

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Community United Elementary School.

Background:

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

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction, 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 to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Community United Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Legislative File ID No.: 15-1241
Introduction Date: 6/24/15
Enactment No.: 15-0986
Enactment Date: 6/24/15

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2015-2016 Single Plan for Student Achievement (SPSA)

School: Community United Elementary School
CDS Code: 1612590115204
Principal: Yolanda Carrillo
Date of this revision: 6/10/2015

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

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

Contact Person:	Yolanda Carrillo	Position:	Principal
Address:	6701 International Blvd. Oakland, CA 94621	Telephone Number:	510-639-2850
		Email Address:	yolanda.carrillo@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Community United Elementary School

Site Number: 149

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|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

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

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

Date(s) plan was approved: 5/28/15

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

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

Signatures:

<u>Yolanda Carrillo</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>5/28/15</u> Date
<u>Luz M Alcaraz</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/28/15</u> Date
<u>Sandra Aguilera</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>6/3/15</u> Date
<u>Susana Ramirez</u> Susana Ramirez, Director, State & Federal Programs	<u>[Signature]</u> Signature	<u>6/4/15</u> Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: Community United Elementary School

Site Number: 149

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
12/4/2014	SSC	Shared tentative Annual Plan.
1/22/2015	SSC	Shared Budget for 2015-2016, explanation of priorities, explanation of the "3 big rocks". Budget training with SSC
1/29/2015	ILT	Conducted ILT work session to aligned to school goals.
1/30/2015	Parent Mtg	Review the "3 big Rocks", budget alignment to school goals.
2/9/2015	Staff Mtg	To identify school needs and prioritize budget
3/9/2015	ILT/ Staff Mtg	Continue and finalized plan for school goals /SPSA.

2015-2016 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$68,893.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$183,882.94	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$399,655.11	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$89,114.05	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,225.04	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$91,339.09	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: Literacy Instruction

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- MAIN SCHOOL GOAL: Increase by 10 % the number of students in 2nd -5th grade reading at or above in the Scholastic Reading Inventory (SRI)
- RELATED SCHOOL GOAL: Increase by 20% the number of students growing 1.5 levels on the SRI in grades 2-5.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	Proficiency: Percentage of students school-wide at or above grade level	15%	25%	35%
SRI	Percentage of students reading at or above grade level at Grs 2-5. 10 % increase in the number students reaching At or Above grade level. 20% increased for 2015-16 target. Notes: 2nd gr made most gains in number of students reaching At -Above grade level from 3% to 17%.	Gr 2: 3% Gr 3: 11% Gr 4: 3% Gr 5: 12%	Gr 2: 13% Gr 3: 13 % Gr 4: 13% Gr 5: 20%	Gr 2: 35% Gr 3: 30 % Gr 4: 30% Gr 5: 30%
SRI	Growth/Equity - Percentage of ELL students making 1.5 years growth or 150 lexiles gain annually. Note: Total of 120 ELLs in grades 2-5, 88.3% are at multiple years bellow grade level.	2.5%	12%	15%
Other	Percentage of K students meeting F&P/DRA target. Note: tested 5 students only Percentage of 1st grade students meeting F&P/DRA target.	100% 35.4%	N/A	100%

Other	Percentage of K-5 participation in DRA	33.18%	N/A	80%
Parent academic workshops rate	Participation in goal setting conferences will be monitored.	N/A	N/A	

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
Dual Language program in K, 1 and 2. Serves 2 classes of 3 at each grade-level.	DL program will grow to 3rd grade next year.
TSA with a focus on DL and an additional TSA with a focus on literacy instruction.	Regularly scheduled grade level meetings are not consistently held.
Grade level classroom demonstrations provided to teachers to include lesson planning for ELL students.	Continuum for ELD needs to be defined. 52% are ELL students and only 4 were reclassified this year.
Academic Discussions protocols in place and observed in classrooms.	Teachers need support to create a classroom system and structure for assessing all students in DRA/EDL and F&P.
Leveled libraries available in classrooms.	We need to move the AD to a deeper level where students take ownership and teacher acts as a facilitator.
	No consistent usage of libraries

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Expectations of balanced literacy seemed to vary across SEI and DL classrooms. The rigor in many classrooms related to Balanced Literacy is low.

The data says that 75% of our students are multiple years bellow grade level and 15% is one year bellow grade level. We only have 7% at grade level and 3% above grade level.

