

Board Office Use: Legislative File Info.	
File ID Number	19-1318
Introduction Date	6/26/19
Enactment Number	19-1165
Enactment Date	6/26/19 er



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Community United Elementary School

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

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

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

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

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Community United Elementary School



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

Legislative File Id. No. 19-1318  
Introduction Date: 6/26/19  
Enactment No.: 19-1165  
Enactment Date: 6/26/19  
By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Community United Elementary School  
**CDS Code:** 1612590115204  
**Principal:** Shelley Hawkins-McCray  
**Date of this revision:** 4/23/2019

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

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

<b>Contact:</b> Shelley Hawkins-McCray	<b>Position:</b> Principal
<b>Address:</b> 6701 International Blvd. Oakland, CA 94621	<b>Telephone:</b> 510-639-2850 <b>Email:</b> s.hawkins-mccray@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/23/2019*  
*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2019-2020 School Plan for Student Achievement Recommendations and Assurances**

School Site: Community United Elementary School

Site Number: 149

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

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

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

Date(s) plan was approved: 4.23.19

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

- Flyers in students' home languages     
  Announcement at a public meeting     
  Other (notices, media announcements, etc.)

**Signatures:**

Shelley Hawkins McCray \_\_\_\_\_  
 Principal Signature

5/8/19  
 Date

Zaineb Alomari \_\_\_\_\_  
 SSC Chairperson Signature

5/10/19  
 Date

Lakesha Martin \_\_\_\_\_  
 Network Superintendent Signature

5/20/19  
 Date

MURPHY OTIS \_\_\_\_\_  
 Officer, State and Federal Programs Signature

5/21/19  
 Date

## 2019-20 SPSA ENGAGEMENT TIMELINE

**School Site:** Community United Elementary School

**Site Number:** 149

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/18/2018	SSC	Introduced SPSA to SSC. Conducted Needs Assessment and analyzed strengths and needs.
1/8/2019	ILT	Conducted preliminary needs assessment and site enrollement projections/allocations
1/15/2019	SSC	Presented Title 1 allocations and held vote to approve 19/20 spending
1/14/2019	Faculty/Staff	Conducted focus groups to gather feedback on focus areas and share strengths and needs
2/19/2019	SSC	Presented Title 1 allocations and updates
4/9/2019	ILT	Continued revision of SPSA; introduction of ATSI and strategies to support African American students
4/15/2019	Faculty/Staff	Introduction of ATSI and strategies to support African American students
4/15/2019	SSC	Introduction of ATSI and strategies to support African American students; vote to approve 2019-2020 SPSA

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$100,641.01
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,486,463.40

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$98,743.38	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$40,014.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,897.63	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$270,453.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$100,641.01</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$546,388.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$647,029.01</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**1A: ABOUT THE SCHOOL**

**School:** Community United Elementary School

**School ID:** 149

**School Description**

Community United Elementary (CUES) offers a Spanish Dual Language program for students from TK - 5th grade. At CUES we honor the learning, mind, emotions and spirit of the whole child with the implementation of Positive Behavioral Intervention Supports. CUES implements a balanced literacy approach to learning and uses the dual language curriculum; Adelante and Advance Benchmark Learning for both English and Spanish literacy instruction. CUES is committed to the partnership that exists between families and the community, and is committed to helping parents and families "raise the bar" by providing Parent Leadership Development workshops.

**School Mission and Vision**

Community United Elementary School provides a high quality academic environment for all students in Spanish and English. CUES is a choice dual language immersion program for both English and Spanish dominant students that is both culturally and linguistically responsive. Our program is dedicated to intellectual achievement, language proficiency and developing bicultural students. CUES students will become lifelong learners that are dedicated to building strong futures for themselves and their community.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
Students have repeated exposure to computer-based assessments.	All students have 1-1 technology.
ST Math program and Eureka Math curriculum has performance tasks that prepare all students for interim assessments and SBAC.	IT and Leadership have prioritized implementing best practices in math planning and instruction.
Implemented block scheduling for designated ELD curriculum.	.
100% of all students have had more access to leveled reading, science notebooking, small group instruction and interventions from partners like Faith Network and Reading Partners. 15 of our lowest performing 2nd graders receive targeted reading intervention from Faith Network, making at least 3 months worth of growth as measured by DRA, and 20 of our lowest performing 3rd-5th graders receive targeted reading intervention from Reading Partners, and grew an average of 100 points as measured by SRI.	ILT and Leadership have prioritized using resources to supply leveled libraries across the school.
<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
Highly chronic absent students often make unsteady progress, regardless of EL or other subgroup status.	All teachers need repeated, explicit training on DRA assessment delivery and calibration.
Highly chronic absent students often make unsteady progress, regardless of EL or other subgroup status.	Our primary students need a more targeted, systematic phonics curriculum.

