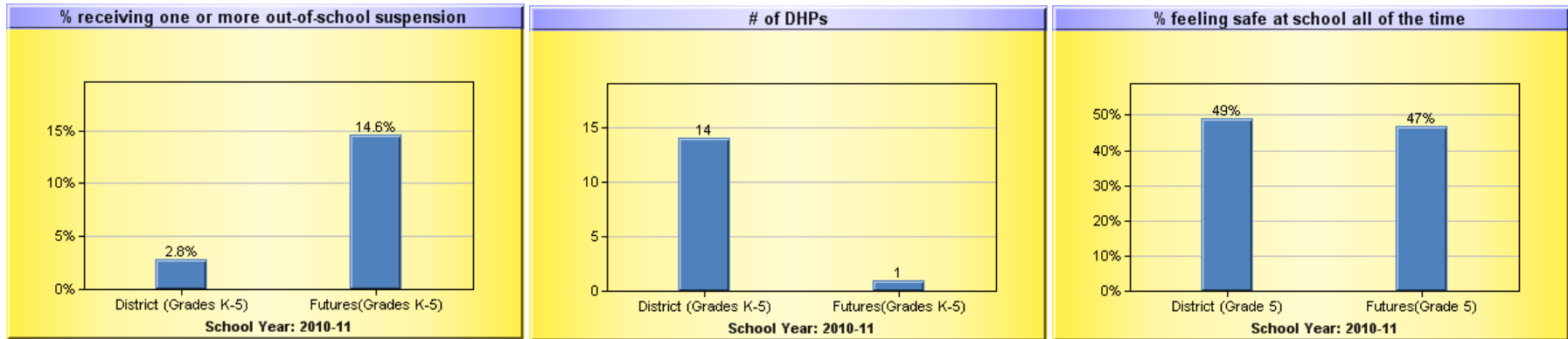
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Data Analysis

- AAM are 14.6% of population, but represent 39% of students suspended. Support these students by social skills groups/mental health support through school psyc or mental health interns.

Theory Action

- All students should feel safe and as a valuable asset to their school community.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------------------|--------------|--------------------|---|-----------|--------------|---|-------------------------------------|---------------|----------|-----|---------------|
| Celebrate student success in academics and behavior through assemblies with parent participation. | CHKS | All Students | Once each semester | Principal, TSA, Teachers | 4/17/2012 | 123SQI2A1335 | Monthly assembly | 9901-Title I - Parent Participation | 4310-SUPPLIES | | 0 | \$1,380.52 |
| Use Caring School Communities to build a positive culture at Futures. | Reduction in suspensions | All Students | Ongoing | Teachers, TSA, Principal | 4/17/2012 | 123SQI2A1402 | Participate in Caring Schools Communities - dedicate one PD a month to CSC and designate a school wide time to implement CSC | N/A | | | 0 | \$0.00 |
| Designate grade level fun activities to promote positive school culture. | CHKS, student survey | All Students | Ongoing | | 4/17/2012 | 123SQI2A1531 | Calendar special activities by grade level - ex. field day, spirit week, grade level/staff kickball game, grade level special activities. Plan and calendar these activities in August. | N/A | | | 0 | \$0.00 |
| Purchase mental health services/school psych time to support students. | suspensions | All Students | ongoing | School Psych, Principal, Mental Health Intern | 4/17/2012 | 123SQI2A3731 | Develop social skill groups and connect students with services. | N/A | | | 0 | \$0.00 |