Acceleration strategies were not clear. Personnel are not consistently aligned to acceleration strategies.

Many students are long term ELL and we have low reclassification rates.

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

This is the second year of not implementing Open Court. Teachers are used to using a scripted curriculum. It has been a challenging transition to implement Balanced Literacy and Academic Discussions in their classrooms.

The dual language program is in its third year. This is the first year for the second grade team. The second grade Spanish teacher was a bilingual teacher and this is his first year teaching students who do not know the language. There is a huge learning curb for teachers and school.

New teachers are at varying levels of expertise in balanced literacy and academic discussion.

MAJOR IMPROVEMENT STRATEGY #1

CUES will improve student reading proficiency by implementing school wide Balanced Literacy practices that include reading and writing workshop and small group instruction for acceleration.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Teachers will implement all components of the Balanced Literacy program (integration of complex text, academic discussions, and writing) with an emphasis on small group work. Teachers will use blended learning and incorporate RAZ-e-books for independent reading at school & at home.	Plan rigorous professional development in the integration of complex text, academic discussions and small group work to increase teacher capacity and efficacy. Principal and teacher coaches will provide teachers feedback on their implementation of these practices.	PD PLAN, CALENDAR, Time to meet as ILT, coaching sync ups, The principal and TSA will meet regularly to discuss coaching of individual teachers and monitor Tier 2 intervention.
Dual Language K-3 teachers with SLA and ELA classes will integrate social studies and science content themes. Teachers will incorporate academic discussion on a daily basis.	TSA will support DL teachers implement SLA and ELA into science and social studies content.	PD calendar to support Balance Literacy structures. Teachers will have release time to observe each other by grade level and across grade level. Observations will focus on balanced literacy implementation.
Tier 2 interventions will be provided by TSA, STIP sub and Ameri Corps (focus on grades 1-5), based on DRA/SRI assessment data. The ASP will bridge the school day literacy program to continue intervention for low performing students.	The principal and TSA will meet regularly to discuss coaching of individual teachers and monitor Tier 2 intervention. Principal and TSAs will lead Data analysis PDs three times a year following the Assessment Calendar. Principal and ASP Coordinator will collaborate monthly to monitor progress of literacy intervention.	Dual Language teachers will have additional half a day of planning once per month. Teacher will use the data analysis to set target goals in order to close the achievement gap in their classrooms
Social/Emotional Learning (self-regulation, letter and sound knowledge, intro to numeracy and ability to distinguish letters, sounds and words)	Principal and TSA will meet with TK teacher to monitor readiness	TK teacher will attend TK conference. Release time will be provided for Kindergarten observations or other TK programs

School wide implementation of leveled ELD K-5. Use of Discussion4Learning curriculum 30mts/daily. Ongoing formative ELD assessments to monitor progress.	Principal and TSA will use weekly walkthroughs with focus on Balanced Literacy, Academic Discussion and ELD implementation	ELD PD will be schedule 3/per yr., the objective to analyze data for planning instructional strategies to accelerate student progress.
Teachers will support reading campaign through small group instruction and collect weekly reading logs signed by parents.	Family Reading Workshop lead by the TSA to support literacy at home	School Wide Family Literacy Night lead by Girls Inc
Students will receive incentives and recognition on a weekly and montly basis for academic gains and social improvments.		School gives out "Caught you being Good" tickets for meeting character traits.

MAJOR IMPROVEMENT PRIORITY #2: Bilingual/English Language Development through Science Instruction