Students have not made sufficient growth in language and literacy.	All students need repeated and regular exposure to taking assessments on computers in order to build stamina and prepare for SBAC.
Transient/housing insecure families enter and exit school throughout the school year.	Highly chronic absent students miss critical lessons and have difficulty maintaining growth over time.

**1C: 19-20 STUDENT GOALS & TARGETS**

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

<b>School Goal:</b>	<b>African-American students will decrease highly chronic absences by 5% as measured by the weekly engagement and site-based attendance reports.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	72.86%	77.90%	83.00%
Suspensions	African-American Students	-2pp	11.24%	8.20%	6.20%
Suspensions	Students with Disabilities	-2pp	12.50%	10.50%	8.50%
Chronic Absence	African-American Students	-2pp	28.36%	20.30%	17.30%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	<b>All 3rd-5th grade students will gain at least 15 points towards DF3 in ELA as measured by SBAC.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-108.2	-93.2	83.2%
ELA SBAC	Students with Disabilities	+20 points DF3	-135.2	-115.2	100.2%
ELA SBAC	Low Income Students	+20 points DF3	-106.2	-86.2	75.2%

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	<b>All 3rd-5th grade students will gain at least 15 points towards DF3 in Math as measured by SBAC. All K-2nd students will meet or exceed targeted grade level Math standards as measured by curriculum-embedded assessments.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

Math SBAC	All Students	+15 points DF3	-116.8	-101.8	90.8%
Math SBAC	Students with Disabilities	+20 points DF3	-148.5	-128.5	108.5%
Math SBAC	English Learners	+20 points DF3	-128.6	-108.6	88.6%

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

**School Goal: 15% of students classified as ELs will reclassify as R-FEP as measured by ELPAC results**

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	12.50%	17.50%	17.50%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	25.00%	25.00%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

**School Goal: All K-2 students will make 1.5 years of growth in reading as measured by the DRA assessment. All 3rd-5th grade students will make at least 1 year of growth as measured by the SRI assessment.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	40.01%	45.01%	50.01%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	66.06%	61.06%	56.06%
K at or above Benchmark	All Kindergarten Students	+5pp	71.70%	76.70%	81.70%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	25.00%	30.00%	35.00%

#### 1D: IDENTIFIED NEED

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

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

#### 1E: RESOURCE INEQUITIES

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

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

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

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

Community United Elementary  
**School:** School

**SPSA Year Reviewed:** 2018-19

**SPSA Link:** [18-19 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)**

**18-19 Language & Literacy Priority:** **Balanced Literacy (Literacy and English Language Development)**

**June 2021 Language & Literacy Goal:**

Within three years, we will increase the overall language and literacy proficiency of all students, including our subgroups, (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)

**Theory of Change for Language & Literacy:**

If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).

**Student Performance Indicator:**

**Student Group:**

**17-18 EOY Target:**

**17-18 EOY Actual:**

SBAC ELA

All Students

-95.4

-133.8

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

1) Calendared weekly PLCs, Planning, and Collaboration time for grade level teams to work on unit planning, data analysis, and corrective instruction; 2) Grade level teacher teams are assigned an instructional coach to provide real-time coaching, facilitation of PLCs, and cycles of observation and feedback; 3) Instructional coaches plan for weekly Professional Learning sessions in 6-8-week cycles centered around specific curricular areas with the aim of aligning and deepening the instructional practices of teachers; 4) Teachers analyze student writing and assessments to identify growth areas in order to provide differentiated instruction; 5) Newly implemented Intervention program where students are pulled out for small group reading instruction during and after school

