OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Community United Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, 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 Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

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

Federal Programs
- ➢ Title I, Part A

Recommendation:
The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Community United Elementary School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Community United Elementary School

0115204

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
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COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Community United Elementary School (CUES) opened in September of 2007 as a new school on the Lockwood campus. We currently serve almost 400 students from Pre K to fifth grade. In 2012-2013 we began a Spanish dual language program in kindergarten. This year our program will be in first grade and kindergarten. We also have a transitional kindergarten class. Our student population is composed of 57% Latino students, 29% African-American students, 5% White, and 4% Asian/Pacific Islander. 53% of our students are identified as English Language Learners. The percentage of students identified as socially disadvantaged is 84%.

VISION

CUES honors the mind, body, emotions, ans spirit of the whole child. Our vision for an educated child is as follows: A C.U.E.S. student is C- confident, curious, compassionate, and cared for U- unified, unique and undefeated E- enthusiastic, engaged and equipped S- strong, safe, supported and successful Explanation of our vision: Confident, Curious, Compassionate and Cared for: Our students will be confident in their abilities and in their school. They will be encouraged to be curious about the world around them and they will know how to find answers to their questions. They will be compassionate to each other and to their community at large. They will be cared for and treasured by the staff, parents and each other. Unified, Unique and Undefeated: Our students will feel respect and responsibility as a member of the CUES community. They will know they are an important piece in the CUES puzzle. Each student will be valued for their unique gifts, talents, personalities and challenges. Every student should be encouraged and empowered by their teachers, parents and each other. Enthusiastic, Engaged, and Equipped: Our students will be enthusiastic about learning the connections between their interests and the curriculum. They

will be engaged learners. They will understand the connection of what they are learning and why they should learn it. We will encourage and equip to set goals and work hard to reach them Strong, Safe, Supported and Successful: Our students will have developed strong and good characters. They will feel safe both physically and emotionally at CUES. They will know they are supported and encouraged to ask questions and express themselves. They will work hard and try their best to succeed. They will be motivated by the staff, their parents, and each other.

<h1 style="color:green; text-align:center">Accountable for Quality: Ensuring Thriving Students and Healthy Communities</h1>
<h2 style="color:orange; text-align:center">Strategic Priority: The Accountability Plan</h2>

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

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

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

The School Accountability Plan

At CUES we recognize that continuous improvement of students learning depends on continuous improvement of our Teaching, Practices, Leadership Practices, and Organizational Practices. Based on our comprehensive analysis of student data and reflection on our practices, we have indicated four key areas for continuous improvement of our professional practices, namely: (1) Differentiating instruction to meet the needs of every student every day; (2) Ensuring that all students who fall behind receive timely and targeted intervention that is linked to regular classroom instruction or assessment; (3) Ensuring that the principal and leadership team are working together to support the professional development of staff and instructional focus; (4) Ensuring that the school environment is safe and supports the social-emotional development of all students to facilitate learning. At CUES , we have different accountability structures for achieving our plan. We hold grade level data conferences three times a year for English Language Arts and Math. We review student data and identify the needs of the students. Teachers differentiate their instruction based on student data. We also have COSTs and SSTs for students which help us determine the targeted intervention they need. Our ILT meets twice a month and plans professional development. We also have a Math Teacher Leader, English Language Arts Teacher Leader, Science Teacher Leader, and Caring School Community Teacher Leaders that provide professional development to teachers. As a Caring School Community we have class meetings and buddy classrooms. Teachers have been supported by our Caring School Community Coach and Caring School Community Leadership teams. We have professional development for teachers on Caring School Communities.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

— 2011-12

	District (Grades 2-5)	CUES(Grades 2-5)
	61%	47%
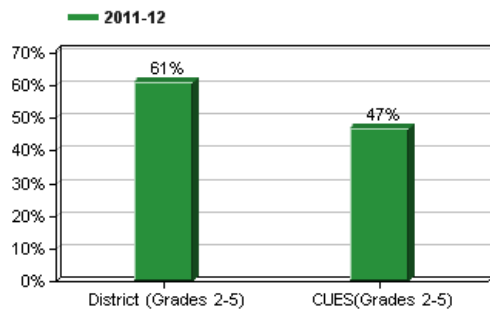
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

— 2011-12

	District (Grades 1-5)	CUES(Grades 1-5)
	54%	55%
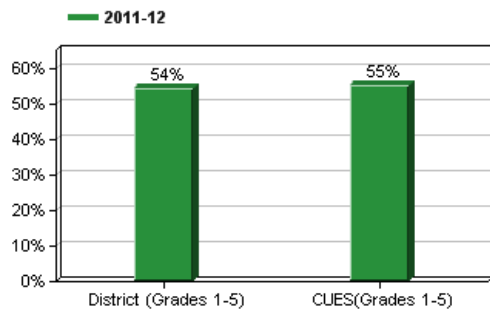
CST

% Growth in CST/CMA ELA 2 Year Cohort Growth Report

2010-11　2011-12

	District (Grades 3-5)	CUES(Grades 3-5)
2010-11	45%	32%
2011-12	42%	32%

CST/CMA ELA % BB/FBB

2010-11　2011-12

	District (Grades 2-5)	CUES(Grades 2-5)
2010-11	22%	39%
2011-12	22%	34%

CST/CMA ELA % Prof/Adv

2010-11　2011-12

	District (Grades 2-5)	CUES(Grades 2-5)
2010-11	51%	28%
2011-12	52%	31%
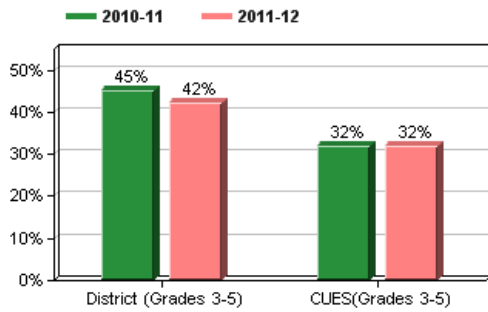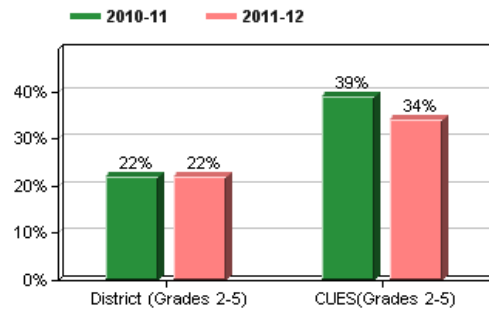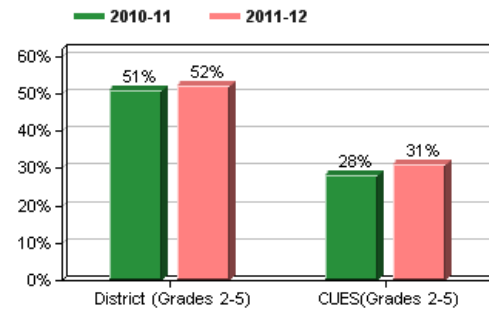
DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

2011-12

	District (Grade K)	CUES(Grade K)
2011-12	72%	100%
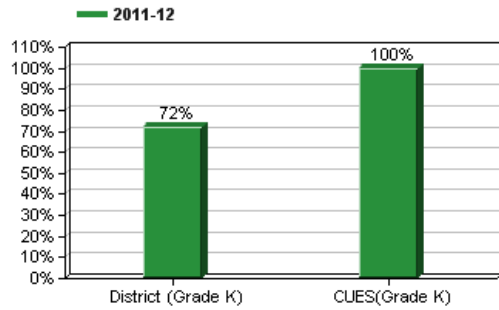
DIBELS EOY Gr1 % Low Risk in Oral Reading

2011-12

	District (Grade 1)	CUES(Grade 1)
2011-12	69%	63%

SRI

SRI % At/Above grade level reading

2011-12 SRI Participation Rate: 88%
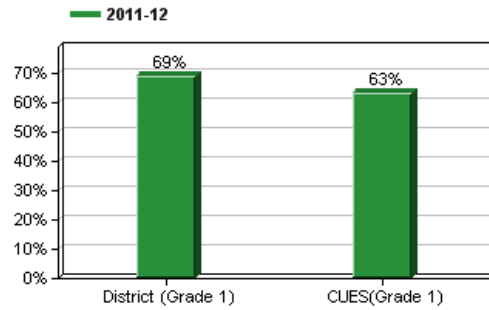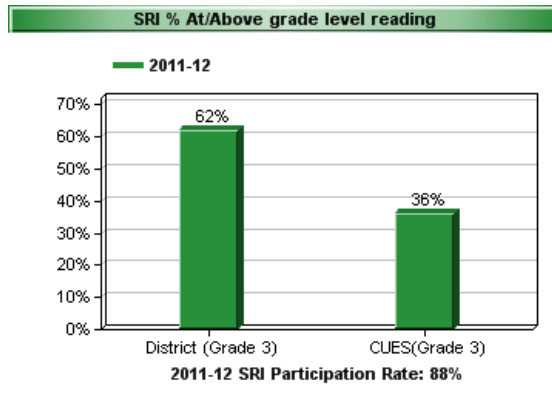
Data Analysis

- At CUES we will increase our CST/CMA ELA 2 year cohort growth to the district average of 42%.
- We will decrease our CST/CMA ELA below and far below basic to the district average of 22%.
- We will increase our CST/CMA ELA proficient and advanced from 31% to 40%.
- Our African American students scored 37% proficient and advanced in CST/CMA ELA with an increase of 14.5%.
- Our Latino students scored 28% proficient and advanced. Our English Learners scored 19% proficient and advanced.

