

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Frank Otis Elementary School
CDS Code:

Principal Name	Tanya Harris
Telephone Number	510-748-4053
Address	3010 Fillmore Street, Alameda, CA 94501
E-mail	Tharris@alameda.k12.ca.us
Fax	510-523-6880
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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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SCHOOL PROFILE

School Mission and Vision

To work collaboratively with students, parents and community members to provide a caring, inclusive, safe and engaging learning environment that promotes high achievement and personal best for all students as life-long learners.

Executive Summary

Otis Elementary is located in Alameda. The student/family population reflects the diversity in the larger community. We see children as individuals, therefore, we take a holistic approach to teaching and learning. In our diverse community of learners, 15% of our students are socioeconomically disadvantaged, 20% English Language Learners speaking 22 different languages. In order to reach the whole-child, Otis offers a rigors and enriched program. Students have access to the latest technology so that they develop 21st century learning skills. Art and social emotional development are tethered into all that we do.

Otis staff is committed to effectively implementing Multiple Tiered Systems of Support, including Response to Intervention to support academic progress and Positive Behavior Intervention Systems to promote pro-social behavior. Staff has developed school wide structures to analyze academic and behavioral data. These data are used to develop individualized systems of support.

In order to ensure equitable outcomes for all students, staff will continue to develop competencies around data informed instruction. Through this process, targeted systems of support will address the academic and social-emotional needs of all students. Classrooms will be highly engaging, with experiences that support higher order problem solving and critical thinking skills. This will be achieved through culturally, linguistically, and developmentally responsive practices utilizing Board approved curricula and formative assessment data.

SBAC data indicates that African American, English Language Learners, and Special Education sub groups are performing significantly below the 'all student' levels for both Math and ELA. Site-based PBIS data indicates that African American students and students with special needs are referred to the office for disruption and defiance at a disproportionate rate when compared to others.

In order to address inequitable outcomes for subgroups, staff will take a whole-child approach while systemically implementing multi-tiered systems of support. Data will be used to inform instruction and address the social-emotional needs of all students.

In order to address opportunity gaps that impact student achievement, staff will implement, with fidelity, Common Core aligned curriculum to support academic progress. Additionally, all staff will utilize research-based best practices incorporated into daily instruction for language learners, including designated and integrated English Language Development, academic discourse, and

increased student talk. Ongoing staff development will be dedicated to engaging, culturally responsive, tiered systems of support.

Staff will utilize a Response to Intervention system to address academic, social-emotional, and language support. Utilizing research-based, district approved strategies, teachers will implement targeted areas of support that address students holistically.

Ongoing formative and observational assessment data will guide decisions made for the individual child's cognitive and language development. Culturally responsive, highly engaging, and rigorous instruction will take place in every class on a daily basis.

Pro-social skills will be taught explicitly utilizing evidence based curriculum that aligns with the PBIS framework. School-wide systems of support will be implemented using the PBIS framework with fidelity. Tier 2 and Tier 3 systems will be implemented for students with higher level behavioral needs. A Coordination of Services Team (COST) will be developed.

Otis will be a culture where families are welcomed and celebrated regardless of life circumstance, family structure, or culture. Families' ability to advocate for students in elementary and beyond, opportunities to participate in school, and to attend parent education opportunities will be supported.

School Website: <http://otis.alamedausd.ca.schoolloop.com/>

School Accountability Report Card (SARC) link: <http://www.doc-tracking.com/screenshots/Serve/4550/>

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RTI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career

- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs: AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include: • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal: • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% of more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal: To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title. In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.

The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation, including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.

Our site has provided the following services to support implementation of PBIS:

- Active school-wide PBIS team
- Intervention Team
- Site-based professional development
- Development of instruction in explicit behavioral expectations
- School-wide incentives/recognition
- School-wide behavior management system (behavior flow chart, referral system, etc.)
- Check In-Check Out
- Zones of Regulation
- Girls Group
- Recess Room
- Social groups
- Psych Intern
- Community circles
- Restorative Justice
- Mindfulness
- Lifeskills
- Class meeting
- ToolBox/Soul Shoppe
- No Place for Hate
- Culturally responsive and engaging instruction

Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is 53% (Tier 1)

	The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program: • 0
SCHOOLWIDE	School goal(s): Implement T1, T2 and T3 PBIS elements with fidelity.
	Data used to form school goal(s): Tiered Fidelity Inventory, T1, T2 and T3
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSSA)</i> Our current TFI subscale scores are: T1: Teams <u>75</u> % Implementation <u>44</u> % Evaluation <u>62</u> % T2: Teams <u>0</u> % Interventions <u>0</u> % Evaluation <u>0</u> %
	How progress toward school goal(s) will be evaluated: This year we plan to increase our TFI subscale scores by 40% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.