**What evidence do you see that your practices are effective?**

1) Teachers observed pulling small groups for targeted instruction during literacy block; 2) Teacher teams demonstrating learning via exposition at end of inquiry cycle; 3) Teachers engaging in extended coaching by network partners to improve practice; 3) Teacher teams meeting offsite to unit plan with coaches

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

1) Providing time for teacher teams to work collaboratively under the facilitation of experienced coaches during work hours is integral to highlighting the effectiveness of pre-planning, the sharing of best practices, and peer support; 2) Instructional coaches require continuous training to improve their effectiveness and their ability to train teachers into leadership; 3) Professional Learning sessions may need differentiation to meet the learning needs of staff (ie, the creation of modules that target specific skills); 4) The inclusion of intentional parent communication by teacher to encourage collaboration in support of student achievement

<b>18-19 Standards-Based Instruction Priority:</b>	<b>Mathematics</b>		
<b>June 2021 Standards-Based Instruction Goal:</b>	Within three years, we will increase the overall math proficiency of all students, including our subgroups (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)		
<b>Theory of Change for Standards-Based Instruction:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC).		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math	African American Students	-131.3	-138.6
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
1) Calendared weekly PLCs, Planning, and Collaboration time for grade level teams to work on unit planning, data analysis, and corrective instruction; 2) Grade level teacher teams are assigned an instructional coach to provide real-time coaching, facilitation of PLCs, and cycles of observation and feedback; 3) Instructional coaches plan for weekly Professional Learning sessions in 6-8-week cycles centered around specific curricular areas with the aim of aligning and deepening the instructional practices of teachers, with a particular focus on academic discourse; 4) Teachers analyze assessments - both formative and summative - to identify growth areas in key standards in order to provide differentiated instruction; 5) Newly implemented math curriculum piloted by upper grade teachers, aimed at providing teachers a more accessible instructional program aligned to Common Core Standards, which also supports in building curricular alignment across sites; 6) Implementation support of new math curriculum from experienced network personnel, working in partnership with instructional coaches and teachers, with extended coaching beyond math curriculum of classroom management and best practices			
<b>What evidence do you see that your practices are effective?</b>			
1) Teachers observed pulling small groups for targeted instruction during Math block; 2) Teacher teams demonstrating learning via exposition at end of inquiry cycle; 3) Teachers engaging in extended coaching beyond curricular area by network partners to improve practice; 3) Teacher teams meeting offsite to unit plan with coaches			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
1) Sitewide implementation of new math curriculum needed to insure alignment across grade levels; 2) Clarity in expectations regarding instructional strategies; 3) Alignment of math vocabulary as it applies to strategies (ie., Eureka, Expressions, Swun may use different terms for the same concept or skill); 4) The consistent use of a data tracker by all teachers to document their students' learning, growth areas, etc.			