Theory of Action

- By looking at student data will will determine areas of need in order to purchase appropriate instructional materials.
- Through teacher collaboration we will plan and share best practices.
- By identifying student needs early through formal/informal assessments we can provide targeted intervention.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Identify and purchase appropriate materials to support specific focus on literacy.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	5/2/2013	149SQI1A873	Purchase materials to support specific focus on literacy	7090-EIA - SCE	4310-SUPPLIES		0	$2,269.34
Identify and purchase appropriate materials to support specific focus on literacy.	SRI	All Students	Every Semester	Leadership Team	4/5/2013	149SQI1A887	Purchase materials to support specific focus on literacy	N/A			0	$0.00
Develop a vision for a Balanced Approach to Literacy for the school site	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/5/2013	149SQI1A2179	ILT will meet to develop balanced literacy plan	N/A			0	$0.00
Develop a vision for a Balanced Approach to Literacy for the school site					4/5/2013	149SQI1A5614		N/A			0	$0.00
Articulate a professional development plan to move toward a Balanced Approach to Literacy	Other (OCR, etc)	All Students	Every Other Week	Leadership Team	4/5/2013	149SQI1A2343	ILT will meet to discuss possible PD opportunities	N/A			0	$0.00
Identify and purchase appropriate materials to support specific focus on literacy	Other (OCR, etc)	All Students	End of Year	Leadership Team	4/5/2013	149SQI1A2345	Research ELA intervention programs for purchase	N/A			0	$0.00
Develop a literacy intervention structure for the school	Local assessments (benchmarks, PWA)	FBB, BB	Every Marking Period	Leadership Team	4/5/2013	149SQI1A2347	Construct RTI framework with teachers and support staff	N/A			0	$0.00
Build classroom libraries according to lexile levels	SRI	FBB, BB and BAS	Monthly	Principal	5/2/2013	149SQI1A5039	Purchase classroom leveled libraries	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$925.03
Collaborate with Dual Language teachers and existing schools to build best practices	Other (OCR, etc)	All Students	Monthly	Grade level team	5/2/2013	149SQI1A5040	Participate in Dual Language Cohort	N/A			0	$0.00
Grade level collaboration around workshop and intervention	Local assessments (benchmarks, PWA)	All Students	Every Semester	Grade level team	5/2/2013	149SQI1A5041	Data conferences with each grade-level	N/A			0	$0.00
Focus on RTI	Local assessments (benchmarks, PWA)	FBB, BB	Monthly	Other	5/2/2013	149SQI1A5042	Participation in Elementary Literacy Intervention Collaborative	N/A			0	$0.00
Identify SRI goals with students	Local assessments (benchmarks, PWA)	All Students	Monthly	Grade level team	5/2/2013	149SQI1A6018	Teachers will set goals with students to increase lexile levels by at least one grade level	N/A			0	$0.00
Use the Student Vital Behaviors from the district 5x8 cards during walkthroughs and provide feedback.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	5/2/2013	149SQI1A6019	During walk throughs and formal/informal observations teachers and admin team will use the 5x8 cards to observe student vital behaviors and provide feedback to inform instruction.	N/A			0	$0.00

Share SRI data with parents, and families by providing recommended book lists and progress reports each trimester.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Grade level team	5/2/2013	149SQI1A6017	Communicate SRI data to parents, and families by providing recommended book lists and progress reports each trimester.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

	District (Grade 2)	CUES(Grade 2)
Value	50%	61%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

	District (Grade 3)	CUES(Grade 3)
Value	40%	29%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

	District (Grade 4)	CUES(Grade 4)
Value	30%	18%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

	District (Grade 5)	CUES(Grade 5)
Value	42%	46%

CST

CST/CMA Gr5/Gr8 Science % BB/FBB

2011-12

	District (Grade 5)	CUES(Grade 5)
Value	24%	24%

% Growth in CST/CMA Math 2 Year Cohort Growth Report

2010-11 **2011-12**

	District (Grades 3-5)	CUES(Grades 3-5)
2010-11	52%	33%
2011-12	48%	30%

CST/CMA Math % BB/FBB

2010-11 **2011-12**

	District (Grades 2-5)	CUES(Grades 2-5)
2010-11	16%	33%
2011-12	18%	26%

CST/CMA Math % Prof/Adv

2010-11 | 2011-12

District (Grades 2-5): 65%, 62%
CUES(Grades 2-5): 43%, 41%

CST/CMA Gr5/Gr8 Science % Prof/Adv

2010-11 | 2011-12

District (Grade 5): 45%, 47%
CUES(Grade 5): 27%, 35%
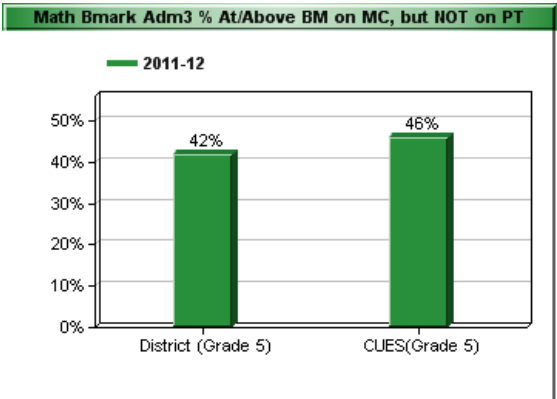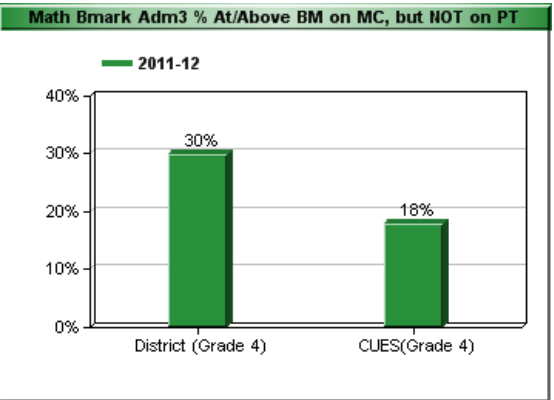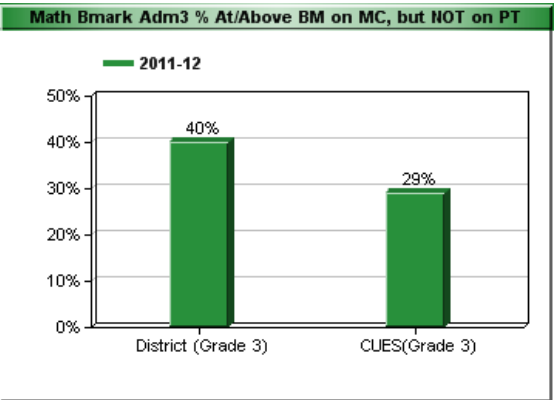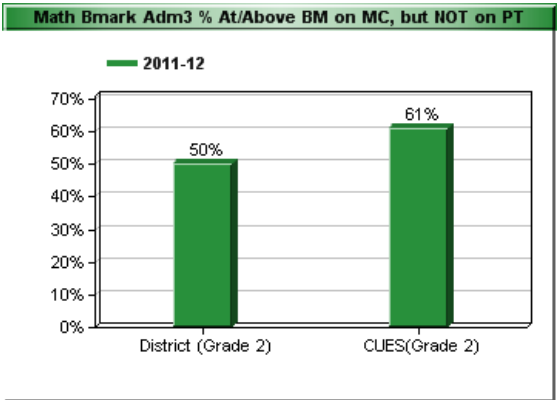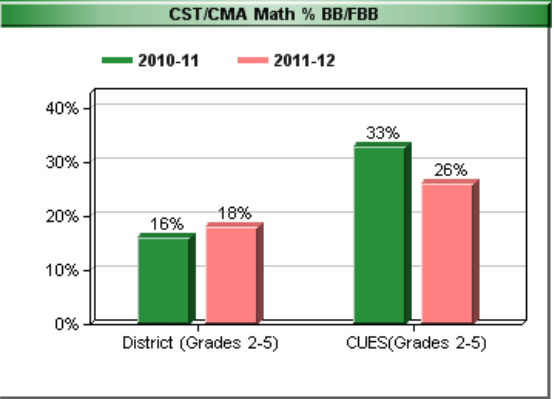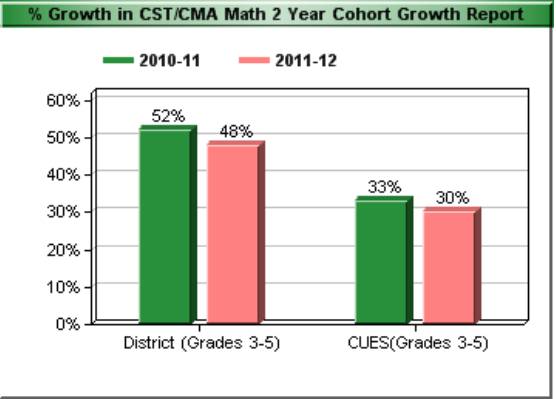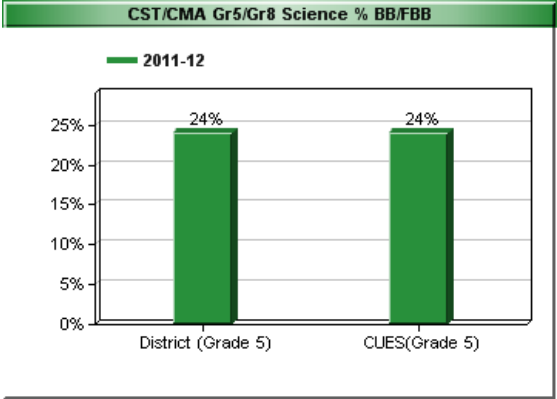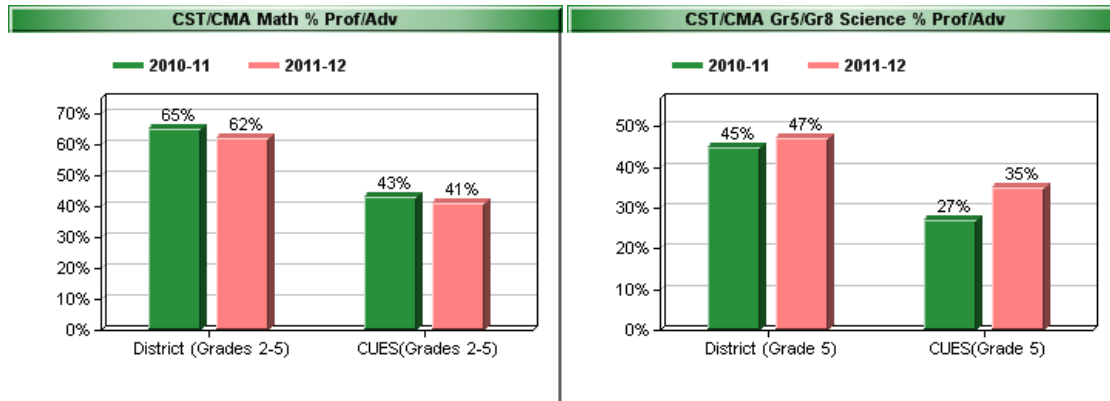
School Data

