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## California Department of Education

Annual Report

April 26, 2019



## Goal 1: Rigorous, Engaging, Standards-aligned Curriculum

Plan of Action					
<ul style="list-style-type: none"> <li>Academic program that represents a <b>broad course of study</b>, including English, mathematics, science and engineering, social science, visual and performing arts, physical education and health, Spanish, and English language development.</li> <li><b>Curriculum maps and unit plans</b> for each grade level and subject area in alignment with the CCSS, CSS, NGSS, and ELDS</li> <li>20 days of <b>professional development</b> yearly before, during, and after the school year, including ELD</li> <li><b>Baseline, formative, and summative assessments</b> in alignment with CCSS, CSS, NGSS, and ELDS standards.</li> </ul>					
Highlights on Progress					
<ul style="list-style-type: none"> <li><b>Broad Course of Study</b> - OP continued its core curriculum offerings of English, mathematics, Science and Engineering, and Social Studies, as well as Integrated and Designated English Language Development and Spanish. Due to an unexpected mid-year faculty departure, the enrichment program was shifted. Previously physical education and the arts were taught in an integrated program through Capoeira. This shifted mid-year to a more traditional physical education program.</li> <li><b>Standards Aligned Curriculum</b> - OP continued to root its English Language Arts program in the workshop model, using Zoophonics to support Phonics development in Kindergarten and Words Their Way in G1-G4, Lucy Calkins Reading and Writing Workshops, and the Jan Richardson Model to support Guided Reading. A new math curriculum was piloted, based on the materials developed and used at Rocketship. Social Studies and Science and Engineering were taught through Project Based Learning Units.</li> <li><b>Professional Development</b> - Teachers received professional development before, during, and after the school year with 15 pupil free days and weekly early releases (three hours) to support new inputs, ongoing support in implementation, collaboration, and conferencing. The number of days was reduced from 20 to 15 based on teacher feedback in 2017-18, as the extra days extended the school year past the last of school for the neighborhood schools, which caused challenges with morale and attendance.</li> <li><b>Assessments</b> - OP continued its use of classroom-based assessments, including guided reading logs, to provide ongoing data to inform instruction. The Fountas and Pinnell Reading Assessment and the NWEA Measures of Academic Progress were used to provide benchmark data, in turn measuring rates of growth for students as well as overall proficiency.</li> </ul>					
Measures to Date	Target	2015-16	2016-17	2017-18	2018-19
Percent of students at grade level in Reading	<b>80.0% or +1%</b>	75.0%	70%	60%	60%
Percent of students Met or Exceeded in ELA on SBAC	<b>80.0% or +5%</b>	n/a	n/a	10%	TBD (Fall 2019)
Percent of students Met or Exceeded in Math on SBAC	<b>80.0% or +5%</b>	n/a	n/a	15%	TBD (Fall 2019)
Average rating of Learning and Assessment (Dimension 6) on SCAI	-	-	-	-	-
- Staff	<b>4.0 or +1%</b>	4.10	4.09	3.56	TBD

## Response from OnePurpose

					(End of May)
- Families	<b>4.0 or +1%</b>	4.64	4.82	4.52	TBD (End of May)
- Students (3rd Grade)	<b>4.0 or +1%</b>	n/a	n/a	4.42	TBD (End of May)
Percent of ELLs making Annual Progress	<b>75% or +1.5%</b>	n/a	TBD	TBD	TBD (Fall 2019)

### Next Steps

- **Curriculum** - A team of faculty, Board Members, and external advisors are in the process of evaluating curriculum options to increase standards-alignment in the 2019-20 school year, as well as cohesion across the grade levels. For ELA, the Calkins curriculum will continue to serve as the foundation. However, a more explicit phonics program is being researched such as Explode the Code. In Math, programs that have strong alignment to the CCSS while also containing strong supports for implementation by more novice teachers are being researched, including Bridges and Eureka Math. Finally, the team is looking to adopt a formal science curriculum that teaches in a way that is constructive and project based, but does not require teachers to develop the curriculum. Mystery Science in K-2 and Amplify Science in 3 - 5 are both being explored, as well as the latest edition of FOSS.
- **Assessments** - A team of faculty, Board Members, and external advisors are in the process of evaluating assessment measures to determine if FPRA and NWEA are continuing to provide the right data or if another data system, such as working with Achievement Network (ANet) should be explored. A key piece of this consideration is determining how much to take on in terms of change in a given year.