<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Chronic Absence</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	Within three years, we will increase the overall attendance percentage of all our students, including our subgroups (Low-Income, Homeless/ Foster Youth, African American, Latino, English Learners and Low SES.)		
<b>Theory of Change for Conditions for Student &amp; Adult Learning:</b>	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	All Students	15.3%	-25.30%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
1) PBIS expectations are implemented schoolwide with a practice of Beginning of Year and Midyear review of expectations from teachers to students with a visit to the common areas as applicable; 2) Network partner conducts quarterly walkthroughs of classrooms to collect data on level of execution of Tier 1 practices; 2) The SEL program Toolbox implemented, designed to support students in self-regulation of emotions; 4) Attendance Team (including sitewide administration and community managers, parent/community agencies [Lion's Creek, OHA], community stakeholders) convenes weekly to discuss ways to support students with chronic absences, exploring resources for families; 5) Attendance Team sponsors events (ie, Awards Assemblies, weekend Attendance Brunches, Attendance Super Stars, etc.) designed to incentivize families in an effort to improve student attendance			
<b>What evidence do you see that your practices are effective?</b>			
1) An increase in student attendance; 2) Increase in visibility of parents on campus;			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
1) Continue to work with offsite partners in support of student attendance; 2) Further actualize plans to motivate improved attendance, such as Walking School Busing, outreach to families, and SARB/SART mandates			
<b>18-19 Conditions for English Language Learners Priority:</b>	<b>Designated ELD</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	Within three years, we will increase our reclassification rate by 20%		
<b>Theory of Change for Conditions for English Language Learners:</b>	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	12.0%	13%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
1) ELD Block included in each teacher's daily schedule; 2) ELPAC results used to differentiate instruction; 3) Academic discussion as part of instructional strategy sitewide foci; 4) ELD embedded in the literacy curriculum Adelante/Advance			
<b>What evidence do you see that your practices are effective?</b>			
1) Posted content objectives observed in a majority of classrooms; 2) Academic discussion observed in classrooms, such as content focused questioning and turn and talks			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
1) Consideration of ELD curriculum that encourages more academic language output and alignment; 2) Individualized plans for Newcomers; 3) Increased intervention opportunities for struggling students			
<b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b>			
<b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b>			
Closed out academic mentor positions and put in AmeriCorps volunteers to serve as interventionists			

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Community United Elementary School

**School ID:** 149

**3: SCHOOL STRATEGIES & PRACTICES**

[Click here for guidance on SPSA practices](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

<b>School Priority ("Big Rock"):</b>	Chronic Absence
<b>School Theory of Change:</b>	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
<b>Related School Goal(s):</b>	African-American students will decrease highly chronic absences by 5% as measured by the weekly engagement and site-based attendance reports.
<b>Students to be Served by these Practices</b>	African American Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Provide mental services and extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S., foster youth, or homeless youth.	Decrease of number of URFs Classrooms utilize clear PBIS systems
1-2	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	Message repeatedly that postsecondary success is attainable for every ELL, and engage ELLs in first-hand experiences that make the path to college and career tangible and achievable.	Teachers implement weekly lessons that reflect the SEL competencies

1-3	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Partner with social service and mental-health organizations to integrate school and community-based support for long-term and newcomer ELLs and their families. Ensure services are culturally sensitive.	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.
-----	--	---	--

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Mathematics
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.
<b>Related School Goal(s):</b>	All 3rd-5th grade students will gain at least 15 points towards DF3 in Math as measured by SBAC. All K-2nd students will meet or exceed targeted grade level Math standards as measured by curriculum-embedded assessments.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	T2: Teachers differentiate math instruction for all students and specifically for our African American students, who significantly underperform other students in Math based on our data.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Teachers implement math workshop and pull small groups for intervention and acceleration Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objectives.
2-2	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include math workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.

2-3	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for low performing student, and African American and Latino students.	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teacher implements math workshop and pulls small groups for intervention and acceleration Math vocabulary posted
-----	---	--	---

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

<b>School Priority ("Big Rock"):</b>	Balanced Literacy (Literacy and English Language Development)
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
<b>Related School Goal(s):</b>	All 3rd-5th grade students will gain at least 15 points towards DF3 in ELA as measured by SBAC. All K-2 students will make 1.5 years of growth in reading as measured by the DRA assessment. All 3rd-5th grade students will make at least 1 year of growth as measured by the SRI assessment.
<b>Students to be Served by these Practices</b>	African American Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.

3-2	<p>T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.</p>	<p>Principal and Leadership Team allocate time for strategic parent-teacher engagement and ensures a minimum of two family engagement workshops.</p>	<p>Students will be able to identify and explain their individual reading goals</p> <p>Anchor charts posted</p> <p>Teachers conferring with students</p>
3-3	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Beginning with Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.</p>	<p>Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>Family engagement offerings will include ELA workshops, mini-lessons and Academic Parent Teacher Team meetings, where families will learn about grade level standards and receive activities which will support students at home.</p>
3-4	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>Teachers implement readers workshop and pull small groups of low-performing students for intervention and acceleration</p>

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Designated ELD
<b>School Theory of Change:</b>	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.