- Our African American students scored 39% proficient and advanced in CST/CMA Math with an increase of 8.2%.
- Our Latino students scored 42% proficient and advanced. Our English Learners scored 35% proficient and advanced.

Data Analysis

- At CUES we will increase our CST/CMA Math 2 year cohort growth from 30% to 40%.
- We will decrease our CST/CMA Math below and far below basic from 26% to 16%.
- We will increase our CST/CMA Math proficient and advanced from 41% to 51%.
- We will increase our CST/CMA fifth grade science proficient and advanced from 35% to 45%.

Theory of Action

- By using formal/informal assessments early to determine students areas of need we will provide target math intervention.
- By utilizing the mobile computer lab, students will have the opportunity to integrate media across the curriculum preparing them for the 21st century.
- By maximizing mandatory Science instructional minutes, teachers will use the FOSS curriculum to engage students through a serious of investigations developing inquiry and observation skills in multiple areas of Science.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use the Student Vital Behaviors from the district 5x8 cards during walkthroughs and provide feedback.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	5/2/2013	149SQI1B6019	During walk throughs and formal/informal observations teachers and admin team will use the 5x8 cards to observe student vital behaviors and provide feedback to inform instruction.	N/A			0	$0.00
Targeted Math intervention	Local assessments (benchmarks, PWA)	All Students	Monthly	Grade level team	4/5/2013	149SQI1B2354	Use formative assessments to determine supports	N/A			0	$0.00
Dedicated Problem-solving/reasoning days	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/5/2013	149SQI1B2352	Consultant support for Math PD	N/A			0	$0.00
Media integration across the curricular areas via Mobile Computer Lab	Survey data (CHKS, etc.)	All Students	Weekly	Leadership Team	4/5/2013	149SQI1B2349	Computer and media technology support in all aspects of STEM learning	N/A			0	$0.00
Science content used to support Math and ELA standards with opportunities for teachers to collaborate	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/5/2013	149SQI1B2348	Professional development provided by Lead Teachers and TSA with cross curricular connections	N/A			0	$0.00
CUES Science Fair	Survey data (CHKS, etc.)	All Students	End of Year	Grade level team	4/5/2013	149SQI1B3283	Taking advantage of mandatory Science instructional minutes, teachers will explore three areas: Earth, Life, and Physical Science. In May, students will apply their inquiry and observations skills towards a science fair project.	N/A			0	$0.00
Increase technology use	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/2/2013	149SQI1B5043	Purchase additional computers for classrooms	N/A			0	$0.00
Collaboration with Stanford University to build teacher practice around Science instruction	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	5/2/2013	149SQI1B5044	Teacher participation in "Practice" program	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

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

School Quality Standards relevant to this Strategic Priority
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Data Analysis

- Maintain and/or increase our CA Healthy Kids Survey Response.

Theory of Action

- Our commitment is to create a learning environment in which all learners can be successful.
- By strengthening partnerships with families and the community we will better support our students.
- This begins the moment our students begin school in pre-k and continues through the transition to middle school.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Establish opportunities for early childhood education/TK, TK/K and 5/6 teachers to collaborate to align instructional strategies/look at student work	Local assessments (benchmarks, PWA)	All Students	End of Year	Principal	4/5/2013	149SQI1C2357	Parent nights focusing on each grade	N/A			0	$0.00
Engage parents and community in transition activities	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/5/2013	149SQI1C2358	Use Back to School Night to inform parents of community resources	N/A			0	$0.00
Collaborate with PreK/TK/K/1st grade teachers to align instructional strategies	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Grade level team	5/2/2013	149SQI1C5045	Participation in monthly PreK/TK/K/1st grade PLC	N/A			0	$0.00
Inform families of kindergarten opportunities and expectations	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Principal	5/2/2013	149SQI1C5047	Yearly Kindergarten parent orientation	N/A			0	$0.00
Engage PreK families in discussion around academic expectations	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Principal	5/2/2013	149SQI1C5048	Principal meets with PreK parents	N/A			0	$0.00
5th Grade Social Network opportunities	Survey data (CHKS, etc.)	All Students	End of Year	Grade level team	5/2/2013	149SQI1C5049	Former students return to CUES to discuss their experiences in 6th and 7th grade to align expectations.	N/A			0	$0.00
Establish opportunities for students to work with High School students	Survey data (CHKS, etc.)	All Students	Monthly	Principal	5/2/2013	149SQI1C5050	CCPA high school interns supporting in classrooms	N/A			0	$0.00
Engage students in enrichment and academic programs after-school	Survey data (CHKS, etc.)	All Students	Every Marking Period	After school program coordinator	5/2/2013	149SQI1C5051	New partnership with Safe Passages	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.
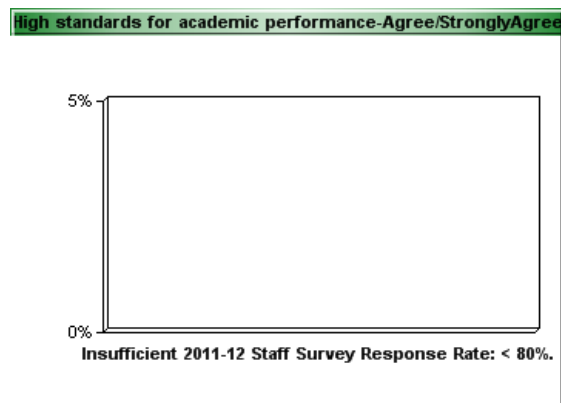
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
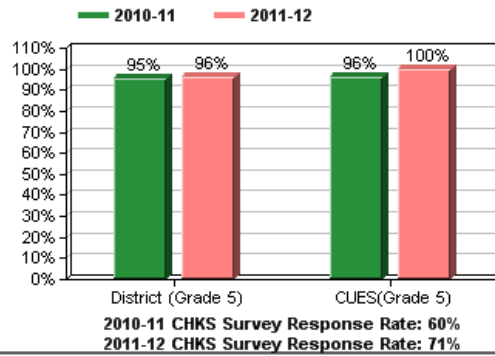
Survey - High Standards

High standards for academic performance-Agree/StronglyAgree

5%

0%

Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Survey - Success

School promotes academic success. __% Agree/Strongly Agree

5%

0%

Insufficient 2011-12 Staff Survey Response Rate: < 80%.
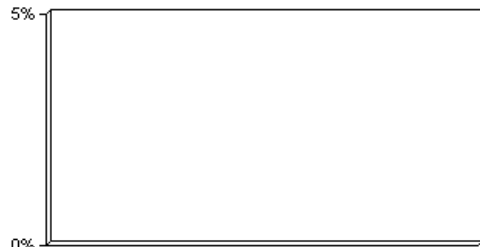
Do you plan to go to college after high school? _% Yes

■ 2010-11   ■ 2011-12

	District (Grade 5)	CUES(Grade 5)
2010-11	95%	96%
2011-12	96%	100%

2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 71%

Data Analysis

- Maintain and/or increase our percentage of students who plan to go to college after high school..