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

Strategic Priority B. Health & Wellness

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

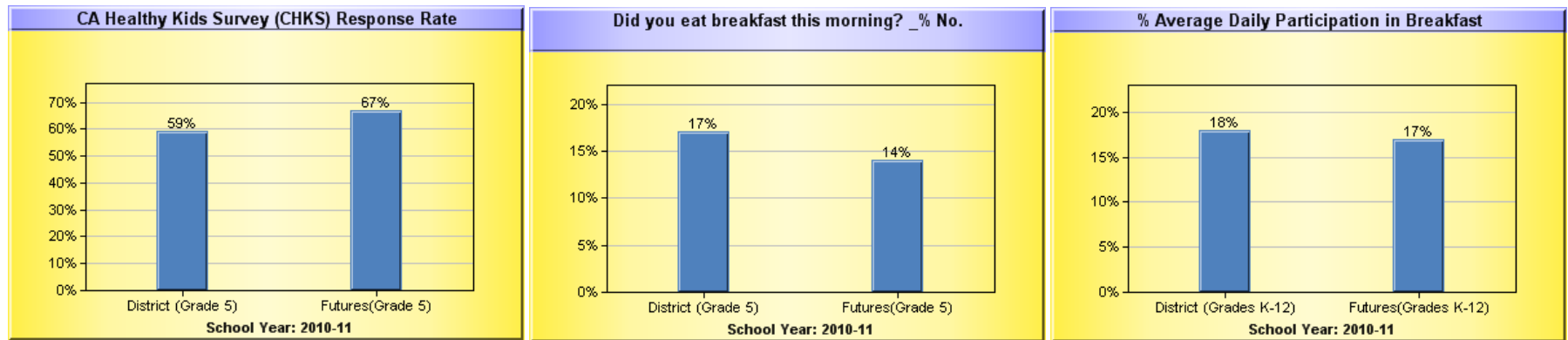
School Quality Standards relevant to this Strategic Priority

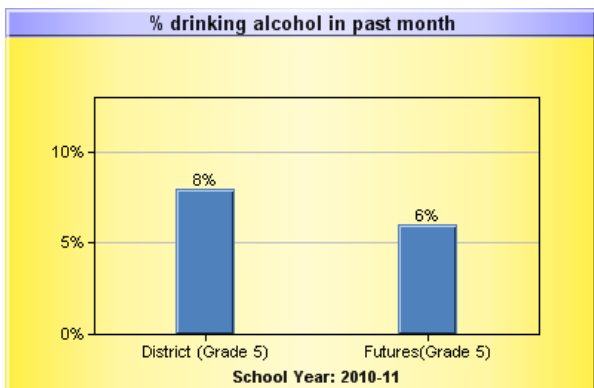
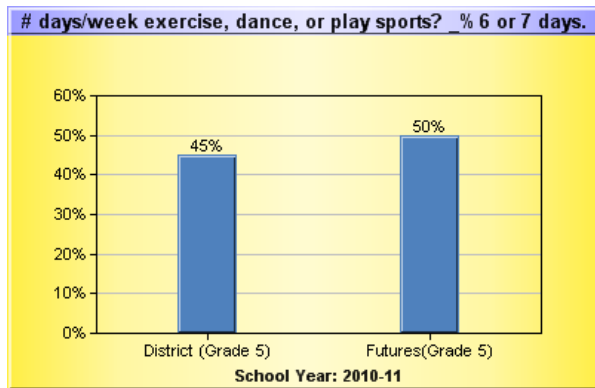
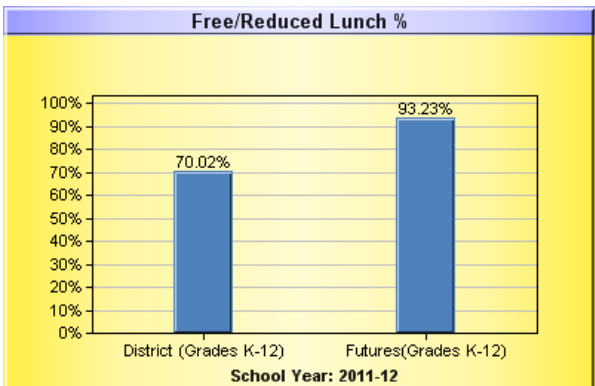
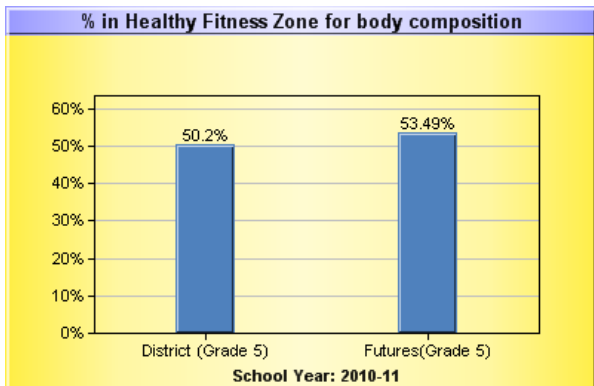
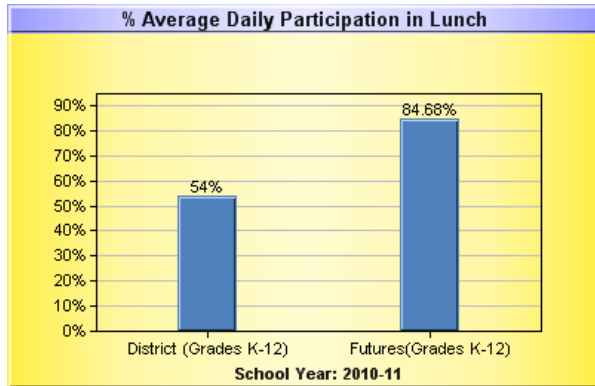
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





