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

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Futures Elementary School.

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

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

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

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Futures Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Futures Elementary School
CDS Code: 1612590115576
Principal: Shelley Hawkins-McCray
Date of this revision: 5/12/2020

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

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

Contact: Shelley Hawkins-McCray
Address: 6701 International Blvd.
Oakland, CA 94621

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Futures Elementary School

Site Number: 123

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

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

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

Date(s) plan was approved: 5/12/20

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

<input type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Shelley Hawkins-McCray	<i>Shelley Hawkins-McCray</i>	6/4/2020
Principal	Signature	Date
Yaser Aldahmi	<i>Yaser Aldahmi</i>	6/9/2020
SSC Chairperson	Signature	Date
LaResha Martin	<i>LaResha Martin</i>	5/29/2020
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/29/2020
Director, Strategic Resource Planning	Signature	Date

Jody London

Kyla Johnson Trammell

2020-21 SPSA ENGAGEMENT TIMELINE**School Site:** Futures Elementary School**Site Number:** 123

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2019	Faculty and Staff	Initial SPSA Needs Assessment - Survey
12/10/2019	SSC	Initial SPSA Needs Assessment - Review
1/14/2020	SSC	SPSA Needs Assessment - Survey
1/14/2020	ILT	SPSA Review and Initial Planning
1/28/2020	ILT	SPSA Presentation Planning - SWOT Analysis
2/10/2020	Faculty and Staff	Continued engagement and review of SPSA plan
2/11/2020	SSC	Continued engagement and review of SPSA plan
2/25/2020	SSC	Continued engagement and review of SPSA plan; Approve Title 1 and Title 4 Allocations
3/17/2020	SSC	Approve Rollover of Title 1 and Title 4 Funds
3/28/2020	SSC	SPSA was approved

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$1,490,669.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,969,614.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$117,924.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$18,896.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,536.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$272,000.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$73,600.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$1,370,209.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$1,490,669.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$478,945.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,969,614.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** Futures Elementary School**School ID:** 123**School Description**

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

School Mission and Vision

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**Focus Area:****Priority Strengths****Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>Growth in Math IAB Performance from 2018-2019 to 2019-2020</p> <p>4th Grade: 14.8% to 29% At/Near Standard 5th Grade: 6.7% to 30% At/Near Standard</p> <p>Growth in ELA IAB Performance from 2018-2019 to 2019-2020</p> <p>4th Grade: 13.6% to 26% At/Near Standard 5th Grade: 38% to 50% At/Near Standard</p> <p>Standards aligned curriculum, standards aligned planning and execution, students have repeated, daily exposure to standards aligned online assessments and content; Students have access to leveled reading, science notebooking, small group instruction and intervention from Reading Partners and Saturday Academy.</p>	<p>Targeted teacher training in Common Core State Standards and their progression across grade levels. Sitewide commitment to prioritizing Professional Learning Communities, Professional Development and planning blocks.</p>
<p><i>Focal Student Supports</i></p>	<p>Math IAB Growth for African American Students from 2018-2019 to 2019-2020:</p> <p>4th Grade: 14.3% to 24% At/Near Standard 5th Grade: 100% Below Standard to 12.5% Near Standard</p> <p>ELA IAB Growth for African American Students from 2018-2019 to 2019-2020:</p> <p>4th Grade: 3.4% Near Standard to 20% Near Standard</p> <p>Reading Intervention across all grade levels, Manhood Development Class, Check In/Check Out, Math Intervention, Saturday Academy,</p>	<p>Use of data to determine student needs which in turn helps prioritize where we put resources</p>