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- MAIN SCHOOL GOAL: 100% of teachers will learn how to integrate bilingual structures/English Language Development strategies with Science content.
- RELATED SCHOOL GOAL: All students will participate in science lessons at least 3x times a week and show proficiency in content area learning as evidenced by science notebooks and science talk. Further, students in 3-5 grades will demonstrate increased science proficiency as demonstrated on the SIRA.
- RELATED SCHOOL GOAL: Spanish and English language arts will be taught through science content and will implement clear language objectives using Common Core Standards, Next Generation Science Standards and ELD Standards.
- RELATED SCHOOL GOAL: Teachers will incorporate Academic Discussion to promote language development in 100% of their science lessons.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Teacher Lesson Plans	Principal and teacher coaches will review teacher lesson plans every week.	N/A	N/A	100%
SIRA for 3rd-5th Graders	Pilot SIRA for 3rd-5th graders	N/A	100% participation	100%
Science CST 5th Grade	CST (science) 5th grade	38% Prof or Adv	50% Prof or Adv	60% Prof or Adv
Foss Investigations	2-3 Foss investigation per trimester	K-5 students tested= 194. 10% Advanced. 29% Early Adv. 38% = 74 are Interme. 17% Early Intermediate. 6% Beginning.	2-3 investigations	3 investigations
CELDT level	Fall 2014 Baseline shows that a greater percentage of ELLs students are at Intermedite level from grades 3-5. Next year, monitor 3rd, 4th & 5th ELLs. Ensure daily ELD instruction, set individual goals according to their Overall Performance Level in Listening, Speaking, reading and Writing. Teachers will use referrals to RTI for those students not meeting their indiviual target -measured by the assessment (Discussion 4 Learning).		N/A	38% of students @ Early Advanced level. 29% at Advanced level.

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
The science coach has been providing coaching, training and support	Wrting journals are not implemented across grade levels
All teachers have access to FOSS kits	New teachers need support in classroom management
Monthly PD is scheduled for science planning and collaboration	New teachers need support designing instructional schedules
Science Talks are held during science	More rigor andd challenging content is needed
leveled readers include science books at all grade levels	
Science is being taught a minimum of 90 minutes a week	

Grade level professional learning community sessions are held weekly

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Through PLC's, our new teacher are developing skills in planning instruction and designing learning experiences for all students

Half of our staff is successfully implementing best practices in science and the other half are gaining skills as observed by ILT

This is CUES first year Focus Science School, our science coach provides monthly grade level training through PLC's

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

Nine out of 16 teachers are either first or second year teachers and are learning about instructional practices in science

New teachers have difficulty creating and maintaining effective environment for student learning

Rigor is not evident in all classrooms

MAJOR IMPROVEMENT STRATEGY #2

CUES is a Science Focus school and will use the Science Talk strategy and Foss Experiments to increase student language development, critical thinking skills and curiosity in science

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will be using Academic Discussion/science talk during science lessons and complete at least 3 Foss investigations	The Principal/TSA will be observing teachers implement science lesson and give feedback. Teachers will have release time to observe peers leading	Monthly schedule PD to support instructional strategies. Science coach will provide teachers with grade level support. Teachers in grades 3-5 will administer the Science Writing Task, PD time will be scheduled to analyze and score assessments
Teachers will incorporate language targets within science units to promote language development	Principal and TSAs will conduct weekly walkthroughs and provide feedback.	PD for science will be developed with the ILT and science lead teacher on a monthly basis

Teacher 2-5 will design with students a science project to present at the Science Fair	A science fair for families will be held to reflect FOSS themes and experiments	Grades 2-5 science. ID Science Fair Team. Schedule location for display and open house for families.
		Provide additional reading/learning time at home using RAZKIDS /computer leveled reading program
		Provide high interest non-fiction books for the after-school program



MAJOR IMPROVEMENT PRIORITY #3:	Building A Caring School Community
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LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Building a Caring School Community
- All students will participate in the Caring School Community Program and demonstrate CUES Character Traits
- All students will have the opportunity to participate in visual and performing arts program to broaden their knowledge and appreciation of music and art
- Student office referrals will decrease by 50% as compared to September and October 2014 referrals

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Chronic Absence	Reduction of students who are chronically absent	14.60%	7.60%	12.00%
Suspension	Reduction of suspensions	2.20%	2.00%	1.00%

School Culture	PBIS training for teachers - implementation of practices K-5	11.00%	21%	31%
Universal Referral Form		13.18%. October 58 referrals. A decreased of 65% referrals in Nov. Maintained that average of 2.30%. Enrollment 440	2.27% - March. We maintained this average 5 months straight.	2.00%
COST/SST				

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
SART team is meeting on a montly basis	17 families require a SART meeting
We are implementing a school wide policy and we have a PBIS team	The office received between 60-75 Universal Referral Forms for the month of September and October of 2014
Every teacher has Caring School Community curriculum	Not all teachers are implementing program with fidelity

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Majority of classrooms have management systems in place so that students can self regulate.

Classrooms participating in academic discussions also demonstrated higher levels of SEL strategies in their group.