### State Dashboard

OP **Met** the Standard for the following categories:

- Basics: Teachers, Instructional Materials, Facilities
- Access to a Broad Course of Study
- Implementation of Academic Standards

In terms of English Language Arts and Math, OP has yet to have two years of available data and as such does not have a "Color" ranking in these areas. OP had 3rd graders for the first time in 2017-18, so won't have two years of data until the completion of 2018-19. In addition, the initial cohort size was very small for this class (20 students) and as such data should be reviewed with that caution in mind. There were only two subgroups that had 11 students or more and therefore have public data. Data Overall and for these two subgroups is as follows.

Academic Proficiency, as measured by the SBAC:

- English Language Arts
  - Overall - 87.3 points below Met
  - African American - 72.7 points below Met
  - Socio-economically Disadvantaged - 84.7 points below Met
- Mathematics
  - Overall - 70 points below Met
  - African American - 72.8 points below Met
  - Socio-economically Disadvantaged - 64.9 points below Met

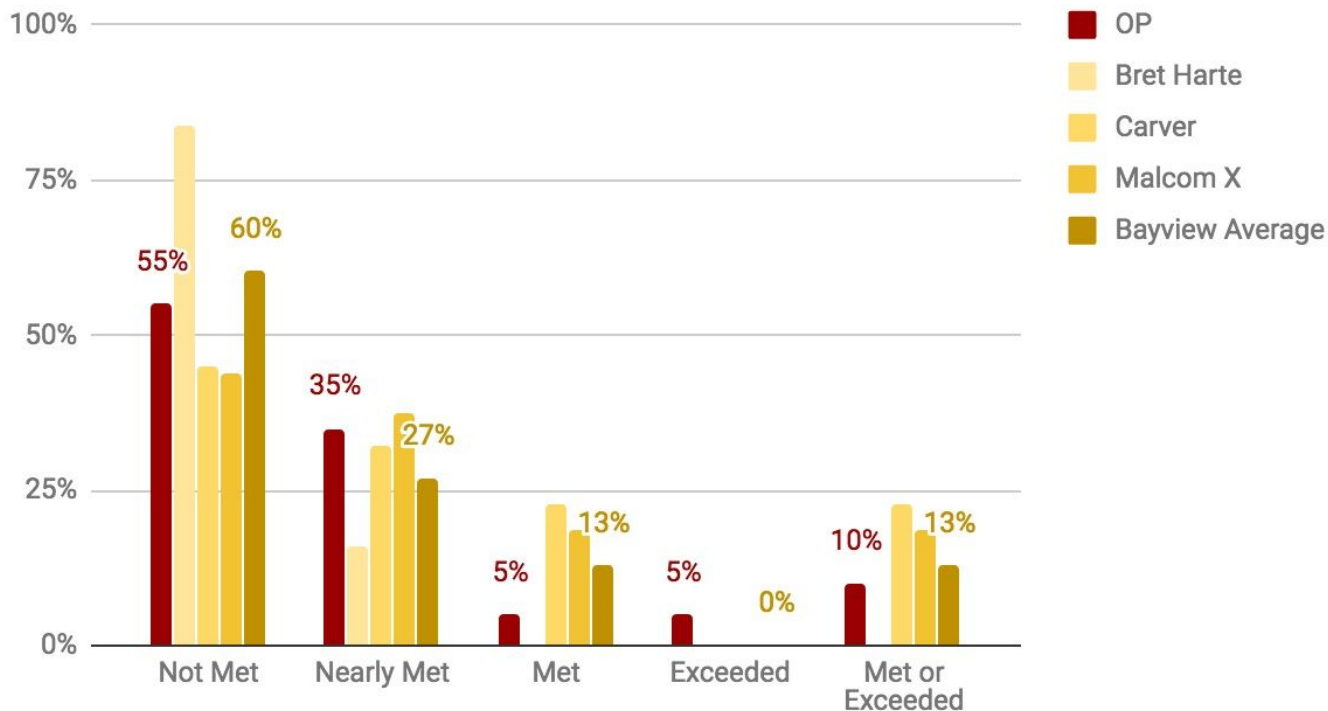
English Learner Development:

- 37.5% are Well Developed
- 29.2% are Moderately Developed
- 25% are Somewhat Developed
- 8.3% are in Beginning Stage

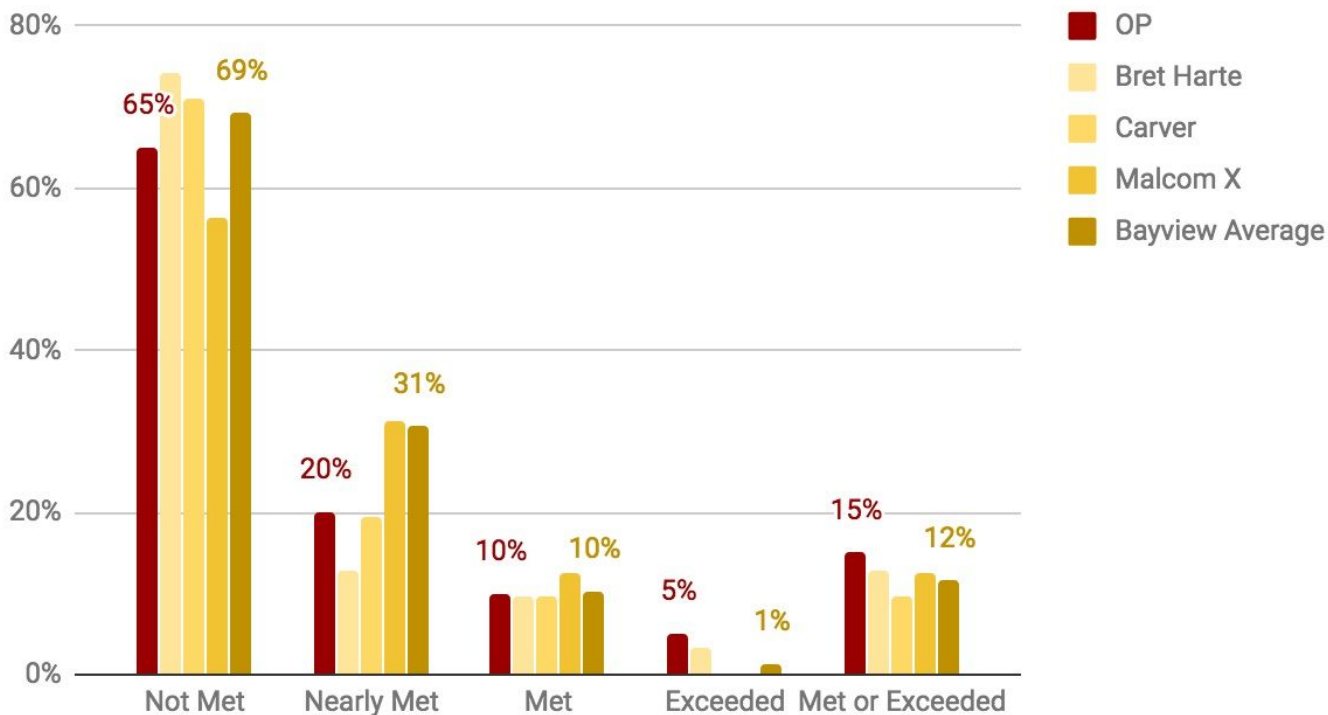
Response from OnePurpose

While these initial rates are not where OP wants them to be, they are in line with the average of schools in Bayview and higher than those at the school with which OP is co-located, Bret Harte.