<i>Student/Family Supports</i>	Classroom culture plans in place for each class. Check In Check Out for students. Family workshops that discuss importance of reclassification, attendance, and bullying. Monthly School Site Council (SSC) meetings. Student Study Team (SST) meetings to bring families, teacher, and school together to best support students' needs. Academic Parent Teacher Teams (APTT) twice a year that show parents and families class data and student data. Family Math Night and Literacy Night. Family Engagement Tuesdays five times a year.	Highly engaged School Site Council, consistent communication and outreach regarding opportunities to attend academic and Social Emotional Learning workshops.
<i>Staff Supports</i>	PLCs, weekly professional development, and collaboration time for staff are dedicated for staff to focus on Cycle topics of Academic Discussion, Writing with Evidence, and Complex Tasks. Dedicated PD/PLCs for math instruction during the year. Staff meet for data analysis and data summits. Weekly observations and learning walks by lead team and admin. Teachers fill out Universal Screener three times a year. Trauma informed de-escalation PD.	Grade level coaches, assistant principals to support grade levels K-2 and 3-5, district math coach, district literacy coach, district PBIS coach, curriculum coaches that come on site frequently to support staff
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	3rd grade IAB achievement dropped in both ELA and Math: Math: 38.5% to 6.1% Near/At Standard ELA: 32% to 6% Near/At Standard Staff retention and training, continuity of instructional programming, technology gap	Inconsistency in instruction across grade levels due to challenges retaining staff, continuity of instructional programming and collaboration

<i>Focal Student Supports</i>	<p>Math IAB Growth for African American Students dropped:</p> <p>3rd Grade: 28% to 9% At/Near Standard</p> <p>ELA IAB Growth for African American Students from 2018-2019 to 2019-2020:</p> <p>3rd Grade: 3.4% Near Standard to 20% Near Standard 5th Grade: 39.3 Near Standard to 33.3% Near Standard</p> <p>Students in the focal group are also identified as having highly chronic absences; consistent and timely data tracking and analysis</p> <p>Newcomer Students</p>	Attendance, transient housing and lack of access to community resources, specifically. Staff retention, building collaboration, consistency/rigor in classroom instruction.
<i>Student/Family Supports</i>	Transient/housing insecure families enter and exit school throughout the school year.	Highly chronic absent students miss critical lessons and have difficulty maintaining growth over time.
<i>Staff Supports</i>	Staff retention and training, staff attendance, creating opportunities for staff to receive training in content area curriculum, culturally responsive teaching methods, culture/climate building in addition to coaching, observation and feedback cycles.	Hiring, meeting instructional minutes, high teacher/staff turnover, scheduling summer PDs

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: Increase by 20 percentage points number of students reading at grade level in 2-5 and 85% of students K-1 reading at grade level.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
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K at or above Benchmark	All Kindergarten Students	+5pp	63.8%	n/a	85.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	14.0%	n/a	50.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-103.7	n/a	-73.7
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	35.8%	n/a	65.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-100.8	n/a	-70.0
CAST (Science)	All Students	TBD	6.6%	n/a	16.6%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	Increase by 7 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC and Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-162.2	n/a	-90.0
SBAC ELA	Low Income Students	+20 points DF3	-101.3	n/a	-60.3
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	63.0%	n/a	53%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-157.1	n/a	-100.0

SBAC Math	African-American Students	+20 points DF3	-116.7	n/a	-76.0
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	2.0%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	30.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: Increase the percentage of students in K-5 who feel connected and engaged at school.

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	76.7%	n/a	88.0%
Suspensions	All Students	-2pp	3.6%	n/a	1.6%
Suspensions	African-American Students	-2pp	6.5%	n/a	2.0%
Suspensions	Students with Disabilities	-2pp	13.3%	n/a	9.3%
Chronic Absence	All Students	-2pp	48.5%	n/a	18.0%
Chronic Absence	African-American Students	-2pp	56.9%	n/a	18.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: We will increase our score on the PLC Rubric in Data Driven Instruction from 2 to 3.