High Levels of Universal Referral Forms

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

We have only one therapist on staff who can only provide services to students with Medi-Cal

School did not have clear behavior system to support consistent expectations and consequences

MAJOR IMPROVEMENT STRATEGY #3

CUES will improve school culture and reduce student behavior referrals by implementing school wide disciplinary and referral procedures. CUES will provide intervention support services for Tier II and III students

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
All CUES teachers will facilitate a monthly "Character Traits Pillar" and imbed into the curriculum	Teachers will be given character trait monthly lesson plans	PD Calendar to support School Climate
Caring School Community Lessons will be taught K-5	On going analysis of data (URF) to track students needing SST or behavioral plans	PBIS team will receive ongoing training and support throughout the school year.
Behavior management systems; (expectations) posted, taught and implemented. All school staff will practice positive behavior reinforcements i.e. "Caught You Being Good" tickets.	Monthly assemblies to recognize improved behavior, attendance and academic progress.	The assemblies will added to the master calendar and be included in the monthly parent news letter
Teachers will use the CUES Behavior Flow Chart to determine disciplinary action, ie buddy rooms, reflection forms	The COST meeting will meet biweekly to track students and identify individual interventions and supports for students in the focal group.	Year 1 PBIS committee wil work to plan PBIS for CUES
Two hours a month will be set aside for parent communication by K-5 teachers.	Teachers will submit their monthly Parent Communication Log to the Principal.	Staff will enlist the support from COST Team to further communicate with parents of at risk students including foster youth ,and enlist Central Office Partners.
Identify and support foster youth	COST meetings will be scheduled for foster youth once a month to address support, communication and monitor progress.	COST team/new mental health staff will conduct monthly meetings to address referrals

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: Community United Elementary School												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Literacy Instruction)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will implement all components of the Balanced Literacy program (integration of complex text, academic discussions, and writing) with an emphasis on small group work. Teachers will use blended learning and incorporate RAZ-e-books for independent reading at school & at home.										149-1A		
All teachers will use guided reading in their classrooms to support English language learner achievement.	Other	English Language Learners	Scholastic Guided Reading Books	Title I Basic	4399				\$1,436.63	149-1B		
Parent will attend trainings and conferences to promote literacy skills at home. To promote attendance, we will provide refreshments and babysitting to parents.	Other	Low-Income Students	Refreshments, babysitting, CABE conference registration costs	Title I Parent	4399				\$2,225.04	149-1C		
Dual Language K-3 teachers with SLA and ELA classes will integrate social studies and science content themes. Teachers will incorporate academic discussion on a daily basis.	DRA/EDL	English Language Learners	N/A							149-1D		
Tier 2 interventions will be provided by TSA, STIP sub and Ameri Corps (focus on grades 1-5), based on DRA/SRI assessment data. The ASP will bridge the school day literacy program to continue intervention for low performing students.	EL reclassification rates	English Language Learners	STIP SUB	LCFF Concentration	1105			1	\$37,488.06	149-1E		
School wide implementation of leveled ELD K-5. Use of Discussion4Learning curriculum 30mts/daily. Ongoing formative ELD assessments to monitor progress.	CELDT level	English Language Learners	N/A							149-1F		
Plan rigorous professional development in the integration of complex text, academic discussions and small group work to increase teacher capacity and efficacy. Principal and teacher coaches will provide teachers feedback on their implementation of these practices.										149-1G		
TSA will support DL teachers implement SLA and ELA into science and social studies content.	DRA/EDL	English Language Learners	TSA	Title I Basic	1119			0.8	\$54,467.42	149-1H		
The principal and TSA will meet regularly to discuss coaching of individual teachers and monitor Tier 2 intervention. Principal and TSAs will lead Data analysis PDs three times a year following the Assessment Calendar. Principal and ASP Coordinator will collaborate monthly to monitor progress of literacy intervention.	DRA/EDL	Latino Students	TSA							149-1I		
Principal and TSA will use weekly walkthroughs with focus on Balanced Literacy, Academic Discussion and ELD implementation	EL reclassification rates	English Language Learners	TSA	LCFF Supplemental	1119			0.8	\$57,053.31	149-1J		