Theory of Action

- In order for our students to achieve academically we will continue to discuss all avenues of success by discussing different education and employment opportunities.
- An open dialogue with students as well as exposure to higher education experience will help guide students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Open dialogue with students about attending college		All Students	End of Year	Leadership Team	4/5/2013	149SQI1D2361	College Night for families	N/A			0	$0.00
Exposure to career and vocational opportunities	Survey data (CHKS, etc.)	All Students	End of Year	Leadership Team	4/5/2013	149SQI1D2360	Establish Career day, invite local businesses and companies	N/A			0	$0.00
Field Trips to local universities	Local assessments (benchmarks, PWA)	All Students	Weekly	Other	4/5/2013	149SQI1D2359	Dialogue with students about education pathways	N/A			0	$0.00
Open dialogue with parents about attending college	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/5/2013	149SQI1D5052	Parent meetings and ELAC Meeting	N/A			0	$0.00
Expose students to rich science experiences	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/5/2013	149SQI1D5053	Partnership with Lawrence Hall of Science and Science Horizons	N/A			0	$0.00
Exposure to financial planning	Other (OCR, etc)	All Students	End of Year	Leadership Team	4/5/2013	149SQI1D5054	Partnership with Wells Fargo and the Junior Achievement program	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Theory of Action

- Identify the targeted student group based upon an agreed upon criteria (academic, attendance, and social/emotional)
- Identify the available resources, internal and external, school, family, to support targeted student group.
- Using the structures of COST and SSTs to identify, plan for and support targeted students.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
STIP Sub to provide targeted intervention to students not proficient in ELA.	SRI	English Learners	Monthly	Principal	4/5/2013	149SQI1E865	STIP Sub to provide targeted intervention to students not proficient in ELA.	7091-EIA - LEP		TCSTIP0183	0.5	$18,460.13
STIP Sub to provide targeted intervention to students not proficient in ELA.	SRI	English Learners	Monthly	Principal	4/5/2013	149SQI1E866	STIP Sub to provide targeted intervention to students not proficient in ELA	7091-EIA - LEP		TCSTIP0271	1	$36,920.23
STIP Sub to provide targeted intervention to students not proficient in ELA.					4/5/2013	149SQI1E4854		N/A			0	$0.00
STIP Sub to provide targeted intervention to students not proficient in ELA.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	4/5/2013	149SQI1E870	STIP Sub to provide targeted intervention to students not proficient in ELA.	7090-EIA - SCE		TCSTIP0183	0.5	$18,460.13
Identify and purchase appropriate materials to support targeted intervention.	CELDT	English Learners	End of Year	Principal	4/5/2013	149SQI1E876	Identify and purchase appropriate materials to support targeted intervention	7091-EIA - LEP	4310-SUPPLIES		0	$1,778.24
Reduce class size to increase student proficiency in ELA.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	4/5/2013	149SQI1E882	Reduce class size in 5th grade	3010-Title I		TCSHLT0342	1	$64,694.44
Establish COST to identify students needing additional support and case manage.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Assistant Principal	4/5/2013	149SQI1E3227	Establish COST	N/A			0	$0.00
Have a schedule for SSTs.	Local assessments (benchmarks, PWA)	All Students	Weekly	Assistant Principal	4/5/2013	149SQI1E3236	Establish SST teams	N/A			0	$0.00
Provide enrichment opportunities for our GATE students.	Local assessments (benchmarks, PWA)	GATE	Weekly	Leadership Team	4/5/2013	149SQI1E3943	GATE Coordinator will coordinate enrichment opportunities for our GATE students.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

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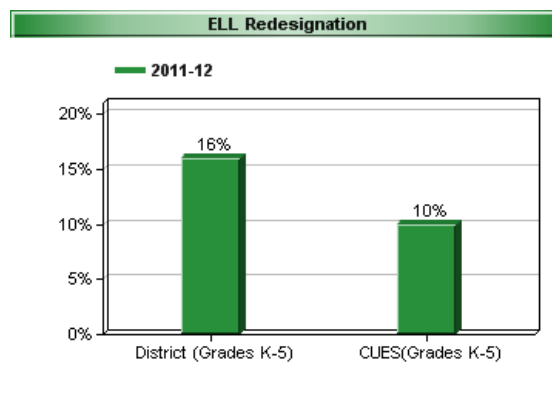
From OUSD Strategic Plan:
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and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

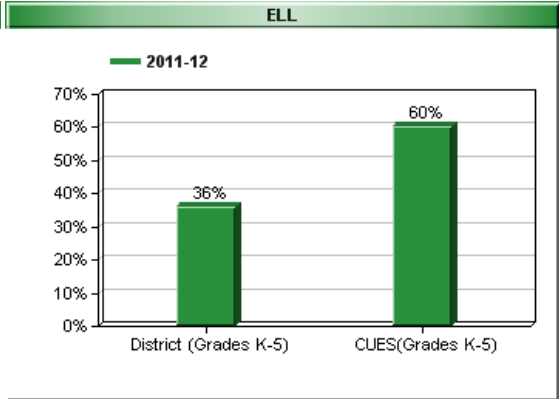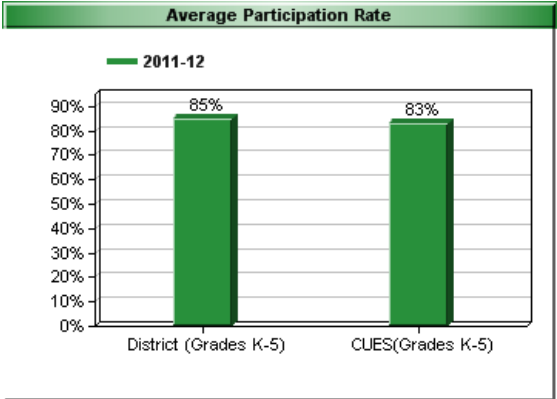**School Quality Standards relevant to this Strategic Priority**
A quality school...

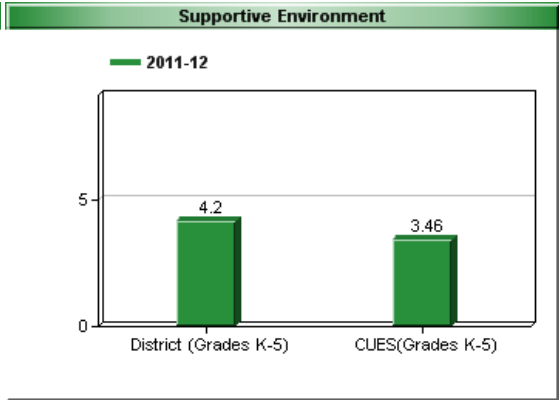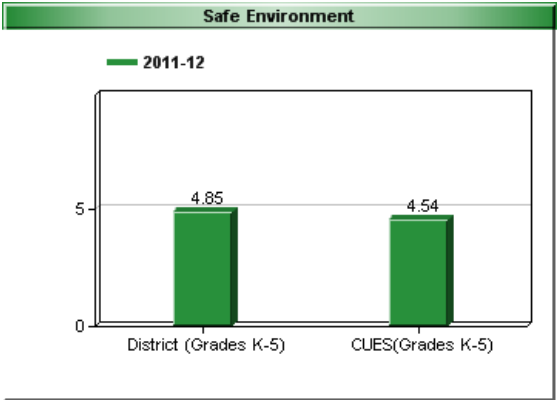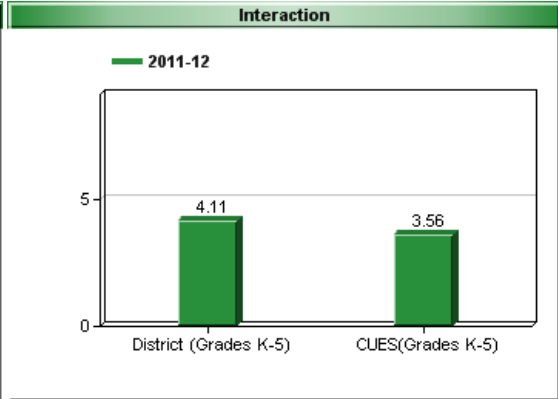- provides academic intervention and broader enrichment supports before, during, and after school
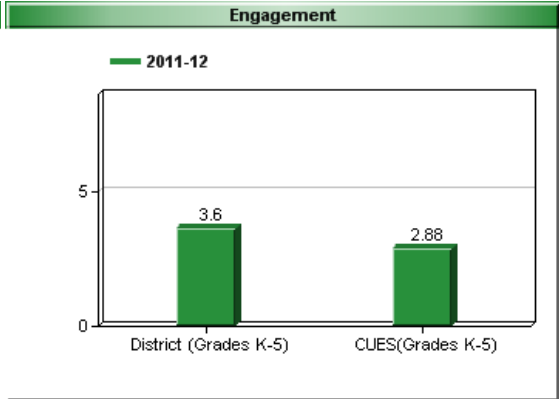
After School Program- Student Impact

After School Program- Participation

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Average Participation Rate

— 2011-12

District (Grades K-5)	CUES(Grades K-5)
85%	83%

ELL

— 2011-12

District (Grades K-5)	CUES(Grades K-5)
36%	60%

After School Program- Point of Service Quality [Scale of 1-5 (low to high)]

Academic Climate

— 2011-12

District (Grades K-5)	CUES(Grades K-5)
3.86	3.17

Engagement

— 2011-12

District (Grades K-5)	CUES(Grades K-5)
3.6	2.88

Interaction

— 2011-12

District (Grades K-5)	CUES(Grades K-5)
4.11	3.56

Safe Environment

— 2011-12

District (Grades K-5)	CUES(Grades K-5)
4.85	4.54

Supportive Environment

— 2011-12

District (Grades K-5)	CUES(Grades K-5)
4.2	3.46
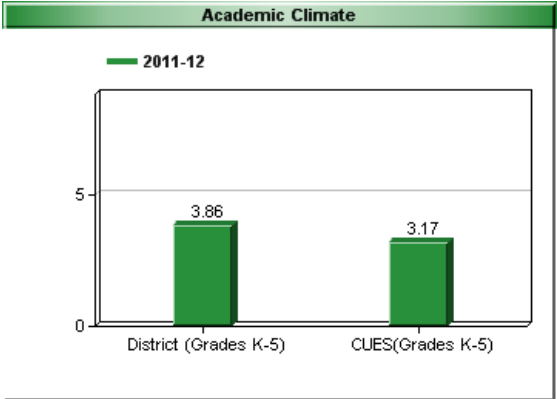
Data Analysis

- 35% of all students are in the CUES after-school program.
- Only 3% of students are at home alone after-school.