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Futures Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for Low Income students, and receive consistent coaching support and feedback, then there will be an increase in the number of proficient, Low Income, students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related School Goal:	All 3rd-5th grade students will gain at least 15 points towards DF3 in ELA as measured by SBAC.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Through our Cycle of Inquiry design, teachers have received deeper training on core instructional standards in PD and through coaching and feedback cycles with their grade-level span coaches. In PLCs, teachers have deepened their practice by analyzing student work, selecting and creating exit tickets to target student needs and analyzing data in order to plan instruction.	
What evidence do you see that your practices are effective?	
On average, each grade level has seen at least 5% growth in reading proficiency as based on F&P and RI assessments, and in 4th and 5th grades, an average of 10% growth in IAB assessments.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Coaching will shift from grade level spans to content areas, which will allow for consistent focus on ELA, regardless of the Cycle of Inquiry theme.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion of African Americans, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient African American students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC.)
Related School Goal:	All 3rd-5th grade students will gain at least 15 points towards DF3 in Math as measured by SBAC. All K-2nd students will meet or exceed targeted grade level Math standards as measured by curriculum-embedded assessments.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Through our Cycle of Inquiry design, teachers have received deeper training on core instructional standards in PD and through coaching and feedback cycles with their grade-level span coaches. In PLCs, teachers have deepened their practice by analyzing student work, selecting and creating exit tickets to target student needs and analyzing data in order to plan instruction.	
What evidence do you see that your practices are effective?	

The year-long focus on the SWUN Math lesson design has enabled teachers to increase their capacity to support student growth. On average, each grade level has seen a 7% growth in target standards assessed based on SWUN assessment data, and upper grades have seen an average of 10% growth on IABs.

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

Coaching will shift from grade level spans to content areas, which will allow for consistent focus on Math, regardless of the Cycle of Inquiry theme.

19-20 Conditions for Student & Adult Learning Priority: Chronic Absenteeism/Attendance

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

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

In addition to continued implementation of PBIS strategies, there has been deeper implementation of the Toolbox Social Emotional Learning curriculum, along with professional development to support the entire staff and families in their use on campus.

What evidence do you see that your practices are effective?

Students have demonstrated a deeper understanding of schoolwide expectations and Toolbox tools. There is an overall decrease in URFs for disrespectful behavior. Families have named Toolbox workshops as a positive addition to schoolwide culture/climate.

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

In addition to professional development focused on PBIS, teachers will have the additional opportunity to participate in Real Time Coaching using the No Nonsense Nuturer model, which will support teachers and students with holding communication and behavior expectations at the forefront.

19-20 Conditions for English Language Learners Priority: Designated/Integrated ELD

Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal:	15% of students classified as ELs will reclassify as R-FEP as measured by ELPAC results.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Through our Cycle of Inquiry design, teachers have received deeper training on core instructional standards in PD and through coaching and feedback.

What evidence do you see that your practices are effective?

Overall, there has been an increase in the intentional introduction of vocabulary. Word walls are more illustrative of content and students are encouraged to participate in academic discussion throughout the day and across content areas.

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

Coaching will shift from grade level spans to content areas, which will allow for consistent focus on ELD, regardless of the Cycle of Inquiry theme.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

Because our school had a significant increase in Newcomer students, we shifted the focus of our Title 1 funding for TSA support to building language skills of our this group of students.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Futures Elementary School			School ID: 123	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Chronic Absenteeism/Attendance			
School Theory of Change:	If students and staff are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.	Staff retention and training, staff attendance, creating opportunities for staff to receive training in content area curriculum, culturally responsive teaching methods, culture/climate building in addition to coaching, observation and feedback cycles.