### 2018 SBAC in Math



### 2018 SBAC in ELA



## Goal 2: Professional Learning Community

Plan of Action					
<ul style="list-style-type: none"> <li>● <b>Rigorous hiring process</b>, that encourages and solicits applications from educators who reflect the diversity of our students and families.</li> <li>● 20 days of <b>data-driven professional development</b> before, during, and after the school year</li> <li>● <b>Professional Development Plans (PDPs)</b> for all staff, identifying specific goals they are working on to advance their practice, with observation and coaching to support goal achievement.</li> <li>● <b>Regular walkthroughs</b> of the school facilities as well as classroom instruction, to gather data on teacher practice, curriculum quality, and facility state of repair.</li> <li>● <b>Annual survey</b> of students, families, and staff that investigates quality of teachers, program, and facility.</li> <li>● Annual <b>analysis of data from surveys and walkthroughs</b> to identify new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes.</li> </ul>					
Highlights on Progress					
<ul style="list-style-type: none"> <li>● <b>Rigorous Hiring Process</b> - OP started the year fully staffed, overcoming a challenge from previous years of teachers accepting positions and then backing out last minute when they could not find housing. This said, OP had an unexpected departure of its CEO over the summer which led to instability at the school. In addition, the Head of School had to step back into an Instructional Coach position due to health reasons. This instability resulted in turn over of staff at a rate not seen in the previous three years of the school's existence. The Founding Assistant Principal was promoted to take over as Principal and an experienced Superintendent has been hired on a six month consultant basis to support with stabilising the school again and providing forward momentum.</li> <li>● <b>Professional Development</b> - All staff received professional development through 15 days of dedicated time before, during, and after the school year and through weekly early release time of three hours a week. As noted in Goal 1, the number of days was reduced from 20 to 15 based on faculty input from 2017.18. Areas of focus were as follows: <ul style="list-style-type: none"> <li>○ <u>Summer</u>: Classroom Management, Understanding By Design, Systems and Routines, ISE (SPED) Processes, Curricular Overviews</li> <li>○ <u>Fall</u>: Culture and Climate, Guided Reading, Unit Overviews, Positive Behavior Intervention Systems (PBIS)</li> <li>○ <u>Spring</u>: Assessment Data Analysis, Project Based Learning (PBL)</li> </ul> </li> <li>● <b>Walkthroughs</b> - Instructional Rounds were initiated, bringing in key leaders from across the Bay Area (including seasoned Principals and Superintendents) to observe instruction and program and provide guidance on action steps to move forward.</li> <li>● <b>Annual Survey</b> - The School Climate Assessment Indicators (SCAI) will be administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.</li> <li>● <b>Analysis of Data</b> - A team of faculty, Board Members, and external advisors will analyze end-of-year data, when available, to inform the curriculum and assessment adoptions discussed in Goal 1.</li> </ul>					
Measures to Date	Target	2015-16	2016-17	2017-18	2018-19
Average staff rating of Faculty Relationships (Dimension 2) on SCAI	<b>4.0 or +1%</b>	4.05	4.20	3.79	TBD (End of May)
Average staff rating of Leadership and Decisions (Dimension 4) on SCAI	<b>4.0 or +1%</b>	3.75	3.87	3.64	TBD (End of May)
Average staff rating of Learning and Assessment (Dimension 6) on SCAI	<b>4.0 or +1%</b>	4.64	4.09	3.56	TBD (End of May)
Percent of Faculty meeting 1 or more PDP Goals	<b>90% or +1%</b>	Not	Not	Not	TBD

		measured	measured	measured	(June)
Percent of staff retained	<b>90% or +1%</b>	70%	81%	63%	TBD (June)

**Next Steps**

- **Staffing** - Given the turn over in the 2018-19 year, OP has shifted its staffing model to ensure there are two adults in every classroom for 2019-20. This will include a Credentialed Teacher in every classroom, along with an Instructional Aide or an Intern Teacher as part of our pipeline program. The goal is to provide increased services and differentiation for our students, while ensuring teachers have a collaborative partner and do not experience isolation in the classroom.
- **Professional Development** - Additional days are being added back into the schedule, following the reduction on 2018-19, to ensure teachers have time to pause, reflect, recharge, and plan forward.
- **Leadership** - The leadership structure has been adjusted to provide for a Principal, Instructional Coach, and Dean of Culture. This structure will support all teachers in being known well and supported in their craft as well as their classroom culture.