Data Analysis

- Futures students make use of our school lunch program (free for all students), yet few take advantage of our breakfast program.
- Only half of Futures students exercise 6/7 days a week.

Theory Action

- Students need proper nutrition to function at school and at home. Access to healthy food and proper meals are essential for all students.
- Exercise, play, sports and dance are critical for student development. Each student should have time for these activities each day.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|------------|--------------|----------|-------------------|-----------|--------------|--|-------------|-----------|----------|-----|---------------|
| Provide nutrition education for all students. | CHKS | All Students | Ongoing | All staff members | 3/13/2012 | 123SQI2B1532 | - Continue with weekly Farmer's Market, - Continue with Healthy Snack 3xs per week, - Continue with Harvest of the Month with bi-weekly lessons on produce | N/A | | | 0 | \$0.00 |
| Continue working with Big Smiles to provide | | | | | | | Coordinate with Big Smiles to send home consnet forms and | | | | | |

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|---|--------------------|------------------|---------|--------------------------|-----------|--------------|---|-----|--|--|---|--------|
| dental care to students at school. | CHKS | All Students | Ongoing | Principal | 3/13/2012 | 123SQI2B1533 | arrange dates to use auditorium for dental care. | N/A | | | 0 | \$0.00 |
| Work with the health center at ROOTS to provide immunizations for incoming Kinder students. | Student Attendance | Pre-Kindergarten | August | Principal | 3/13/2012 | 123SQI2B1534 | Offer student immunizations at the incoming Kinder orientation in August. | N/A | | | 0 | \$0.00 |
| Work with ASA to provide a structured grade level PE class for 50 minutes each week. | CHKS | All Students | Ongoing | ASA, Principal, Teachers | 3/13/2012 | 123SQI2B1535 | ASA will work with each grade level for 50 inutes each week to provide PE | N/A | | | 0 | \$0.00 |

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

School Quality Standards relevant to this Strategic Priority

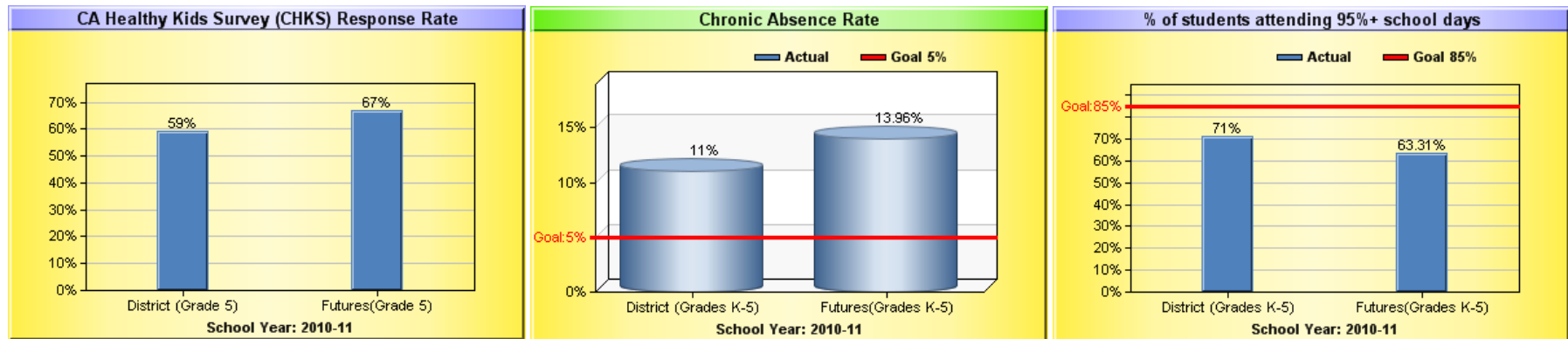
A quality school...