1-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.	Staff retention and training, staff attendance, creating opportunities for staff to receive training in content area curriculum, culturally responsive teaching methods, culture/climate building in addition to coaching, observation and feedback cycles.
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION				
School Priority ("Big Rock"):	Mathematics			
School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.	
2-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently we have a GenYES Tech Class, Town Hall Rallies, Destiny Arts Dance classes and BACR After School Academy.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include math workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.	
2-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers implement math workshop and pull small groups for intervention and acceleration	

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

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Literacy			
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for Low Income students, and receive consistent coaching support and feedback, then there will be an increase in the number of proficient, Low Income, students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective	

3-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Beginning with our Pre-K Summer class and Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include ELA workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.	
3-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers implement readers workshop and pull small groups of low-performing students for intervention and acceleration	
3-4	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. PDs will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students, and especially students with disabilities.	Principal will conduct classroom observations and walk-throughs, and provide coverage for PLCs and feedback meetings	

<i>District Strategy:</i> Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING				
School Priority ("Big Rock"):	Professional Development			
School Theory of Change:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.			
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes, including a minimum of two morning meeting per week in all classes and daily morning circle	
4-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Decrease of number of URFs and identify additional supports for African American boys such as check in and check out for students with multiple suspensions	

4-3	<p>Futures at Lockwood will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance.</p> <p>Additional assemblies will be held as part of Futures's attendance challenge and particular focus will be on increasing attendance rates for Futures's African American and Latino students.</p>	Principal and Leadership Team allocates time for Kindergarten engagement workshops	<p>Increase in positive attendance for our Transitional Kindergarten and Kindergarten students.</p> <p>Weekly attendance meetings with admin, COST, community school manager, school nurse and attendance clerk.</p> <p>Community Schools Team members and staff at large do regular home visits for students identified as chronically absent. 6 week attendance challenges for classes identified as having a high number of chronically absent students</p>	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority ("Big Rock"):		Reclassification		
School Theory of Change:		If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		
Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning to provide targeted support to English Language Learners and Newcomers.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Students will use science vocabulary and scientific practices to build language acquisition. Teachers will use content language objectives to build students' vocabulary.	
5-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.	
5-3	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	The daily schedule will include an English Language Development block.	

5-4	<p>Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p> <p>(e.g. learning walks, gallery walks, videos, book study)</p>	<p>Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>Vocabulary charts with visuals posted</p> <p>Anchor charts with exemplars for writing, math and language expectations</p>	
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PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 123

School: Futures Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
BACR After School	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently we have a GenYES Tech Class, Town Hall Rallies, Destiny Arts Dance classes and BACR After School Academy.	123-1
Student Support	\$19,455	General Purpose Discretionary	2905	Other Classified Salaries	1691	Noon Supervisor	0.30	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	123-2
Student/School Supplies	\$2,404	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	123-3
Leveled Libraries	\$7,000	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning to provide targeted support to English Language Learners and Newcomers.	123-4
Student Support/Small Group Instruction	\$58,600	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	123-5

Field Trips/Virtual Visits	\$8,000	LCFF Concentration	5829	Admission Fees	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	123-6
Student Support	\$19,455	LCFF Supplemental	2905	Other Classified Salaries	1691	Noon Supervisor	0.30	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	123-7
Prep Teacher	\$61,447	LCFF Supplemental	1105	Certificated Teachers' Salaries	3745	Teacher Education Enhancement	0.75	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	123-8
Language Arts/Small Group Instruction	\$39,457	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6130	11-Month Classroom TSA	0.40	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	123-9

Prep Teacher	\$28,404	LCFF Supplemental	1105	Certificated Teachers' Salaries	6215	Teacher Education Enhancement	0.35	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	123-10
Classroom Teacher (Class Size Reduction)	\$74,922	LCFF Supplemental	1105	Certificated Teachers' Salaries	7732	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	123-11
Small Group Materials	\$1,597	LCFF Supplemental	4300	Materials & Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	123-12
Instructional Licenses	\$10,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	123-13
Library Tech	\$37,516	Measure G: Library	2205	Classified Support Salaries	7466	Library Technician	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	123-14