GOAL 1: Eliminate barriers to student success and maximize learning time				
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Students Served	Amount
PROMOTE HIGH ATTENDANCE RATE – RELATIONSHIP BUILDING, PARENT INFORMATION SESSIONS, COST/SST TEAM, SARB TEAM, SCHOOL	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	All	500.00

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HANDBOOK, NEWSLETTERS, ANNOUNCEMENTS, ROBO CALLS							
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS, PARENT TEACHER COMMUNICATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All	Materials and Supplies	LCFF Base (0001)	610.00	
POSITIVE BEHAVIOR INTERVENTION & SUPPORT -A DESIGNATED PARA WILL BE AVAILABLE TO IMPLEMENT TIER 1, 2, AND 3 INTERVENTION SUPPORT SYSTEMS WITH INDIVIDUAL STUDENTS, SMALL GROUPS, AND WITHIN THE CLASSROOM SETTING	AUGUST 2017- JUNE 2018	PBIS SUPPORT PARA	All Unduplicated	Classified FTE	LCFF Supplemental (0002)	29265.00	
POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, SOCIAL-, TIER 2 AND TIER 3 TARGETED INTERVENTION SYSTEMS	AUGUST 2017 - JUNE 2018	DISTRICT TRAINING AND PBIS RESOURCES	All	Certificated Hourly Materials and Supplies	LCFF Base (0001)	1000.00	
CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS, MINDFULNESS, CHARACTER ED ASSEMBLY, TOOLBOX/SOUL SHOPPE	OCTOBER 2017- JUNE 2018	PRINCIPAL, TEACHERS, PTA	All	Professional Services Certificated Hourly	LCFF Base (0001) PTA (9046)	18,000.00	
BEHAVIOR INTERVENTION SUPPORT – MONTHLY BIT MEETINGS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN, TEACHERS	All	Certificated Hourly	LCFF Base (0001)	1000.00 (Release time for monthly sub coverage for triage)	
PSYCHOLOGIST INTERN -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN	All	Certificated Stipend	LCFF Base (0001)	5920.00	

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SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT COUNCIL, BOOST! LEADERSHIP, JR. COACHES, GO GREEN RECYCLERS, KINDERGARTEN BUDDIES, SAFETY PATROL, PLAY WORKS	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS SUPPORT STAFF	All	Classified Hourly	PTA (9046)	15000.00
INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - INTERNATIONAL NIGHT, ABILITY AWARENESS WEEK, ANTI- BULLY ASSEMBLY, ETC.	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS SUPPORT STAFF	All	Materials and Supplies	PTA (9046)	2000.00
PROFESSIONAL CONSULTING SERVICES- TEACHER PROFESSIONAL DEVELOPMENT AND PARENT WORKSHOPS TO SUPPORT THE IMPLEMENTATION SITE-BASED CURRICULUM	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS SUPPORT STAFF	All	Professional Services	LCFF Base (0001)	3500.00
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.
	- Improve student achievement on both statewide and local assessments - Increase College and Career Readiness
	Metrics used to evaluate progress towards goal:
	- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – including focus on 3rd grade reading strand and 8th grade math performance - Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade - Percentage of graduating class completing Career Technical Education (CTE) Pathway - Number of students enrolled in a Career Technical Education (CTE) Pathway - Percentage of graduating class completing of University of California ‘a-g’ requirements - Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) - Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark