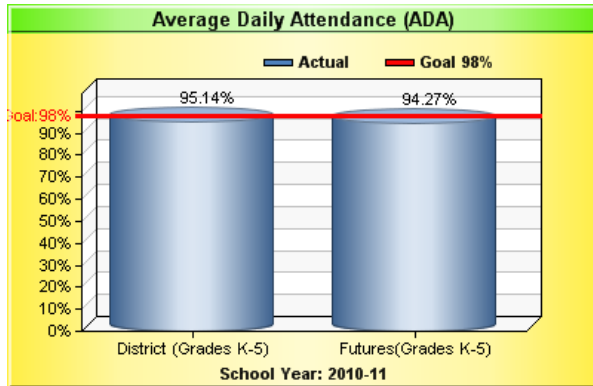
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Data Analysis

- Although Futures chronic absence rate was 14% in 2010-2011, for 2011-2012 chronic absence has dropped to 8%

Theory Action

- Build a school where all stakeholders believe in the importance of school attendance.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------------|--------------|----------|---------------------------------------|----------|--------------|---|-------------------------------------|---------------------------|----------|-----|---------------|
| Establish a forum to communicate the importance of attendance to parents and students and celebrate success and improvement. | Student Attendance | All Students | Ongoing | Teachers, Principal, Attendance Clerk | 3/8/2012 | 123SQI2C1333 | Attendance Celebrations | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$1,000.00 |
| Track tardy and early pick up data. | Student Attendance | All Students | Ongoing | Attendance Clerk | 3/8/2012 | 123SQI2C351 | | N/A | | | 0 | \$0.00 |
| Develop and implement a before-school care program. | Student Attendance | All Students | Ongoing | After-School Program Director | 3/8/2012 | 123SQI2C352 | After-School Program provides 2 positions for before school care. | N/A | | | 0 | \$0.00 |
| Accurate attendance accounting and phone calls or home visits to families. Follow up by monthly attendance committee meeting. Implement SART meetings in a timely matter. | Student Attendance | All Students | Ongoing | Teachers, Principal | 3/8/2012 | 123SQI2C1334 | | N/A | | | 0 | \$0.00 |
| Continue the use of raffle tickets and weekly drawings for students present/on time for school. | Attendance | All Students | Ongoing | Principal, Teachers, TSA | 3/8/2012 | 123SQI2C1403 | | N/A | | | 0 | \$0.00 |
| Perfect attendance bulletin board with student photos. | Attendance | All Students | Monthly | Attendance Clerk | 3/8/2012 | 123SQI2C1404 | | N/A | | | 0 | \$0.00 |
| Through Caring Schools Communities, | | | | | | | | | | | | |

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|--|--------------------------------|--------------|---------|-------------------------------------|----------|--------------|--|-----|--|--|---|--------|
| help students build sense of Futures Identity (ex. song, mascot) and fun school-wide activities. | Surveys - Student/Parent, CHKS | All Students | Ongoing | Teachers, TSA, Principal, All staff | 3/8/2012 | 123SQI2C1405 | | N/A | | | 0 | \$0.00 |
|--|--------------------------------|--------------|---------|-------------------------------------|----------|--------------|--|-----|--|--|---|--------|

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

School Quality Standards relevant to this Strategic Priority

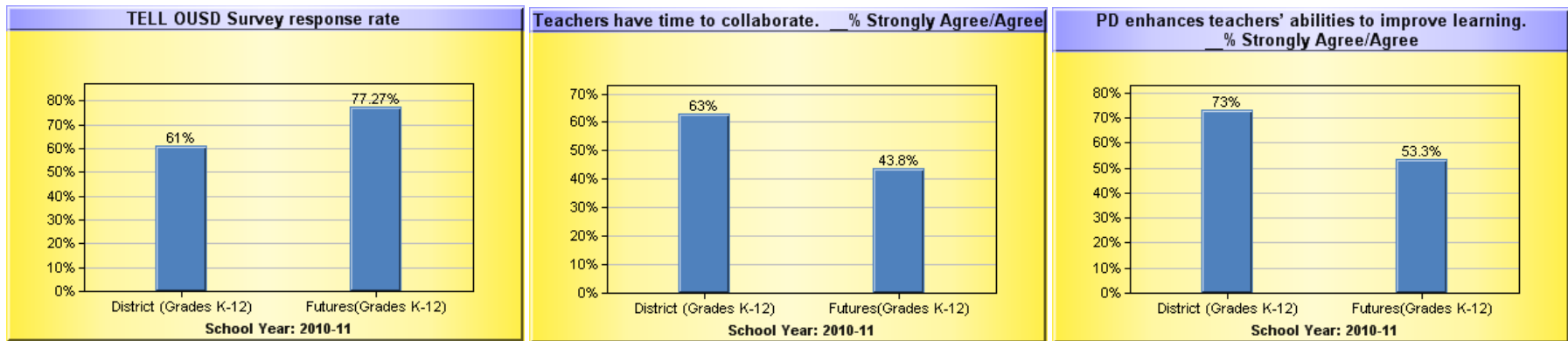
A quality school...