Leveled Libraries	\$48	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	123-15
Small Group Instruction	\$58,971	School Improvement Grant (SIG)	1105	Certificated Teachers' Salaries	2182	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. PDs will include the use of technology (computers, programs, manipulatives) targeted to meet the needs of students, and especially students with disabilities.	123-16
Small Group Instruction	\$50,161	School Improvement Grant (SIG)	1105	Certificated Teachers' Salaries	2901	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	123-17
Small Group Instruction/Teacher Support	\$19,518	School Improvement Grant (SIG)	1119	Certificated Teachers on Special Assignment Salaries	7557	11-Month Classroom TSA	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	123-18
Small Group Instruction/Teacher Support	\$135,705	School Improvement Grant (SIG)	1119	Certificated Teachers on Special Assignment Salaries	3362	11-Month Classroom TSA	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	123-19
Small Group Instruction/Teacher Support	\$136,267	School Improvement Grant (SIG)	1119	Certificated Teachers on Special Assignment Salaries	6602	11-Month Classroom TSA	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	123-20

Teacher Collaboration/Planning	\$141,008	School Improvement Grant (SIG)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	123-21
Planning Support/Assessment	\$37,770	School Improvement Grant (SIG)	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	123-22
Clerical Support/Family Engagement	\$18,613	School Improvement Grant (SIG)	2405	Clerical Salaries	5029	Clerk Bilingual	0.50	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Futures at Lockwood will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Futures's attendance challenge and particular focus will be on increasing attendance rates for Futures's African American and Latino students.	123-23
PBIS/Student Leadership Support	\$60,702	School Improvement Grant (SIG)	2405	Clerical Salaries	7181	Positive Behavior Support Systems Coach	0.50	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	123-24
School Improvement Partner	\$160,924	School Improvement Grant (SIG)	2405	Clerical Salaries	690	Partner School Improvement	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	123-25
ET/OT for Classified Staff	\$6,295	School Improvement Grant (SIG)	2922	Other Classified Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Futures at Lockwood will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Futures's attendance challenge and particular focus will be on increasing attendance rates for Futures's African American and Latino students.	123-26
Leveled Libraries	\$56,319	School Improvement Grant (SIG)	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	123-27

School Office Supplies	\$34,223	School Improvement Grant (SIG)	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	123-28
Unallocated	\$348,145	School Improvement Grant (SIG)	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	123-29
Technology	\$25,000	School Improvement Grant (SIG)	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	123-30
Small Group Furniture	\$150,000	School Improvement Grant (SIG)	4432	Furniture < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	123-31
Conferences	\$30,000	School Improvement Grant (SIG)	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team allocate time for strategic parent-teacher engagement and ensures a minimum of two family engagement workshops.	123-32
Field Trips/Virtual Visits	\$30,000	School Improvement Grant (SIG)	5829	Admission Fees	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	123-33
Technology	\$30,000	School Improvement Grant (SIG)	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)	123-34
Postage	\$1,000	School Improvement Grant (SIG)	5910	Postage	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	123-35

Newcomer Support	\$59,186	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6130	11-Month Classroom TSA	0.60	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	123-36
Unallocated	\$57,921	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	123-37
Refreshments	\$536	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including our homeless and foster youth.	123-38
Conferences	\$500	Title I: Parent Participation	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for African American and Latino students.	123-39
Workshops	\$1,500	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning Increase the range and number of offerings of extracurricular activities to students across grade levels. Currently we have a GenYES Tech Class, Town Hall Rallies, Destiny Arts Dance classes and BACR After School Academy.	123-40
PBIS/Student Leadership Instruction	\$7,925	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	123-41



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Futures & CUES @Lockwood

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Conducting 2 Academic Parent Teacher Teams (APTT)

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Providing monthly School Site Council meetings and School Improvement Grant community meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Providing a monthly newsletter with important family engagement events
- Conducting 2 Academic Parent Teacher Teams (APTT)

The school communicates to families about the school's Title I, Part A programs by:

- Conducting a yearly Title I meeting

- Monthly SSC meetings
- Monthly SIG meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- During our monthly SSC meetings
- Monthly SIG meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Monthly newsletter
- Talking Points message
- Robo Calls