**State Dashboard**

OP **Met** the Standard for the following category:

- Basics: Teachers, Instructional Materials, Facilities

### Goal 3: Strong and Welcoming School Culture & Climate

#### Plan of Action

- Implementation of **social-emotional curriculum** to support student learning and growth
- **Community-building** within the classroom via morning meeting and closing circles and across grades and between students, families, and staff through community events.
- Deliberate teaching of **personal qualities** across grade levels and subject areas.
- Personal goal-setting in triennial family, student, teacher conferences.
- **Coordination of Services Team** that monitors students at risk of truancy and provides student and family interventions as needed.
- Administration of **climate survey** with students, families, and staff.

#### Highlights on Progress

- **Social Emotional Curriculum** - OP continues to use the Toolbox curriculum to support Social and Emotional learning, as part of its partnership with the Seneca Family of Agencies.
- **Community Building** - Morning meetings and closing circles were used in some classrooms, typically with more veterans teachers and/or teachers with stronger classroom management. This is an area where OP can benefit from improved consistency in 2019-20.
- **Personal Qualities** - OP students were consistently recognized as scholars and warriors when they exhibit traits these traits. These were the two focal areas for 2018-19.
- **Parent Teacher Conferences** - OP utilized Parent Teacher Conferences three times per year, to bring students, families, and faculty together to reflect on strengths, identify areas for growth, and make specific plans to support each child. This practice builds transparency and, in turn, agency for students and families.
- **Coordination of Services** - OP has a robust partnership with the Seneca Family of Agencies, to provide Tier 1, 2, and 3 academic, socio-emotional, and behavioral services to our students. This is done through a trauma-informed model, where we have established a wellness center this year and continue to provide integrated clinical services for our students in most need.
- **Climate Survey** - The School Climate Assessment Indicators (SCAI) will be administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.

Measures to Date	Target	2015-16	2016-17	2017-18	2018-19
Average rating of Physical Appearance (Dimension 1) on SCAI	-	-	-	-	-
- Staff	<b>4.0 or +1%</b>	3.74	3.50	3.16	TBD (End of May)
- Families	<b>4.0 or +1%</b>	4.56	4.56	4.37	TBD (End of May)
- Students (3rd & 4th Grade)	<b>4.0 or +1%</b>	n/a	n/a	3.80	TBD (End of May)
Average rating of Student Interactions (Dimension 3) on SCAI	-	-	-	-	-
- Staff	<b>4.0 or +1%</b>	3.80	2.81	3.39	TBD (End of May)
- Families	<b>4.0 or +1%</b>	4.67	4.70	4.31	TBD (End of May)
- Students (3rd & 4th Grade)	<b>4.0 or +1%</b>	n/a	n/a	3.80	TBD (End of May)
Average rating of Attitude and Culture (Dimension 7) on SCAI	-	-	-	-	-

- Staff	<b>4.0 or +1%</b>	4.08	4.12	3.56	TBD (End of May)
- Families	<b>4.0 or +1%</b>	4.61	4.75	4.57	TBD (End of May)
- Students (3rd & 4th Grade)	<b>4.0 or +1%</b>	n/a	n/a	3.59	TBD (End of May)
Average Daily Attendance	<b>95% or +1%</b>	92.0%	92.0%	93.0%	TBD (P2 May 1)
Chronic Absenteeism Rate	<b>&gt;5%</b>	TBD	TBD	26.0%	TBD (P2 May 1)
Suspension Rate	<b>&gt;10%</b>	13.0%	TBD	7.0%	TBD (P2 May 1)
Expulsion Rate	<b>&gt;1%</b>	0.0%	0.0%	0.0%	TBD (P2 May 1)
Percent of students meeting 1 or more PLP Goal	<b>90% or +1%</b>	Not measured	Not measured	Not measured	TBD (June)

**Next Steps**

- **Community Building** - Strengthen consistency in community building practices that focus on relationship building and restoration, including morning meetings, closing circles, and conflict resolution.
- **Coordination of Services** - Work to increase Tier 1 and 2 socio-emotional services in the classroom, in order to reduce Tier 3 services in the long term. Add a Universal Education Coach position (Dean of Culture) to oversee implementation.