	• Percentage of students enrolled in an AP course Districtwide actions/services provided to site to reach goal: The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program. The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to: • Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1. • Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum • Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)). • Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program • TK-8 Teacher Librarians and Media Center program • Math and reading intervention software at K-5 (Successmaker) • Naviance college and work-readiness tool (software) • Software to enhance K-5 content (Discovery Education license) • Turnitin software to support high school writing and research • Credit recovery software (Cyberhigh license) • More Starfall and Tumblebook Library digital subscriptions (TK-5) Otis Elementary also provides the following programs to support student achievement: • RAZ Kids, ABC Mouse, IXL...online programs • Fountas and Pinnell Assessment and Leveled Library Intervention System • Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS) • Handwriting Without Tears • Keyboarding Without Tears/Typing Club/Type2Learn • Lucy Calkins' Units of Study, Reader's and Writer's Workshop • Small Group Reading and Math Instruction • Eureka Math • Foss Science Kits
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SCHOOLWIDE	Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program: 0 Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming: 0
	School goal(s):
	80% or more students will meet or exceed standards as measured by district and state standardized assessments. This is a 7% improvement from last year in ELA and a 12% improvement from last year in Math.
	Data used to form school goal(s):
	CAASPP data District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CST (new state science test for 5 th grade next year will be CAST)
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Based on our findings, we have determined the our English Language Learners, African American students and students with special needs are underperforming White and non-English Learners at disproportionate rate
	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED AND SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS	All	Certificated Hourly	LCFF Base (0001)	\$9100
READING AND MATH DIFFERENTIATION (IE: INTEGRATED	SEPTEMBER 2017 - JUNE 2018	PRINCIPAL TEACHERS	All	Classified FTE	PTA (9046)	\$30000

AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT, SUCCESSMAKER)								
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS & APPS)	SEPTEMBER 2017- JUNE 2018	TEACHERS	All		Materials and Supplies	PTA (9046)		2000.00
PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	AUGUST 2017- JUNE 2018	TEACHERS	All		Materials and Supplies	LCFF Base (0001)		1000.00
STEAM Science, Technology, Engineering, Art, and Math	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS	All		Materials and Supplies	PTA (9046)		10000.00
			Choose an item.		Choose an item.	Choose an item.		
			Choose an item.		Choose an item.	Choose an item.		

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.
	• Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	• Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
	Districtwide actions/services provided to site to reach goal:
	To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily

SCHOOLWIDE	designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is: 1.0 FTE Our site efforts to improve EL achievement also include: - RTI Strategic Learning Groups/ tiered interventions (ie: ELA small reading groups in K-3 include EL instructional groups - Site training and collaboration for integrated ELD in the classroom: differentiation, scaffolding - Explicit vocabulary building program? Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population: 0
	School goal(s):
	67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. (54% improvement from last year for ELA SBAC and 31% improvement for Math SBAC)
	Data used to form school goal(s):
	ELPAC, SBAC, district assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P,
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i> Summarize your findings about your school's AMAO, CELDT, Redesignation & performance data. Are there any 3-year trends? A trend could not be determined in regards to Redesignation; however, EL students are consistently underperforming EO students on state standardized tests. Our findings suggest that a multi-tiered targeted approach to instruction is needed, as well as consistent integrated and designated ELD instruction.
	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Students Served	Type	Funding Source
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, LITERACY/ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED 1.0 FTE Certified	Choose an item. 0.00

PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)			All Unduplicated	Materials and Supplies	LCFF Supplemental (0002)	1280.00
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success	
DISTRICTWIDE	Identified districtwide needs: AUDS is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal: • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal: The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: 14
	District enrollment includes outreach and support, including translation, to assist families with online enrollment. Our site supports parent/guardian involvement in the following ways: School Handbook School marquee and website Autodialer calls throughout the school year CAASPP & ELPAC Testing Results sent home Report Cards three times a year Parent-Teacher Conferences, in the fall and as needed in the spring Translation available for parent meetings Wednesday envelopes (returned signed each week) Teacher/Family Communication Morning Assemblies
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SCHOOLWIDE	Homework SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year PARI (Promotion, Acceleration, Retention, Intervention) process Fall Back to School and Kindergarten Information Nights Weekly newsletter & Teacher newsletters Open House ELAC (English Language Advisory Council), meetings SSC (School Site Council), monthly meetings PTA meetings/events, monthly Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups, garden docent ELL (English Language Learner) Parent Survey Attendance/SART Awards and Award ceremonies throughout the year
	The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.
	School goal(s): 30% parents attend School Smarts program. 100% of parents attend Back to School Night (as evidenced by sign-in sheets) 100% of parents attend the Fall Parent Conference 30% of parents join the school PTSA 10 volunteer hours on site
	Data used to form school goal(s): Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, school-loop data of usage, online newsletters, Blackboard autodialer data, Survey data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i> 11.8 percent of Otis families have participated in School Smarts. District-wide data indicate that the majority of families participating in the School Smarts program have children with IEPs or 504s. Based on the data, we will prioritize increasing capacity of teachers in implementing IEP accommodation and supporting families in advocating for their children with special needs. In addition, we will continue with ongoing efforts to decrease out of school time while building awareness of the importance of attending school every day.