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Guiding parents through the process of becoming a registered OUSD volunteer
- Establishing volunteer jobs and responsibilities
- Establish expectations for all volunteers & a code of conduct

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Academic Parent Teacher Teams (APPT) opportunities including supplies needed to continue the activity at home
- Teachers are made available to meet with parents one-on-one

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Parents are a key in creating the SPSA

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Parents are encouraged to stop by the main office and schedule a parent teacher meeting to discuss academic support for their student
- Meetings are available in the morning & evening
- SSC meeting
- SELL's meeting

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Monthly newsletter with ongoing family engagement opportunities clearly listed
- Monthly SSC meetings
- Parent/Teacher conferences
- Academic Parent Teacher Teams (APPT)

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Translation is provided in both Spanish and Arabic
- All documents are translated into Spanish
- Translation of documents into Arabic provided upon request
- Building has wheelchair access and disability parking space

The school provides support for parent and family engagement activities requested by parents by:

- Parent workshops (APTT, Reclassification, SELL's,)

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Partnership with Oakland Housing Authority
- Monthly food bank opportunity provided by Alameda County Food Bank
- Attendance & Community Office (on-site)

Adoption

This policy was adopted by the **SSC committee Futures & CUES @Lockwood** on September 17, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Shelley Hankins-McCray
Name of Principal


Signature of Principal

9/17/2019
Date

Please attach the School-Parent Compact to this document.



School-Parent Compact

Futures & CUES @Lockwood

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Provide teachers and students with aligned, standards-based curriculum.
 - Prioritize adult and student learning through Professional Learning Communities.
 - Focus on student growth through small group instruction.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Make student work available during conference for parent review
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - Behavior report
 - Academic report (Talking Points, academic report sent home)
- 4) Provide parents reasonable access to staff.**
 - Meet with parents as requested with parents taking into account both parties availability
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - Connect parents with OUSD volunteer department
 - Translators at every parent/teacher meeting

- Building is accessible to all who suffer a physical disability
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

- Our Academic Parent Teacher Teams provide all the materials a parent will need and insure they are easy to understand & use at home
- Teachers will be available to answer questions on any at home activity requested by the school

educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Schedule Family Engagement times for families and school community to learn about opportunities to partner in education and Social Emotional Learning.
- Provide workshops focused on attendance, reclassification, reading, math and social emotional learning.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- Provide written information in English, Spanish and Arabic to families.
- Ensure that interpreters are provided for Spanish and Arabic speakers at meetings.
- Use Talking Points to text families in their home language.

Teacher Responsibilities

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Schedule parent/teacher conference

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Work with school staff to be accessible to support students educational needs
 - Return phone call or text messages
 - Work with school staff to schedule a meeting in support of your students education

Student Responsibilities

- Be safe, Be Respectful, Be responsible, Always Persevere
- Complete classroom assignments
- Follow school rules

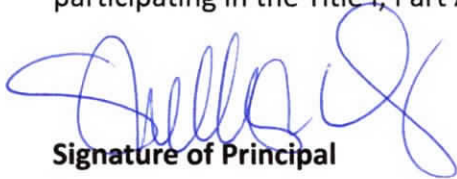
Examples:

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by **SSC committee Futures & CUES @Lockwood** on **September 17, 2019**, and will be in effect for a period of one year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.



Signature of Principal

9/17/2019

Date



STATE AND

2019-2020
School Site Council Membership Roster -
Elementary

School Name: Futures and CUES at Lockwood

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Shelley McCray	X			
Sheikha Munassar				X
Natay Traylor				X
Luisa Juarez				X
Tanisha Rounds				X
Ansaf Aldafari				X
Delores Mora-Mejia		X		
Robert Noriega		X		
Angelique Shivers		X		
Emilana Untalan			X	

Meeting Schedule
(day/month/time)

2nd Tuesday of the month

SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;

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