**State Dashboard**

OP **Met** the Standard for the following category:

- Local Climate Survey

OP is **ORANGE** on the State Dashboard for Chronic Absenteeism, Overall and for all Student Subgroups:

- Overall - 36.3% of students chronically absent, a decline by -1.3% from the previous year
- African American - 39.3% of students chronically absent, a decline by -1.0% from the previous year
- English Learners - 24.1% of students chronically absent, a decline by -3.7% from the previous year
- Hispanic - 31.8% of students chronically absent, a decline by -6% from the previous year
- Socioeconomically Disadvantaged - 35.1% of students chronically absent, a decline by -2.6% from the previous year

OP is **RED** on the State Dashboard for Suspension

- Overall - 4.4% of students suspended, an increase of 4.4% from the previous year
- African American - 6.1% of students suspended, an increase of 6.1% from the previous year
- Socioeconomically Disadvantaged - 5% of students suspended, an increase of 5% from the previous year



## Goal 4: Family Engagement

Plan of Action					
<ul style="list-style-type: none"> <li>• Triennial <b>Academic Parent Teacher Team (APTT) meetings</b> with families, students, and the teacher to discuss grade level proficiencies, class goals, and specific materials and strategies families can use at home to support their child in reaching these goals.</li> <li>• Biennial <b>expositions of student work</b> to make learning transparent and highlight key evidence of student mastery.</li> <li>• <b>Family learning events</b> on a monthly basis, to develop family understanding of the school program and performance in order to facilitate accountability.</li> <li>• Development of a <b>Family Leadership Team</b>.</li> <li>• <b>Coffee hours</b> on a monthly basis in which families can give feedback to the school Leadership Team.</li> <li>• <b>Family workshops</b> on a bi-monthly basis to support parents and families in identified areas of need, such as financial planning, local support services, etc.</li> <li>• Annual community survey will be administered to gather feedback.</li> </ul>					
Highlights on Progress					
<ul style="list-style-type: none"> <li>• <b>Parent Teacher Conferences</b> - OP utilizes Parent Teacher Conferences three times per year, to bring students, families, and faculty together to reflect on strengths, identify areas for growth, and make specific plans to support each child. This is different than the original APTT model identified in the charter, as it requires less meetings on the school site by families (which had been a barrier). It does, however, hold the same goal of building transparency and, in turn, agency for students and families.</li> <li>• <b>Expositions of Student Work</b> - These were held to highlight and celebrate student learning, as well as provide students with an authentic audience to whom they communicate their learning.</li> <li>• <b>Family Learning and Leadership</b> - Coffees with the Principal were held, with an alternating sequence adopted of morning versus evening meetings to meet families' varying work schedules and increase participation. The School Site Council (SSC) and English Language Advisory Council (ELAC) were established to provide input on key aspects of program and accountability, including the Local Control and Accountability Plan (ELAC).</li> <li>• <b>Annual Survey</b> - The School Climate Assessment Indicators (SCAI) will be administered with 3rd and 4th grade students, families, and staff in May. This survey provides critical longitudinal data that allows the team to assess the school program over time and across eight dimensions.</li> </ul>					
	Target	2015-16	2016-17	2017-18	2018-19
Percent of families who attend PTC meetings	95.0%	87%	75%	81%	TBD (June)
Percent of families who attend one or more family learning night	80.0%	67%	70.0%	80%	TBD (June)
Percent of families who complete SCAI	80.0%	71.0%	57.0%	95 Families	TBD (End of May)
Average family rating of Community Relations (Dimension 8) on SCAI	4.0	4.73	4.80	4.27	TBD (End of May)
Next Steps					
<ul style="list-style-type: none"> <li>• <b>Family Learning and Leadership</b> - Continue to strengthen parent leadership, through the Parent Group, SSC, and ELAC to promote agency and ensure families have voice. Expand family learning events in partnership with organizations such as Five Keys to provide programming for families in areas of their interest.</li> </ul>					
State Dashboard					

OP **Met** the Standard for the following category:

- Local Climate Survey
- Parent Engagement