Theory of Action

- The CUES after-school program provides students with extended day activities that emphasis academic and social development.
- Students have opportunities to experience enrichment activities such as cooking, dance, physical fitness, and nutrition.
- The CUES after-school program supports the school's mission in educating the whole child.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
After school program will provide homework support Monday thru Thursday. Additional support will be given to students that show need in specific content areas recommended by their parent, guardian, and/or teacher.	Attendance	All Students	Weekly	After school program coordinator	4/5/2013	149SQI1F3464	ASP enrollment will begin the first week of school.	N/A			0	$0.00
The After school program will partner with Community Based Organizations?s to provide targeted based academic and enrichment classes which caters to the social, emotional , and developmental needs of participants such as dance, conflict resolution, physical fitness, and nutrition.	Survey data (CHKS, etc.)	All Students	Weekly	After school program coordinator	4/5/2013	149SQI1F3466	To determine availability of CBO's ASP coordinator will check determine eligibility asap	N/A			0	$0.00
In conjunction with CUES COST team and school principal the after school program will identify and recruit students whom show increased need for academic intervention, with emphasis placed on literacy.	Survey data (CHKS, etc.)	All Students	Every Other Week	After school program coordinator	4/5/2013	149SQI1F3469	ASP coordinator included on COST team to determine ASP needs	N/A			0	$0.00
After school program will target those students whose attendance falls below 95% with parent outreach including student performances, and student awards and other incentives.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/5/2013	149SQI1F3471	Welcome parents and families at the beginning of the school year and continued relationship building throughout the year.	N/A			0	$0.00
After school program will provide continual training and professional development for group leaders and other ASP staff to determine engagement strategies and classroom management.	Survey data (CHKS, etc.)	All Students	Weekly	After school program coordinator	4/5/2013	149SQI1F3475	Determine program leader needs and areas of improvement through walkthroughs and classroom observations. Parent and students surveys are also valuable sources of data.	N/A			0	$0.00
Focus on intervention in the After-School program	Local assessments (benchmarks, PWA)	All Students	Weekly	After school program coordinator	5/2/2013	149SQI1F5055	Implementation of Fast Forward and Reading Assistant	N/A			0	$0.00
Cohesion of community agreements and expectations	Discipline/CSC	All Students	Weekly	After school program coordinator	5/2/2013	149SQI1F5056	Implementation of Caring School Community in the ASP	N/A			0	$0.00

Alignment of Academic instruction	Local assessments (benchmarks, PWA)	All Students	Every Other Week	After school program coordinator	5/2/2013	149SQI1F5057	Academic Liaison provides groups leaders with strategies and interventions.	N/A			0	$0.00

<h1>School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments</h1>

<h2>Strategic Priority A. School Culture (including Meaningful Student Engagement)</h2>

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To reduce physical altercations by 10%.

- Strategy 1.1: Implement Caring School Community curriculum schoolwide.
- Strategy 1.2: Have a COST for students. Refer them to counseling and/or family mediation.

Goal 2: Increase student engagement and attachment to school.
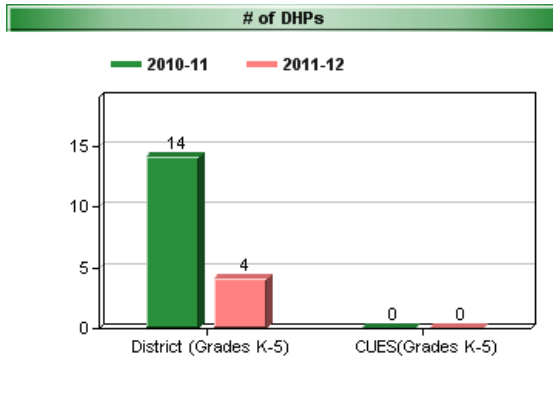
- Strategy 2.1: Implement Caring School Community class meetings, buddy classrooms, and Homeside Activities.
- Strategy 2.2: Have four Family Events through the school year such as Family Math Night, Literacy Night, Science Fair, and Art Expo.

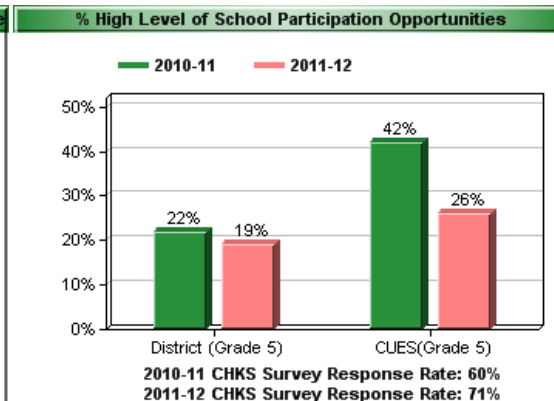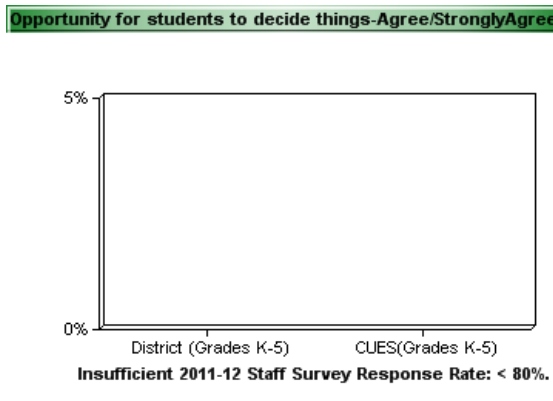**School Quality Standards relevant to this Strategic Priority**
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

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# of DHPs

2010-11 ■ 2011-12

	District (Grades K-5)	CUES (Grades K-5)
2010-11	14	0
2011-12	4	0

Survey - Engagement

Opportunity for students to decide things-Agree/StronglyAgree

Insufficient 2011-12 Staff Survey Response Rate: < 80%.

% High Level of School Participation Opportunities

2010-11 ■ 2011-12

	District (Grade 5)	CUES (Grade 5)
2010-11	22%	42%
2011-12	19%	26%

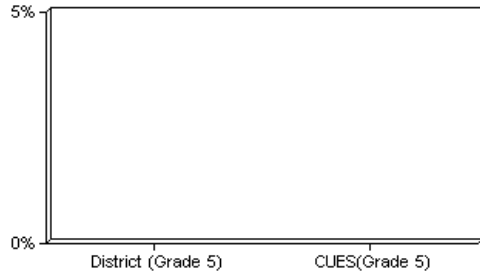2010-11 CHKS Survey Response Rate: 60%
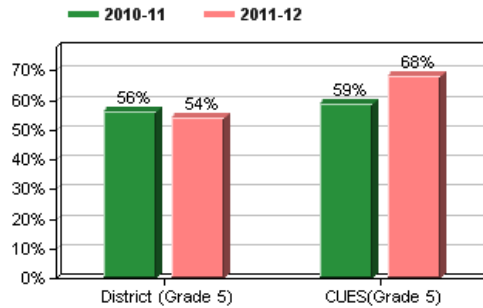2011-12 CHKS Survey Response Rate: 71%

Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.
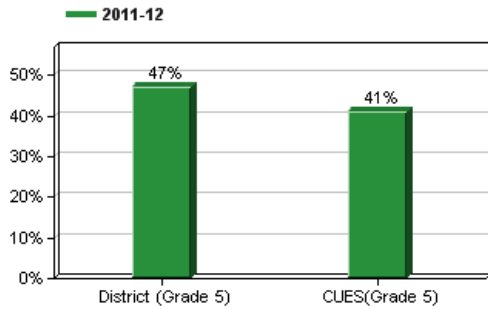

Insufficient 2011-12 Staff Survey Response Rate: < 80%.

% High Level of Caring Relationships with Adults at School

- 2010-11
- 2011-12

District (Grade 5): 56%, 54%
CUES(Grade 5): 59%, 68%

2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 71%

Survey - Safety

% Hit or pushed by other kids at school

- 2011-12

District (Grade 5): 47%
CUES(Grade 5): 41%
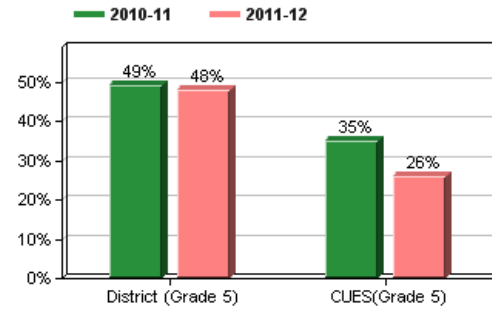
2011-12 CHKS Survey Response Rate: 71%

This school is a safe place for students.%Agree/Strongly Agree
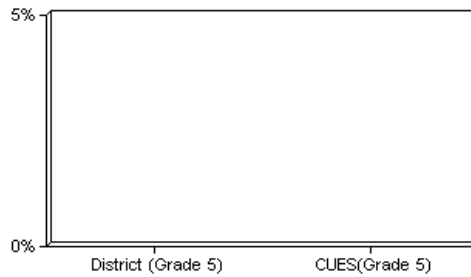
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

% feeling safe at school all of the time

- 2010-11
- 2011-12

District (Grade 5): 49%, 48%
CUES(Grade 5): 35%, 26%

2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 71%

Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree
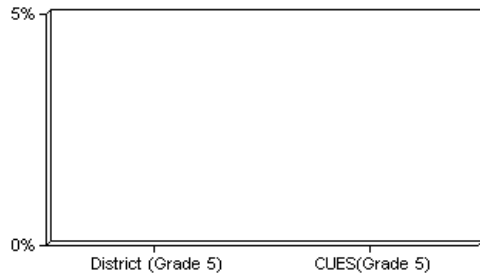
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Survey- Beliefs