	How progress toward school goal(s) will be evaluated:
	We will compare prior year's School Smarts attendance with 2017-18 participation.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & ELPAC TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS & TRANSLATORS WHEN NEEDED, IEP AND 504 MEETINGS, AND STAFF DEVELOPMENT	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Materials and Supplies	PTA (9046)	4500.00
PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, PTA SPONSORED WORKSHOPS, CLASS, MIDDLE SCHOOL OPTIONS	AUGUST 2017- JUNE 2018	PRINCIPAL, DISTRICT	All	Materials and Supplies	PTA (9046)	1000.00

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs: A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services. • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal: • Teacher Qualifications ◦ Percentage of teachers fully credentialed and highly qualified ◦ Percentage of teachers qualified to teach English Learners (ELs) ◦ Percentage of teachers appropriately assigned 100% • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
	Districtwide actions/services provided to site to reach goal: To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities. Core instructional materials are provided to sites through the Educational Services department. These include: • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: Securing the perimeter with a new fence.
	School goal(s): Support teachers in attending district professional development. Build teacher capacity through site collaborative learning.

	Site support for successful implementation of core curricula. Monitoring and evaluation for continued learning and accountability.
	Data used to form school goal(s):
	SARC Data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	100% of teachers at Otis Elementary are credentialed and highly qualified. 100% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.
	How progress toward school goal(s) will be evaluated:
	SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation Continued implementation of Eureka Math and other CCS Standards

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Students Served	Type	Funding Source
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES	AUGUST 2017 - JUNE 2018	Principal Teachers	All	Materials and Supplies	LCFF Base (0001)
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT	AUGUST 2017-2018	Principals Teachers	All	Materials and Supplies	LCFF Base (0001)
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.

SITE BUDGET SUMMARY: Discretionary Funding

Otis

Budget
Summary

Summary		B3		C-112		C-113		C-114		C-122		C-135	
Resource	Program	2017-18	Certificated Salaries		Classified Salaries		Benefits		Supplies		Services		
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx						
0001	Discretionary	\$ 48,294	\$ 14,100	\$ 480	\$ 2,824	\$ 16,290	\$ 14,600						
0002	LCFF Supplemental Grant	\$ 30,545	\$ -	\$ 20,925	\$ 5,595	\$ 4,025	\$ -						
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -						
0002	In Lieu of Title 1 Innovative	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
Grand Total			\$ 78,839	\$ 14,100	\$ 21,405	\$ 8,419	\$ 20,315	\$ 14,600					
			18%		27%		11%		26%		19%		

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State/Federal Programs	Allocation
☐ Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
☐ Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
☐ Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
☐ Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
☐ Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
☐ Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 0
☐ Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 0

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
DEB KJELLAND	F	White	English		x			
KARENBETH PEILER	F	White	English		x			
TANYA HARRIS	F	Biracial	English	x				
MARIA BONINO-OKAMURA	F	White	English			x		
DAVID MITCHELL	M	White	English				x	
DANIELLE ALI	F	Black	English				x	
JERROLD CONNORS	M	Pacific Islander	English				x	
Gabriela Badilla	F	Latina	Spanish				x	
#s of members of each category								

**See race/ethnicity codes in Aeries*

50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.

The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

SITE VALIDATION QUESTIONS

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

YES

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

YES

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

YES

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures 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.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

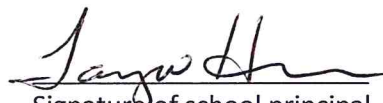
___ Community Advisory Committee for Special Education Programs

___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This 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.
6. This school plan was adopted by the school site council on: .

Attested:

Typed name of school principal


Signature of school principal

4/18/17
Date

Typed name of SSC chairperson


Signature of SSC chairperson

4/18/17
Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

No

APPENDIX B: TITLE 1 SCHOOLWIDE PROGRAM PLAN

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage **SAMPLE OF HOW MAYA LIN REFERRED BACK TO THER PLAN WITH PAGE #'s**

1. When and why did the program start? Pg. 3
2. What is the vision and mission of the program? Pg. 3
3. What are the goals of the program? Pg. 4
4. What are the student performance expectations resulting from being a different type of program? Pg. 4-5
5. How will the program measure progress towards goals? Pg. 9-14, 39, 42
6. How will the school know that students are learning? Pg. 4, 40
 - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged? Pg. 4
 - a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 9-14
9. How will the program encourage parental and community input and involvement? Pg. 15 – 17, 41

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
 - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
 - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments.
 - What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?

3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

APPENDIX D: DATA

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