<b>Related School Goal(s):</b>		15% of students classified as ELs will reclassify as R-FEP as measured by ELPAC results	
<b>Students to be Served by these Practices</b>		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, and adjust classroom and grade-level instructional plans to meet the needs of all students, including GATE students and others who may be performing above grade level.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Students will have access to academic software which will support their exposure to online assessments and link learning to content language objectives.
4-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal maintains consistent schedule so that all English Language Learners will be in daily designated ELD classes for at least 30 minutes.	Teachers will utilize GLAD strategies students will be engaged in academic discussions, content language objectives will be posted
4-3	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Family engagement offerings will include information regarding reclassification, attendance and SEL across the school.
4-4	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	The daily schedule will include an English Language Development block.

4-5	Teachers provide high-quality instructional and support services to all students with disabilities in alignment with their IEPs.	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Vocabulary charts with visuals posted Teachers will utilize GLAD strategies
-----	--	--	--

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 149

School: Community United Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	BACR		5825	Consultants		n/a		Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	149-1
\$3,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		T2: Teachers differentiate math instruction for all students and specifically for our African American students, who significantly underperform other students in Math based on our data.	149-2
\$29,500.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.60	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	149-3
\$300.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Beginning with Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.	149-4

\$7,214.00	General Purpose Discretionary	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a	<p>T2:  Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.</p>	149-5
------------	-------------------------------	----------	--	------	------------------------	--	-----	--	-------

\$2,000.00	LCFF Concentration	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	149-6
\$10,000.00	LCFF Concentration	Field Trips	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	149-7
\$10,000.00	LCFF Concentration	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	149-8

\$28,000.00	LCFF Concentration	Americorps	Goal 4: English Learners are reaching fluency.	5825	Consultants		n/a		T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	149-9
\$50,000.00	LCFF Concentration	BACR - After School	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	149-10
\$11,771.00	LCFF Supplemental	books	Goal 5: Students are engaged in school every day.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	149-11

\$16,591.40	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.		n/a		n/a	0.25	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	149-12
\$21,390.00	LCFF Supplemental	TSA	Goal 3: Students are reading at or above grade level.		n/a		n/a	0.20	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	149-13
\$45,394.00	LCFF Supplemental	STIP	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries		n/a	1.00	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with a special focus on increasing positive outcomes for low performing student, and African American and Latino students.	149-14
\$175,492.00	LCFF Supplemental	EEIP	Goal 5: Students are engaged in school every day.		n/a		n/a	2.00	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	149-15

\$517.00	Measure G	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities and meet the state's academic levels of proficiency in core subjects.	149-16
\$19,765.00	Measure G	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.27	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery, with specific attention to increasing positive outcomes for our low-income students.	149-17
\$10,091.00	Measure G	Surplus	n/a	4399					n/a	
\$10,664.00	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	149-19

\$88,079.00	Title I: Basic	TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.80	All 3rd-5th grade students will gain at least 15 points towards DF3 in Math as measured by SBAC. All K-2nd students will meet or exceed targeted grade level Math standards as measured by curriculum-embedded assessments.	149-20
\$900.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	149-21
\$998.00	Title I: Parent Participation	Workshops	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Beginning with Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.	149-22
\$150,000.00	School Improvement Grant (SIG)	Assistant Principal		1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries		n/a	1.00	Overall school improvement	149-23
\$94,085.00	School Improvement Grant (SIG)	Contracts: Swun, Great Minds (Eureka Math), Playworks, BAYAC, APTT, Adelante/Advance, Reading Partners			n/a		n/a		Overall school improvement	149-24
\$110,000.00	School Improvement Grant (SIG)	TSA		1119	Certificated Teachers on Special Assignment Salaries	4959	Teacher Bilingual		Overall school improvement	149-25