Most/All the time teachers believe you can do a good job.
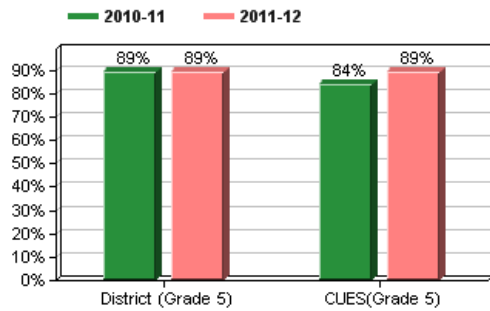
2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 71%

Suspensions

% receiving one or more out-of-school suspension
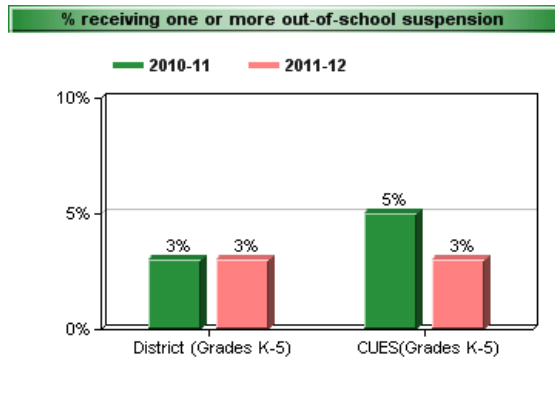
Data Analysis

- 68% of our students have a high number of caring relationships with adults at school than the district average of 54%.
-
-

Theory of Action

- CUES is a a Caring School Community committed to the education of the whole child. Our agreements: Be Safe, Be Responsible, and Be Respectful are reinforced in all classrooms, creating a safe environment for our students to be successful.
- We celebrate our successes and diversity throughout the year.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use the Student Vital Behaviors from the district 5x8 cards during walkthroughs and provide feedback.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	5/2/2013	149SQI2A6019	During walk throughs and formal/informal observations teachers and admin team will use the 5x8 cards to observe student vital behaviors and provide feedback to inform instruction.	N/A			0	$0.00
Form CSC Leadership team (includes principal & cross grade level teachers, attend district/site PDs for leadership team that includes school site planning, dedicated school wide CSC meeting time, Cross Age Buddies that pairs lower and upper grade students	Other (OCR, etc)	All Students	Weekly		3/20/2013	149SQI2A2268	Implement CSC program, ASP providers also trained	N/A			0	$0.00
Implementation of guidelines created by the School Safety Committee for each major area of the campus using classroom meetings, behavior assembly to reinforce with students.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	149SQI2A3161	Schedule monthly School Safety Committee meetings	N/A			0	$0.00
School-wide celebration of our successes & our diversity.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	149SQI2A3162	Schedule Monthly assemblies to coincide with cultural holidays in addition to awards related to assessments and attendance.	N/A			0	$0.00
Consistent communication with parents and teachers	Survey data (CHKS, etc.)	All Students	Monthly	Other	5/2/2013	149SQI2A5058	Communication Logs	N/A			0	$0.00
Promote sportsmanship	Discipline/CSC	All Students	Weekly	Other	5/2/2013	149SQI2A5059	Playworks ASP and Junior Coaches program	N/A			0	$0.00
Coordination of services to help students of various needs, Chronic Absence, Behavior, Academic	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Assistant Principal	5/2/2013	149SQI2A5060	COST/SST/ Attendance Teams	N/A			0	$0.00
Socio-Emotional Resources	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	5/2/2013	149SQI2A5061	PALS Counseling and Safe Passages Counseling available to students	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

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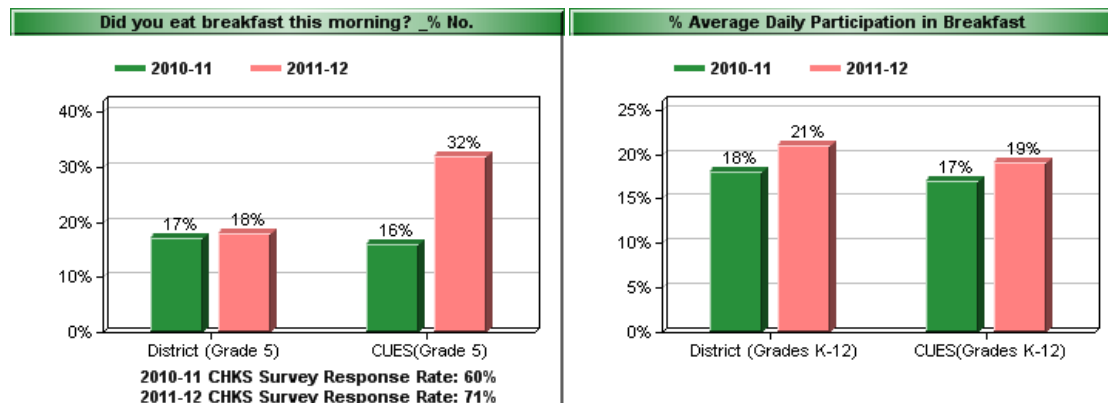
From OUSD Strategic Plan:
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment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

School Quality Standards relevant to this Strategic Priority
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

Breakfast

Fitness

% in Healthy Fitness Zone for Body Composition

2010-11 2011-12

	District (Grade 5)	CUES(Grade 5)
2010-11	50%	44%
2011-12	48%	40%

Lunch

% Average Daily Participation in Lunch

2010-11 2011-12

	District (Grades K-12)	CUES(Grades K-12)
2010-11	54%	85%
2011-12	55%	84%

Socio Economics

Free/Reduced Lunch %

Survey - Drugs / Alcohol

Student alcohol&drug use is a severe problem at this school.

Insufficient 2011-12 Staff Survey Response Rate: < 80%.

% drinking alcohol in past month

2010-11 CHKS Survey Response Rate: 60%
2011-12 CHKS Survey Response Rate: 71%

Data Analysis

- 84% of our students participate daily in the lunch program.
- 89% of our students qualify for free and reduced lunch.
- 19% of our students participate in the breakfast program.

Theory of Action

- CUES has a site wellness team that meets to promote healthy eating and exercise for staff and students.
- We provide health education in priority areas (e.g. nutrition, gardening, social emotional learning) through OUSD staff or community partners.
- We provide high-quality health and mental health services through District staff (nurse) or community partners (PALS, Brothers on the Rise, Safe Passages, TransForm, Playworks).

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Educating and training students on healthy eating.	Health data	All Students	Weekly	Other	4/5/2013	149SQI2B3405	Harvest of the Month, Garden and Compost project, Farmer's Market	N/A			0	$0.00
Educating and training parents on healthy eating and nutrition.	Health data	All Students	End of Year	Principal	4/5/2013	149SQI2B3410	Parent Health and Nutrition class by UC Extension	N/A			0	$0.00
Promoting fitness and reduction in pollution in our community.	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	4/5/2013	149SQI2B3416	Walk and Roll to School monthly events, Golden Sneaker Contest	N/A			0	$0.00
Offer staff and parents wellness opportunities throughout the year.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/5/2013	149SQI2B3423	Zumba classes, Mindfulness classes, Trauma PD	N/A			0	$0.00
Teaching students organized games during recess and after school.	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	4/5/2013	149SQI2B3430	Recess games, game time, and organized boys and girls basketball, co-ed volleyball league.	N/A			0	$0.00
Improving daily participation in the school lunch program.	Survey data (CHKS, etc.)	All Students	End of Year		4/5/2013	149SQI2B3450	Implemented recess before lunch schedule	N/A			0	$0.00
Implement OUSD's Wellness Policy	Health data	All Students	Weekly	Other	4/5/2013	149SQI2B3453	Healthy food for school events, provide district recommended food list.	N/A			0	$0.00
Promoting Healthy Choices during snack and lunch	Health data	All Students	Weekly	Principal	5/2/2013	149SQI2B5062	Coordination of snack, salad bar, and Farmer's Market	N/A			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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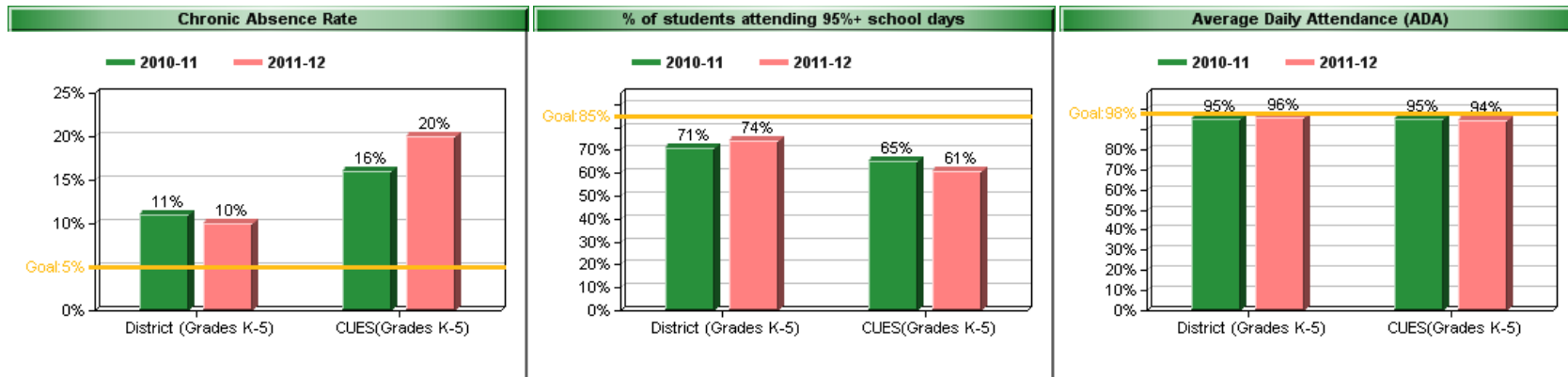
School Data

-   Monthly attendance awards for each grade level.