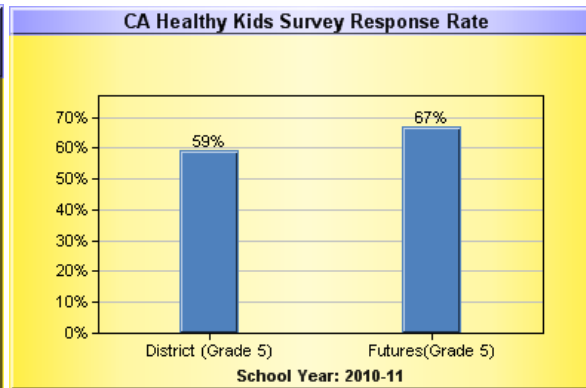
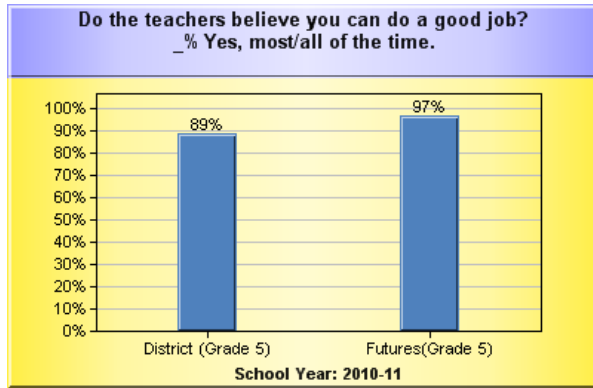
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Data Analysis

- Teachers do not feel they have enough time to collaborate with other teachers.
- Teachers do not feel PD is leading to higher quality lessons or knowledge of standards/curriculum.

Theory Action

- Teachers need dedicated time to collaborate. Weekly grade level PLC with the TSA or principal will provide time to collaborate.
- Professional Development is critical for teacher growth. PD should be planned by ILT in line with the CSSSP and goals for student achievement.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|--------------|---------------------------|--------------------------|-----------|--------------|--|--------------|------------------|----------|-----|---------------|
| Contract with After School Academy to provide time for teacher for PLC time (1 hour per week) with TSA (K-3) or Principal (3-5) | Formative assessments, lesson plans, curriculum maps, benchmark data, CST | All Students | Ongoing - 1 hour per week | Principal, TSA, Teachers | 4/26/2012 | 123SQI3A1336 | Teachers will meet with TSA (K-2) or principal (3-5) once a week for 60 minutes. This time will be dedicated to lesson planning, data review, and common core standards. | 3010-Title I | 5825-CONSULTANTS | | 0 | \$12,000.00 |
| Prioritize CSTP standards according to present need. Utilize the elements of the standards for professional conversations. | Use at PLC and Meetings - professional conversations | All Students | Ongoing | TSA and Principal | 4/26/2012 | 123SQI3A1662 | Prioritize standards, Lead meetings with TPS, Use thinking partners with reflective logs to support and monitor progress on goals related to CSTP. | N/A | | | 0 | \$0.00 |