PD PLAN, CALENDAR, Time to meet as ILT, coaching sync ups, The principal and TSA will meet regularly to discuss coaching of individual teachers and monitor Tier 2 intervention.										149-1K		
PD calendar to support Balance Literacy structures. Teachers will have release time to observe each other by grade level and across grade level. Observations will focus on balanced literacy implementation.	DRA/EDL	English Language Learners	N/A							149-1L		
Dual Language teachers will have additional half a day of planning once per month. Teacher will use the data analysis to set target goals in order to close the achievement gap in their classrooms	DRA/EDL	African American Students	STIP SUB							149-1M		
ELD PD will be schedule 3/per yr., the objective to analyze data for planning instructional strategies to accelerate student progress.	CELDT level	English Language Learners	N/A							149-1N		
	Parent academic workshops rate	English Language Learners	Community Relations	LCFF Supplemental	2205				0.5	\$34,487.82	149-1O	
	Parent academic workshops rate	English Language Learners	Community Relations	LCFF Supplemental	2205				0.6	\$35,606.11	149-1P	
Social/Emotional Learning (Readiness self regulation), letter and sound knowledge, intro to numeracy and ability to distinguish letters, sounds and words	Diagnostic Readiness test	All incoming T-K students	TSA	LCFF Supplemental	2205/4399						149-1Q	

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (Biliteracy/English Language Development through Science Instruction)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will be using Academic Discussion/science talk during science lessons and complete at least 3 Foss investigations	SIRA	English Language Learners	N/A							149-2A		
Teachers will incorporate language targets within science units to promote language development	Foss Investigations	African American Students	N/A							149-2B		
Teacher 2-5 will design with students a science project to present at the Science Fair	Foss Investigations	English Language Learners	N/A							149-2C		
The Principal/TSA will be observing teachers implement science lesson and give feedback. Teachers will have release time to observe peers leading	Foss Investigations	African American Students	N/A							149-2D		
Principal and TSAs will conduct weekly walkthroughs and provide feedback.	Foss Investigations	English Language Learners	N/A							149-2E		
A science fair for families will be held to reflect FOSS themes and experiments										149-2F		
Monthly schedule PD to support instructional strategies. Science coach will provide teachers with grade level support. Teaches in grades 3-5 will administer the Science Writing Task, PD time will be scheduled to analyze and score assessments	Foss Investigations	Low-Income Students	N/A							149-2G		

PD for science will be developed with the ILT and science lead teacher on a monthly basis	Foss Investigations	Low-Income Students	N/A								149-2H		
Grades 2-5 science. ID Science Fair Team. Schedule location for display and open house for families.	Foss Investigations	Low-Income Students	Teacher Subs		1150						149-2I		
	Foss Investigations	English Language Learners	Teacher Subs	General Purpose Discretionary	1150				\$8,000.00		149-2J		
	SIRA	Low-Income Students	Extended Contract	General Purpose Discretionary	1120				\$6,300.00		149-2K		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Building A Caring School Community)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All CUES teachers will facilitate a monthly "Character Traits Pillar" and imbed into the curriculum	School Culture	Low-Income Students	N/A							149-3A		
Caring School Community Lessons will be taught K-5	School Culture	Low-Income Students	N/A							149-3B		
Behavior management systems; (expectations) posted, taught and implemented. All school staff will practice positive behavior reinforcements i.e. "Caught You Being Good" tickets.	School Culture	Low-Income Students	N/A							149-3C		
Teachers will use the CUES Behavior Flow Chart to determine disciplinary action, ie buddy rooms, reflection forms	School Culture	Low-Income Students	N/A							149-3D		
Two hours a month will be set aside for parent communication by K-5 teachers.										149-3E		
Identify and support foster youth										149-3F		
Teachers will be given character trait monthly lesson plans	Universal Referral Form	Low-Income Students	N/A							149-3G		
On going analysis of data (URF) to track students needing SST or behavioral plans	Universal Referral Form	Low-Income Students	N/A							149-3H		
Monthly assemblies to recognize improved behavior, attendance and academic progress.	COST/SST	Low-Income Students	Family Community Relations Office							149-3I		
The COST meeting will meet biweekly to track students and identify individual interventions and supports for students in the focal group.	COST/SST	Low-Income Students	N/A							149-3J		
Teachers will submit their monthly Parent Communication Log to the Principal.	School Culture	African American Students	Community Relations							149-3K		
COST meetings will be scheduled for foster youth once a month to address support, communication and monitor progress.										149-3L		
PD Calendar to support School Climate	School Culture	Low-Income Students	N/A							149-3M		
PBIS team will receive ongoing training and support throughout the school year.	School Culture	Low-Income Students	N/A							149-3N		
Year 1 PBIS committee wil work to plan PBIS for CUES	COST/SST	Low-Income Students	N/A							149-3O		