Data Analysis

-   10% of African American students are chronically absent.

- We are 24% below the district goal of 85% of students attending 95% of school days.
- We have an increase of 6% of the district goal of 5% chronic absence rate.

Theory of Action

- Reach out to parents of students with chronic absences with a focus on K-1 students. Reach out through site attendance team, home visits and phone calls home, and reflect on challenges.
- Engage parents and community in supporting student attendance improvement initiative-focus on K-1 students.
- Create an atmosphere where students want to come to school

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Bilingual Community Relations Asst. I to work with with families to increase student attendance.	Attendance	All Students	Weekly	Principal	4/5/2013	149SQI2C871	Bilingual Community Relations Assistant I to work with families to increase attendance	7090-EIA - SCE		CMRAIB0014	0.55	$26,254.50
TSA will accompany teachers, attendance clerk and CRI/II on home visits if necessary.	Attendance	All Students	Weekly	Assistant Principal	4/5/2013	149SQI2C3417	After attempts to support families to approve attendance, a home visit may be scheduled	N/A			0	$0.00
SARB/SART, weekly, and monthly statistical reports will be used and maintained by CRI, CRII, and attendance clerk.	Attendance	All Students	Weekly	Attendance Team	4/5/2013	149SQI2C3419	This use of data will determine which students need attendance support.	N/A			0	$0.00
Community relations assistant and attendance clerk will meet with families to provide support.	Attendance	All Students	Monthly	Attendance Team	4/5/2013	149SQI2C3420	Parent outreach determine specific areas of need i.e. no uniforms, transportation etc.	N/A			0	$0.00
Our Community Relations Assistant will be responsible for contacting families of students with chronic absences with reminder phone calls and notices, along with the attendance clerk.	Attendance	All Students	Weekly	Attendance Team	4/5/2013	149SQI2C3422	Maintain positive communication and possible proactive measures to chronic absences	N/A			0	$0.00
Form Site Attendance team which includes COST meeting to determine interventions.	Attendance	All Students	Monthly	Attendance Team	4/5/2013	149SQI2C3426	Coordination of resources available to support families with chronic absences including outreach by school nurse	N/A			0	$0.00
Teachers make three to four phone calls a week to encourage families to come to school.	Survey data (CHKS, etc.)	All Students	Weekly	Attendance Team	4/5/2013	149SQI2C3425	Strengthening relationships and maintaining class community. Students often feel a strong connection to teachers when they call to convey concern over student absence.	N/A			0	$0.00
Conduct teacher and staff professional development about ways to encourage and increase student attendance.	Attendance	All Students	Monthly	Principal	4/5/2013	149SQI2C3428	Building relationships and bonds to the classroom help maintain regular attendance	N/A			0	$0.00
Positive attendance mandatory in order to participate in ASP	Attendance	All Students	Weekly	After school program coordinator	5/2/2013	149SQI2C5063	After-School Program monitors attendance regularly.	N/A			0	$0.00
Attendance Incentives	Attendance	All Students	Monthly	Attendance Team	5/2/2013	149SQI2C5064	Monthly attendance awards for regular day and ASP	N/A			0	$0.00

| Class Attendance recognition | Attendance | All Students | | Attendance Team | 5/2/2013 | 149SQI2C5065 | Celebrate class attendance each week in the Weekly Bulletin | N/A | | | 0 | $0.00 |

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.
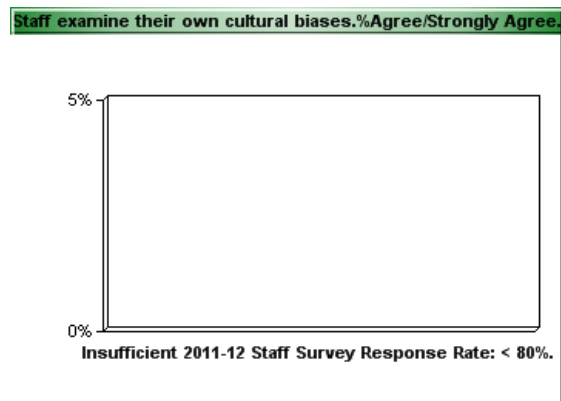
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority
A quality school...

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

Survey - Professional Learning

Staff examine their own cultural biases.%Agree/Strongly Agree.

Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Data Analysis

- We will increase our students response to the CHKS from 60% to 75% in 2013.
- At CUES, we will increase our teacher survey response rate from 59% to 75% in 2013.

- 85% of our teachers strongly agree/agree that they have to collaborate.
- For the 2011-2012 school year we had 100% teacher retention.

Theory of Action

- Use instructional time, collaboration time, and other professional development to guide and support quality instructional practices.
- Through Professional Learning Communities, teachers will actively engage in cycles of inquiry to adequately provide targeted instruction to students.
- Lead Teachers are chosen based on thier areas of interest and expertise and will provide ongoing support to all staff.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA to provide teacher coaching and professional development to increase rigor in ELA.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/5/2013	149SQI3A874	TSA to provide teacher coaching	7090-EIA - SCE		C11TSA9999	0.4	$33,221.15
Math consultant to provide teacher coaching and professional development to increase rigor in Math.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	4/5/2013	149SQI3A885	Math consultant to provide teacher coaching and professional development in Math	3010-Title I	5825-CONSULTANTS		0	$22,000.00
Professional development based on the needs of teachers and school wide foci: ELD, Intervention, and workshop.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	4/5/2013	149SQI3A3298	Assess needs of teachers throughout the year through staff survey's and feedback forms.	N/A			0	$0.00
Provide support for teachers including individual coaching and collaborative planning time for new teachers. Match new teachers up with on site mentor teachers with two on-site BTSA coaches as well as Off-Site coaching	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/5/2013	149SQI3A3304	Assessing teacher needs through surveys and feedback forms.	N/A			0	$0.00
Cycle of Inquiry model for PLCs	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Grade level team	4/5/2013	149SQI3A3307	Through formal/informal assessments, teachers will identify target students in ELA/Math and target instruction towards their needs during workshop	N/A			0	$0.00
Grade level data conferences with principal.	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/5/2013	149SQI3A3487	Hold three times a year ELA and Math data conferences.	N/A			0	$0.00
Developing Teacher Leaders	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/2/2013	149SQI3A5066	Building capacity with lead Literacy, Math, and Science teachers.	N/A			0	$0.00
Collaboration and reflection discussions and planning with emphasis on whole-school needs and successes	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	5/2/2013	149SQI3A5067	Instructional Leadership Team meets twice monthly	N/A			0	$0.00
Provide support for teachers participating in the Dual Language program as well as suport the whole school transition and planning for upcoming year	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	5/2/2013	149SQI3A5068	Participation int he Dual Language Cohort and regular on-site Dual language committee meetings and site-visits	N/A			0	$0.00

Develop Art instruction with all teachers	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	5/2/2013	149SQI3A5069	Mocha Professional Development and side by side teaching opportunities	N/A			0	$0.00
Develop and promote Science innovation	State tests (CST/STAR, PFT)	All Students	Weekly	Other	5/2/2013	149SQI3A5070	Continued partnership with Science Horizons around technology.	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.
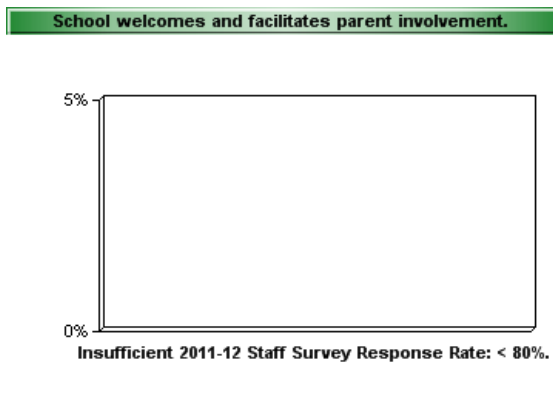
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming

School welcomes and facilitates parent involvement.

Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Data Analysis

- Our goal is to create more diversity and cohesiveness within our parent leader teams.