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

Strategic Priority A. Family & Community Engagement

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- Our families are the heart of our school and our success is not possible without their support and involvement.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|---|--------------|----------|---|----------|--------------|--|-------------|-----------|----------|-----|---------------|
| Increase family leadership and participation during the school day. | CHKS, Parent volunteer rates | All Students | Ongoing | Teachers, Parents, Principal, Community Relations Assistant | 5/7/2012 | 123SQI4A421 | Track number of parents volunteering during the school day. Continue with parent monthly raffle | N/A | | | 0 | \$0.00 |
| Continue to build relationships with outside partnerships including Youth Safe Haven, and Aspirnet to provide all students with necessary resources for social, emotional, and academic needs. | Academic Data from Benchmarks and CST, Referral and Suspension Data | All Students | Ongoing | Partners, Principal | 5/7/2012 | 123SQI4A432 | Provide funding for Aspirnet After School Academy | N/A | | | 0 | \$0.00 |
| Library offered as a community resource providing computers with internet access. | Community Usage, CHKS | All Students | Ongoing | Principal, Community, Teachers, Librarian | 5/7/2012 | 123SQI4A1502 | Build community awareness of library/computer lab through parent meetings, SSC, and Teacher/Parent conferences | N/A | | | 0 | \$0.00 |
| Partner with OHA to include parent volunteers to assist in classrooms. This partnership will build leadership partnerships | CHKS | All Students | Ongoing | OHA, Principal | 5/7/2012 | 123SQI4A3940 | OHA will match parent volunteers to Futures to assist teachers, students and families in various | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|-----------------------|--------------|---------|--------------------|----------|--------------|---|-----|--|--|---|--------|
| with our African-American and Latino parents. | | | | | | | capacities throughout the day. | | | | | |
| Partner with ASA to hire a family community liaison to help support students and families. | CHKS | All Students | Ongoing | Principal, ASA | 5/7/2012 | 123SQI4A3942 | Liason will assist with students/families to provide support with behavior and academics. | N/A | | | 0 | \$0.00 |
| Through OUSD behavioral health utilize the work of 2 social work interns to support families in receiving additional social/emotional and health services. | COST meeting check in | All Students | Ongoing | Interns, Principal | 5/7/2012 | 123SQI4A4254 | Connect interns with families/students in need of support services. | N/A | | | 0 | \$0.00 |

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Futures Elementary School

Principal: COLLEEN DEBRATTO

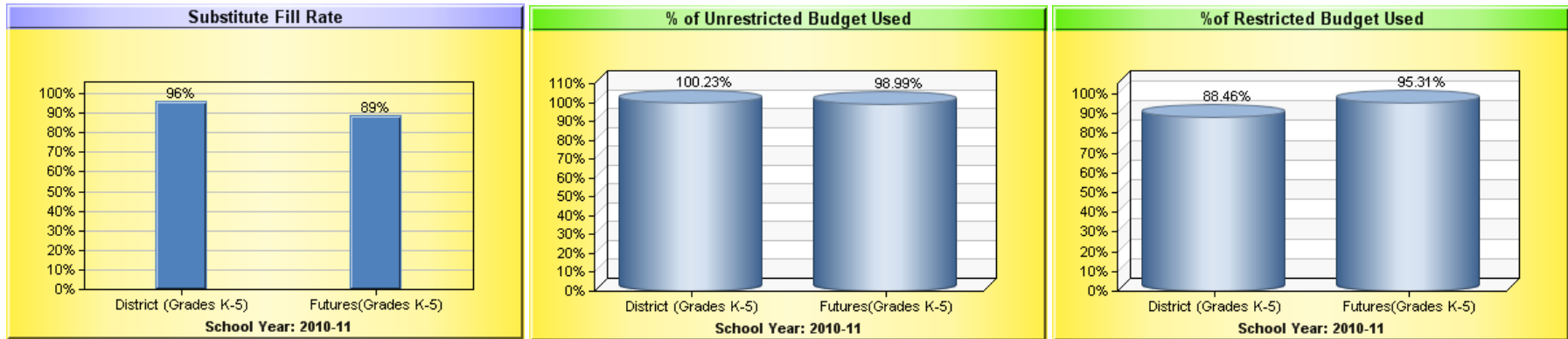
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-------------------------------------|--------------|----------|--|-----------|-------------|--|-------------|-----------|----------|-----|---------------|
| Hold regular meetings with teachers, staff parents and community members to review data. | Meeting participation rates, survey | All Students | Ongoing | Principal, SCC, ILT, teachers, parents | 4/26/2012 | 123SQI5A360 | Hold data professional development for teachers. Hold regular data conferences between teachers and principal. Provide data to families at meetings. | N/A | | | 0 | \$0.00 |
| Prior to CSSSP and RBB hold meetings to discuss and survey teachers, parents and community members to build understanding and | Student data - attendance, | All | | Principal, | | | Meet with teachers and | | | | | |