Staff will enlist the support from COST Team to further communicate with parents of at risk students including foster youth ,and enlist Central Office Partners.	COST/SST	Low-Income Students	N/A							149-3P		
COST team/new mental health staff will conduct monthly meetings to address referrals	Universal Referral Form	Low-Income Students	Mental Health Interns	General Purpose Discretionary	5739				\$2,000.00	149-3Q		
COST team/new mental health staff will conduct monthly meetings to address referrals	Universal Referral Form	Low-Income Students	Mental Health Interns	Title I Basic	5739				\$13,000.00	149-3R		
COST team/new mental health staff will conduct monthly meetings to address referrals	Universal Referral Form	Low-Income Students	Psych Services	Title I Basic	5734				\$20,210.00	149-3S		
GATE team will meet at end of each report card period to monitor progress using data										149-3T		



School Site Council Membership Roster – Elementary

School Name: Community United (CUES)

School Year: 2014/2015

Chairperson : Luz Alcaraz	Vice Chairperson: Sheena Clark
Secretary: Carole Taylor	*LCAP Parent Advisory Nominee: TBD
*LCAP EL Parent Advisory Nominee: Luz Alcaraz	*LCAP Student Nominee: TBD

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Yolanda Carrillo	X			
Jamilah Sanchez		X		
Carole Taylor			X	
Prudencio Gomez		X		
Jose Gomez-Melendez		X		
Lilian Gutierrez				X
Angelica Buenrostro				X
Luz Alcaraz				X
Delcia Contreras				X
Sheena Clark				X

Meeting Schedule (day/month/time)	10/2, 10/30, 11/20, 12/4/14, 1/29/15, 2/26, 3/26, 4/23, and 5/28, at 4:00 pm.
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SSC Legal Requirements: (Ed. Code 52852)

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

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

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.

Title I School Parental Involvement Policy 2014 - 2015

CUES agrees to implement the following statutory requirements:
(Name of school)

Will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program.
2. Explain the requirements of the Title 1 Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are presented with the information of the Annual Title I meeting and may attend all SSC meetings that are announced.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC meetings
Sub committee meetings
Parent Cafe meetings every Friday
Back to School

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC meetings
Sub committee meetings
Parent Cafe meetings
School newsletters

- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Newsletters
Parent conferences

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Back to School
Parent Conferences- Report Card Conferences
TSA Parent Workshops

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC meeting/monthly
Parent Workshops
Parent Engagement Meetings

School-Parent Compact

(Name of school): CUES has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

During Back to School Night teachers present the grade level standards and expectations for academic performance. Teachers conduct parent conferences twice a year to report on the progress students are making. Teachers will make recommendations and suggestions on how parents can help support their child's academic development.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Workshops will be hold for parents along with parent teacher conferences where materials will be given to parents so they can work with their children at home.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

Professional development workshops will provide to support all staff in working with parents

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
(In the box below, briefly describe or bullet how this happens at your schools.)

We hold Literacy Night, Math Night, Science Fair, Art Exhibition, Back to School Night and Open House.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
(In the box below, briefly describe or bullet how this happens at your school.)

Our school's Community Relations Assistants send school newsletters, flyers, school messenger calls, and parent notification letters in appropriate language in a timely matter.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC meetings
Parent Workshops
Parent Conferences

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
(In the box below, briefly describe or bullet how this happens at your school.)

Professional development will be provide to support staff in working with parents

Adoption

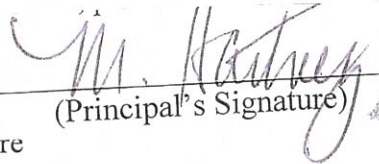
- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

Annual Title I meeting is held on September 16, 2014.

This policy was adopted by the (name of school) CUES School Site Council on (mm/dd/yy) and will be in effect for the period of 9/16/2014. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 9/16/2014. It will be made available to the local community on or before 9/16/2014. The (Name of school) CUES's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Maureen Hartney

Principal's Signature


(Principal's Signature)

9/16/2014

Date

CUES

Elementary School Compact

School Name _____

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 16 day of 9, 2014.