\$74,428.00	School Improvement Grant (SIG)	Assistant Principal		1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6272	Assistant Principal, Elementary	0.50	Overall school improvement	149-26
\$97,134.00	School Improvement Grant (SIG)	Site Psychologist		5734	School Psychologist		n/a		Overall school improvement	149-27
\$78,832.00	School Improvement Grant (SIG)	Community Assistant		2205	Classified Support Salaries	2082	Community Rel Assistant I Bil	1.00	Overall school improvement	149-28
\$45,000.00	School Improvement Grant (SIG)	STIP		1105	Certificated Teachers' Salaries	4384	STIP Teacher	1.00	Overall school improvement	149-29
\$18,340.00	School Improvement Grant (SIG)	Bilingual Clerk		2405	Clerical Salaries	5030	Clerk Bilingual	0.50	Overall school improvement	149-30
\$150,458.00	School Improvement Grant (SIG)	Community Schools Program Manager		2305	Classified Supervisors' and Administrators' Salaries	4937	Program Mgr Community School	1.00	Overall school improvement	149-31
\$97,129.00	School Improvement Grant (SIG)	TSA		1119	Certificated Teachers on Special Assignment Salaries	6603	10-Month Classroom TSA	0.80	Overall school improvement	149-32
\$78,940.00	School Improvement Grant (SIG)	School Improvement Partner		2305	Classified Supervisors' and Administrators' Salaries	690	Partner School Improvement	0.50	Overall school improvement	149-33
\$88,798.00	School Improvement Grant (SIG)	Social Worker		1205	Certificated Pupil Support Salaries	4662	Social Worker	1.00	Overall school improvement	149-34
\$98,497.00	School Improvement Grant (SIG)	TSA		1119	Certificated Teachers on Special Assignment Salaries	6687	11-Month Classroom TSA	1.00	Overall school improvement	149-35
\$191,890.00	School Improvement Grant (SIG)	Certificated Teachers' Salaries: Stipends		1120	Certificated Teachers' Salaries: Stipends		n/a		Overall school improvement	149-36
\$3,273.00	School Improvement Grant (SIG)	Certificated Teachers: Substitutes		1150	Certificated Teachers: Substitutes		n/a		Overall school improvement	149-37
\$20,000.00	School Improvement Grant (SIG)	Certificated Supervisors' and Administrators' Salaries: Stipends		1320	Certificated Supervisors' and Administrators' Salaries: Stipends		n/a		Overall school improvement	149-38
\$30,000.00	School Improvement Grant (SIG)	Other Classified Salaries: Extra Compensation		2922	Other Classified Salaries: Extra Compensation		n/a		Overall school improvement	149-39

\$50,000.00	School Improvement Grant (SIG)	Books other than Textbooks		4200	Books other than Textbooks		n/a		Overall school improvement	149-40
\$50,000.00	School Improvement Grant (SIG)	School Office Supplies		4310	School Office Supplies		n/a		Overall school improvement	149-41
\$10,000.00	School Improvement Grant (SIG)	Computer Supplies		4315	Computer Supplies		n/a		Overall school improvement	149-42
\$20,000.00	School Improvement Grant (SIG)	Computer < \$5,000		4420	Computer < \$5,000		n/a		Overall school improvement	149-43
\$15,000.00	School Improvement Grant (SIG)	Furniture < \$5,000		4432	Furniture < \$5,000		n/a		Overall school improvement	149-44
\$5,000.00	School Improvement Grant (SIG)	Mileage/Personal Expenses Reimbursement		5210	Mileage/Personal Expenses Reimbursement		n/a		Overall school improvement	149-45
\$25,000.00	School Improvement Grant (SIG)	Conference Expense		5220	Conference Expense		n/a		Overall school improvement	149-46
\$97,134.00	School Improvement Grant (SIG)	School Psychologist		5734	School Psychologist		n/a		Overall school improvement	149-47
\$45,000.00	School Improvement Grant (SIG)	External Work Order Services		5826	External Work Order Services		n/a		Overall school improvement	149-48
\$20,000.00	School Improvement Grant (SIG)	Licensing Agreements		5846	Licensing Agreements		n/a		Overall school improvement	149-49
\$10,000.00	School Improvement Grant (SIG)	Postage		5910	Postage		n/a		Overall school improvement	149-50
\$65,311.00	School Improvement Grant (SIG)	Interprogram Support/costs		7310	Interprogram Support/costs		n/a		Overall school improvement	149-51

# Title I School Parental Involvement Policy 2018-19

Community United Elementary School  
6701 International Blvd.  
Oakland, CA 94621