Theory of Action

- Plan for and implement increased school and teacher engagement with families (e.g. via newsletters, home visits, School Messenger)

- Increase family leadership through team structures such as SSC, AAPC, and ELAC.
- Enhance outreach efforts by working with the District's Family and Community Engagement representative.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Share SRI data with parents, and families by providing recommended book lists and progress reports each trimester.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Grade level team	5/2/2013	149SQI4A6017	Communicate SRI data to parents, and families by providing recommended book lists and progress reports each trimester.	N/A			0	$0.00
Plan for and implement increased school engagement with families (e.g. via newsletters and home visits)	Survey data (CHKS, etc.)	English Learners	Weekly	Principal	4/5/2013	149SQI4A875	Bilingual Community Relations Assistant I to work with our bilingual families to increase parent engagement	7091-EIA - LEP		CMRAIB0014	0.45	$21,480.96
Provide meeting refreshments to encourage parent participation.	Survey data (CHKS, etc.)		Monthly	Principal	4/5/2013	149SQI4A877	Provide meeting refreshments at parent meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$2,080.96
Increase African American parent involvement.	Local assessments (benchmarks, PWA)	Ethnicity	Monthly	Principal	4/5/2013	149SQI4A3462	Hold monthly AAPC meetings, sponsoring school events to promote and encourage participation	N/A			0	$0.00
Create a Parent/Community Resource Center	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/5/2013	149SQI4A3470	Provide parents with access to computers, enhance computer skills, use it for research, job hunting	N/A			0	$0.00
Increase parental participation	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/5/2013	149SQI4A3474	Family Reading Night, Science Fair, Family Math Night, Talent Show, Flea Market, Parent Assemblies	N/A			0	$0.00
Oakland Housing Authority partnership.	Attendance	All Students	Monthly	Attendance Team	4/5/2013	149SQI4A3941	Parent Ambassador Program, parent ambassador works with our students and families to promote school attendance and involvement.	N/A			0	$0.00
Science Horizons Partnerships	Survey data (CHKS, etc.)	All Students	Monthly		4/5/2013	149SQI4A5071	Regular visits from Professors around the Bay Area	N/A			0	$0.00
Dougherty and San Ramon Valley Partnerships	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	5/2/2013	149SQI4A5072	provide opportunities for students and families	N/A			0	$0.00
Faith Network Partnership	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Community Partner	5/2/2013	149SQI4A5073	program participants work with students to improve reading	N/A			0	$0.00
Safe Passages	Survey data (CHKS, etc.)	All Students	Weekly	After school program coordinator	5/2/2013	149SQI4A5074	Works with students and their families around socio-emotional learning	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Community United Elementary School   **Principal:** MONICA MORENO-BOWIE

From OUSD Strategic Plan:

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

Budget

Sub Fill Rate
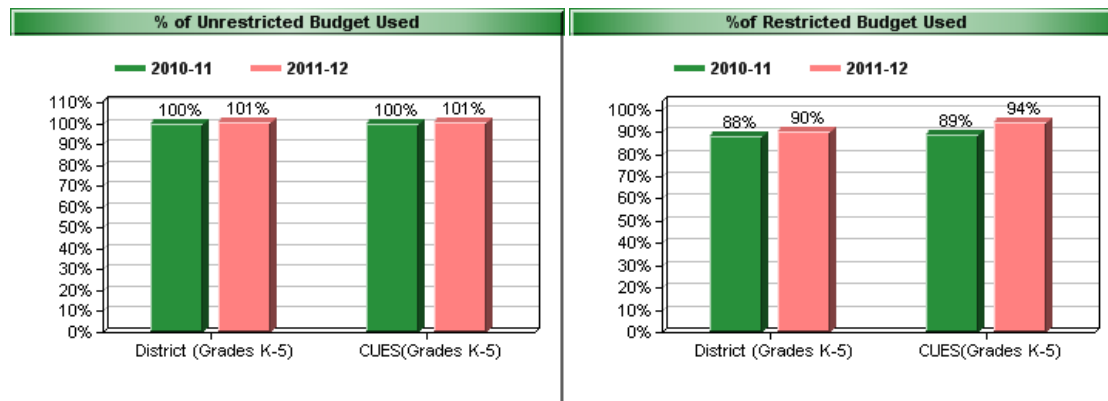
Substitute Fill Rate
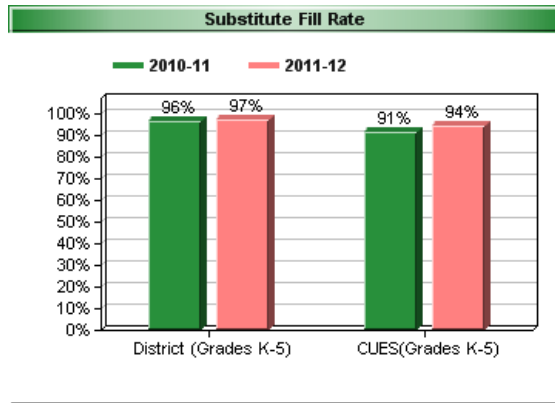
Theory of Action

- In order to provide a highly structured and rigorous academic learning environment for students, all stakeholders must be part of the decision making process. This includes students, parents, faculty, staff, and community members.
- Ensure materials and facilities are available and functioning at all times.
- Implement a school safety plan.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
SSC, faculty, and staff will discuss all aspects of site budget allocations to determine fiscal priorities.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	149SQI5A3326	Meetings in which all stakeholders present and heard.	N/A			0	$0.00
Create systems to support consistent classroom staffing i.e. preferred substitute teachers list and STIP support in covering classes	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	149SQI5A3329	Collecting feedback from teachers regarding substitutes	N/A			0	$0.00
Weekly Office Meeting	Other (OCR, etc)	All Students	Weekly	Principal	4/5/2013	149SQI5A3333	STIP subs will cover office during weekly meetings	N/A			0	$0.00
Weekly Principal and TSA meetings	Other (OCR, etc)	All Students	Weekly	Principal	4/5/2013	149SQI5A3349	Principal and TSA meet at least twice weekly to determine action items	N/A			0	$0.00
Frequent walkthroughs to ensure students and teacher accountability and safety	Other (OCR, etc)	All Students	Weekly	Principal	4/5/2013	149SQI5A3334	Principal and TSA will coordinate schedules to ensure visibility throughout the school day, including lunch and yard duty.	N/A			0	$0.00
Monthly staff meetings	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	149SQI5A3344	Scheduled monthly ahead of time to determine needs and give adequate time	N/A			0	$0.00
Faculty Council	Survey data (CHKS, etc.)	All Students	Monthly	Principal	5/2/2013	149SQI5A5075	Principal and teachers collect feedback from all staff and discuss improvements	N/A			0	$0.00
COST/SST meetings	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Assistant Principal	5/2/2013	149SQI5A5076	Bi-weekly meeting to discuss students in need of academic, behavioral support	N/A			0	$0.00
After-School Program meeting	Survey data (CHKS, etc.)	All Students	Every Other Week	After school program coordinator	5/2/2013	149SQI5A5077	ASP Coordinator and TSA Meeting bi-weekly to discuss alignment and cohesion	N/A			0	$0.00
Data Conferences	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/2/2013	149SQI5A5078	Teachers, Coaches, and School leadership meet twice each trimester to determine STIP sub placement and support	N/A			0	$0.00

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State & Federal Preliminary and Final Budget

<u>Programs Included in this Plan</u>

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

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$80,205.12	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$78,639.56	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$158,844.68	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$87,619.47	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$2,080.96	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$89,700.43	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

ASSURANCES
2013-2014

School Site: Community United Elementary
Site Number: 149

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.

2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on *January 16, 2013 March 20, 2013*

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on May 2. 2013

6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Angelina Romero	Angelina Romero	5/3/13
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
[signature]	Lourdes Vasquez	5/3/13
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
Monica Moreno-Bowie	Monica Moreno-Bowie	5/3/13
Principal Signature	Principal's Name (printed)	Date
[signature]	Kimi Kean	5-15-13
Executive Officer's Signature	Executive Officer's Name (printed)	Date
[signature]	Susana Ramirez	6/5/13
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

School Name: Community United Elementary   **School Year**: 2012-2013

| Chairperson: Angelina Romero	Vice Chairperson: Gorety Franco
Secretary: Angelica Buenrostro	**DAC Representative: Israel Gonzalez**

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Angelica Buenrostro	2443 68th Ave. Oakland, CA 94605				X
Angelina Romero	1109 65th Ave. Oakland, CA 94621				X
Gorety Franco	1969 62nd Ave. Oakland, CA 94621				X
Israel Gonzalez	7200 Weld St. Oakland, CA 94621				X
Pedro Barajas	1171 72nd Ave. Oakland, CA 94621				X
Monica Moreno-Bowie	1126 BrandadA St. Vallejo, CA 94591	X			
Michael Sahlman	4801 Davenport Ave. Oakland, CA 94619		X		
Rachelle Tiscareno	1965 Ascot Drive. #4 Moraga, CA 94556		X		
Willeta Jennings	1609 138th Ave. San Leandro, CA 94578		X		
Pak Khuth	2436 23rd Ave. Oakland, CA 94606			X	
DAC Representative					
Israel Gonzalez	7200 Weld St. Oakland, CA 94621				X
Home Ph. 510 562-2568	Email:				

Meeting Schedule	**10/5, 11/29,12/20,1/24,2/28,3/21,4/25,5/23**

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
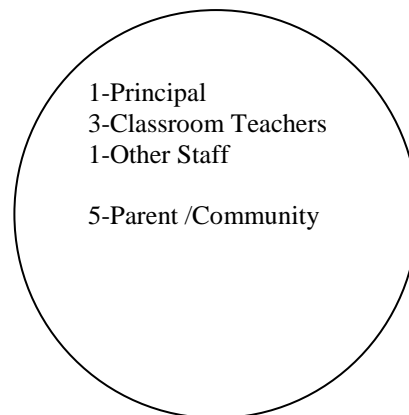
All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Community United Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 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.

- Offer a flexible number of meetings for parents. We have ELAC, SSC, and Parents Working Together meetings monthly for parents.

- 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. We hold our Title I meeting annually along with ELAC, SSC, and Parents Working Together.

- Provides parents of Title I students with timely information about Title I programs. We send home notices about the annual Title I meeting along with phone calls home.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. 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 parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents can attend our ELAC, SSC, and Parents Working Together.

School-Parent Compact

Community United Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Community United Elementary 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

- 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. Workshops will be held 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. Professional development will be provided to support 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. We hold Award Assemblies, 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. Our school's Community Relations Assistants send school newsletters, flyers, and parent notification letters in appropriate language in a timely manner.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. We hold ELAC meetings, SSC meetings, and Parents Working Together meetings.

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. We hold ELAC meetings and all school communication is in English and Spanish.

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

      This policy was adopted by the Community United School Site Council on 10/25/12 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Community United Elementary'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.

_____

        (Principal's Signature)   (Date)

Community United Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____
Student

_____
Teacher

_____
Parent/Guardian