| | | | | | | | | | | | | |
|---|----------------|----------|---------|-------------------|-----------|-------------|-----------|-----|--|--|---|--------|
| agreement on key decisions regarding vision, budget allocation, and staffing needs to increase student achievement. | benchmark, CST | Students | Ongoing | teachers, parents | 4/26/2012 | 123SQI5A364 | families. | N/A | | | 0 | \$0.00 |
|---|----------------|----------|---------|-------------------|-----------|-------------|-----------|-----|--|--|---|--------|

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Futures
Site Number: 123**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 3/6/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 3/6/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature



ELAC Chairperson's Signature



Principal Signature



Executive Officer's Signature



Director, State & Federal Compliance Signature

Larika Lee
SSC Chairperson's Name (printed)

Larika Lee
ELAC Chairperson's Name (printed)

Colleen DeBratto
Principal's Name (printed)

Executive Officer's Name (printed)

Susana Ramirez
Director, State & Federal's Name (printed)

5/3/12
Date

5/3/12
Date

5/3/12
Date

5/11/12
Date

6/8/12
Date

School Site Council Membership Roster – Elementary School

School Name: Futures _____

School Year 2011-2012 _____

| | |
|---|--|
| Chairperson: Larika Lee | Vice Chairperson: Marcella Jimenez |
| Secretary: Esperanza Buenrostro | DAC Representative: Taneisha Craven |

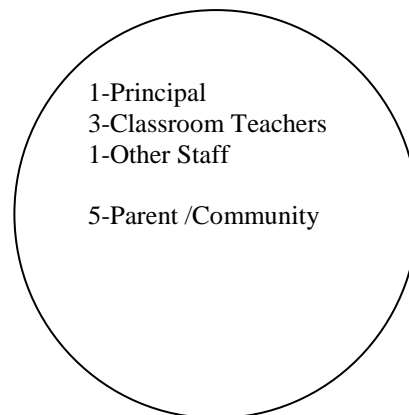
Check Appropriate Representation

| Members' Names | Address | Principal | Classroom Teacher | Other Staff | Parent/Comm |
|---------------------------|-----------------|-----------|-------------------|-------------|-------------|
| Esperanza Buenrostro | | | | X | |
| Anna Blake | | | X | | |
| Sarah Upstill | | | X | | |
| Monica Valerian | | | X | | |
| Colleen DeBratto | | X | | | |
| Marcela Jimenez | | | | | X |
| Larika Lee | | | | | X |
| Taneisha Craven | | | | | X |
| Maria Gomez | | | | | X |
| Olivia Romales | | | | | X |
| | | | | | |
| | | | | | |
| DAC Representative | Taneisha Craven | | | | |
| | | | | | |
| Home Ph. | Email: | | | | |

| | |
|-------------------------|---|
| Meeting Schedule | Every 3 rd Thursday of the month |
|-------------------------|---|

SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2013

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 I 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 I Plan.
 5. The parents of Futures participate in SSC budget development and final decision process.
- Offer a flexible number of meetings for parents. Futures offers parent meetings in the morning at drop-off, directly after school, and in the evening.
- 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. Futures presents this information at the Fall Title I meeting.
- Provides parents of Title I students with timely information about Title I programs. Futures presents this information at the Fall Title I meeting.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Futures will begin to hold data meeting for parents in 2012-2013- once in the fall and once in the spring.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents are welcome to attend all meetings to discuss these opportunities.

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
- 6) Futures will begin to hold data meeting for parents in 2012-2013- once in the fall and once in the spring.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Teachers will conference with parents during Parent-Teacher conferences to discuss strategies and appropriate materials.
- 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 CSSSP including the new parent computer lab and OIA partnership.
- 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. Futures holds Math Night, Science Night and in 2012-2013 we will have Family Reading Night. In addition teachers meet with all parents during parent-teacher conferences three times a year.
- 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 flyers prior to events in all languages and has automatic voice dialer call all families in both 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 parent meetings.

Adoption

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

This policy was adopted by the Futures School Site Council on 3/6/2012 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title I, 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)

5/3/12

(Date)

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