## Part 1. General Expectations: Involvement of Parents in the Title I Program

*Community United Elementary* agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

## Part 2. Description of how the School will implement required School Parental Involvement Policy components

### Building Parent Capacity for Involvement

- 1) *Community United Elementary* will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Regular Announcements to students over the school intercom
  - Community United Elementary Website
  - OUSD Parent Signature of Parent Guide Book
  - Community United Elementary Handbook
  - The school's monthly calendar
- 2) *Community United Elementary* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Posting in the school office, hallways
  - School website
  - Talking Points Blasts
  - Fliers
  - School Mailings

- 3) **Community United Elementary** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy:
  - SSC (School Site Council) agenda every year for review
  - School Staff
- 4) **Annual Title I Meeting.** **Community United Elementary** will convene an annual Fall meeting to inform parents of the following:
  - That the school participates in the Title I Program
  - How the school implements the Title I Program
  - The requirements of the Title I Program
  - The parents' right to be involved
  - The parents' right to participate in the development of the District's Title I Plan
- 5) **Community United Elementary** will provide information about Title 1 programs to parents of participating children in a timely manner:
  - The information will be provided using the procedures described in Part 2, #2, above.
  - Information about the Annual Title I Meeting will be provided at fall registration.
  - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
    - Annual Title I Meeting
    - SSC meetings
- 6) **Community United Elementary** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
  - Back to School Night
  - Open House
- 7) **Community United Elementary** provides support, during regular meetings, for parental activities requested by Title I Program parents.
  - Opportunity to request items in advance to include on meeting agenda
- 8) **Community United Elementary** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
  - Back to School Night
  - Teacher Conferences
  - Community United Elementary Handbook
  - School Announcements
- 9) **Community United Elementary** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
  - Office of the Ombudsperson  
Contact: Mr. Gabriel Valenzuela, Ombudsperson  
Address: 1000 Broadway, Oakland CA 94607
  - Email: Gabriel.Valenzuela@ousd.org

#### **School-Home Compact**

Community United Elementary has jointly developed with and distributed to parents of Title I students a School-Home 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.

### **Part 3. Shared Responsibilities for High Student Academic Achievement**

1) **Community United Elementary** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- SSC (School Site Council)
- The school district's Parent Options Program
- Fliers
- The school's website
- The School Site Principal will be responsible for the overall program of parental involvement.

2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

- Parent Handbook
- Community United Website
- Report Cards
- Information Nights
- Annual Title 1 Meeting

3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:

- Providing information to parents on district trainings and information student improvements
- Parent Education Evenings and events

4) The school will, with the assistance of its district and parents, educate its teachers, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- Staff Retreats
- Staff Professional Developments
- Staff Professional Learning Communities

5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Back to School Nights
- Information Nights

- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
- Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
  - Sending vital information home in Chinese, Spanish, Vietnamese, and English

**Accessibility**

The school will, to the extent feasible and appropriate, 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:

- Provide bilingual liaisons in Spanish
- Provide bilingual interpreters in Arabic
- Provide accessibility aids, equipment, and architecture to the extent practicable.

**Part 4. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs.

The Policy was adopted by the Community United School Site Council on November 28, 2018 and will be in effect for the 2018-19 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 School'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.

  
Shelley Hawkins-McCray  
(Principal's signature)

November 28, 2018

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

## 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.

### Student Pledge:

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

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

\_\_\_\_\_  
Student signature

### Parent/Guardian or Family Member Pledge:

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

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

\_\_\_\_\_  
Parent/Guardian or Family member signature

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher Pledge:

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

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

\_\_\_\_\_  
Teacher signature

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

Signed on this 24 day of October 2018.

Nombre del estudiante: Luis Vidaurri Grado: 2

## Community United Acuerdo para Escuela Primaria Nombre de la Escuela

Es importante que las familias y las escuelas trabajen juntas a fin de ayudar a los estudiantes a alcanzar altos estándares académicos. Por medio de un proceso que incluye a maestros, familias, estudiantes, y representantes de la comunidad, se acordaron las siguientes funciones y responsabilidades que cumpliremos como socios para apoyar el éxito de los estudiantes en la escuela y en la vida.

Compromiso del estudiante: Estoy de acuerdo que llevaré a cabo las siguientes responsabilidades lo mejor que pueda:

- Venir a la escuela dispuesto a aprender y esforzarme.
- Traer los materiales necesarios, las tareas y los trabajos terminados.
- Conocer y seguir las reglas de la escuela y del salón.
- Pedir ayuda cuando lo necesite.
- Comunicar regularmente a mis padres y maestros mis experiencias escolares para que puedan ayudarme a tener éxito en la escuela.
- Limitar mi tiempo de ver televisión y en cambio estudiar o leer cada día después de la escuela.
- Respetar la escuela, los compañeros de clase, el personal y las familias.

Luis Vidaurri Firma del estudiante

Compromiso del Padre/Madre/Tutor o Miembro de la Familia: Estoy de acuerdo que llevaré a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un tiempo y un sitio tranquilo para hacer las tareas y vigilar el tiempo frente a la televisión.
- Leer con mi hijo o animarlo a que lea cada día (20 minutos para estudiantes de K-3, y 30 minutos para estudiantes de 4-5).
- Comunicar al maestro o a la escuela mis preocupaciones.
- Asegurar que mi hijo asista a la escuela cada día, descanse adecuadamente, que reciba atención medica con regularidad y tenga la nutrición apropiada.
- Vigilar regularmente el progreso de mi hijo en la escuela.
- Participar en actividades escolares tales como la toma de decisiones, ser voluntario, y/o asistir a las conferencias de padres y maestros.
- Comunicar a mi hijo la importancia de la educación y el aprendizaje.
- Respetar la escuela, los estudiantes, el personal y las familias.

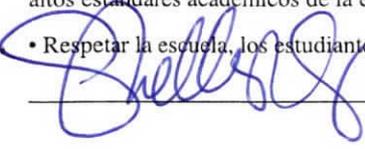
Guadalupe Alvarez Firma del Padre/Madre/Tutor o Miembro de la Familia

Compromiso del Maestro/a: Estoy de acuerdo que llevaré a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un plan de estudios e instrucción de alta calidad.
- Esforzarme a fin de motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada estudiante a desarrollar el amor por el aprendizaje.
- Comunicar con regularidad a las familias el progreso de su estudiante a través de conferencias, reuniones de padres y maestros,

reportes de progreso y otros medios disponibles.

- Proporcionar oportunidades razonables para que los padres puedan ser voluntarios, participen en la clase de su hijo y observen las actividades del salón.
- Proporcionar un entorno de aprendizaje cálido, seguro y respetuoso.
- Proporcionar diariamente tareas significativas para reforzar y extender el aprendizaje (30 minutos para los grados 1-3 y 60 minutos para los grados 4-5).
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y que ayuden a fomentar la colaboración con las familias y la comunidad.
- Participar y colaborar activamente en la toma de decisiones y trabajar de manera constante con las familias y colegas para hacer que las escuelas sean lugares más accesibles y acogedores para las familias con el fin de ayudar a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar la escuela, los estudiantes, el personal y las familias.

  
\_\_\_\_\_ Firma del maestro/a

Nos comprometemos a trabajar juntos para hacer cumplir este acuerdo.

Firmado el 24 de octubre, 2018.

**Revisado 9/13/2018**



**2018-2019**

**School Site Council Membership Roster – Elementary**

School Name: Community United Elementary School

Chairperson :	Zaineb Alomari
Vice Chairperson:	Eldridge Persons
Secretary: Ida	Johnson

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Shelley McCray	X			
Ida Johnson			X	
Caroline Miazgowicz ✓		X		
Desiree Levrier ✓		X		
Delores Mora-Mejia ✓		X		
Eldrige Persons				X
Juan Padilla				X
Zaineb Alomari				X
Teresa Ceja				X
Yolibeth Gutierrez				X

Meeting Schedule (day/month/time)	Every third Tuesday of the month at 8:45 am in Portable F First meeting 10/16/18
--------------------------------------	---

SSC Legal Code 52852)

**Requirements: (Ed.**

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

