

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Community United Elementary School.

Background:

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

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction 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 Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Community United Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Community United Elementary School
CDS Code: 1612590115204
Principal: Leticia Castaneda
Date of this revision: 5/11/2016

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

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

Contact: Leticia Castaneda
Address: 6701 International Blvd.
Oakland, CA 94621

Position: Principal
Telephone: 510-639-2850
leticia.castaneda@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single 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"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 18, 2016

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

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

Signatures:

<u>Leticia Castañeda</u> Print name of School Principal	<u>Leticia Castañeda</u> Signature	<u>05-23-16</u> Date
<u>Dana Parsons</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5-18-16</u> Date
<u>Sondra Aguilera</u> Print name of Network Superintendent	<u>Sondra Aguilera</u> Signature	<u>5/20/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-26-16</u> Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/12/2016	ILT	Overview of Site Plan
1/26/2016	ILT	Overview of Site Plan
4/5/2016	ILT	Final review and feedback
2/29/2016	SSC	Overview of Site Plan
4/25/2016	SSC	Final review and feedback
5/18/2016	SSC	Approval of Title 1 allocations
3/18/2016	Community	Overview of Site Plan
4/23/2016	Community	Overview of Site Plan
4/29/2016	Community	Final review and feedback

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$66,691.20	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$229,201.43	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$442,771.80	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$80,608.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,066.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$82,674.00	\$0.00

ABOUT THIS SCHOOL

School Description

Community United Elementary School (CUES) opened in September of 2007 as a new school on the Lockwood campus. We currently serve 430 students from Pre K, and Transitional Kindergarten to fifth grade. This year (2015-16), we have a Spanish Dual Language program in grades K - 3. Next year, (2016-17), CUES is adding a 4th grade Spanish Dual Language class, and then expanding the Spanish Dual Language program to all grades on campus 2017-2018. Our student population is composed of 69% Latino students, 21% African-American students, 2% White, and 8% Asian/Pacific Islander/Filipino. 58% of our students are identified as English Language Learners. The percentage of students identified as socially disadvantaged is 90%. Community United offers robust after school enrichment through Safe Passages and Girls, Inc. Families participate in Parent Leadership Development, Family Reading Nights, Science Night / Science Fair, Family Kindergarten Literacy Workshops, and other Family Engagement Workshops.

School Mission and Vision

Community United Elementary School honors the mind, body, emotions, and spirit of the whole child. A CUES student is Compassionate, Undefeatable, Enthusiastic, and Supported. Our students engage in the Caring School Community model, creating a safe environment for all aspects of learning.

MAJOR IMPROVEMENT PRIORITIES

- | | |
|---------------------------------------|---|
| Major Improvement Priority #1: | Balanced Literacy (Literacy and English Language Development) - Small Group Instruction/Differentiation |
| Major Improvement Priority #2: | Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language) |
| Major Improvement Priority #3: | Student and Family Engagement - Positive Attendance, School Culture and Climate |
| Major Improvement Priority #4: | Data - Driven Collaboration |

MAJOR IMPROVEMENT PRIORITY #1: **Balanced Literacy (Literacy and English Language Development) - Small Group Instruction/Differentiation**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
English Learner Reclassification increased in 2015-16(11.5%) as compared to 2014-15 (6.4%).	71% students scored far below on the ELA SBAC 2014-2015.

12% of 5th grade students performed at or above level on the ELA SBAC 2014 - 2015.	73% of 3rd grade students performed far below on the ELA SBAC 2014 - 2015.
Growth scores on Scholastic Reading Inventory (SRI) show an 11.3% increase.	80% of students are performing below grade level on the SRI.

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Teacher Practices: Implementation of the components of BAL, with an emphasis on small group instruction (reading and writing), and the implementation of designated and integrated ELD varied across grade levels. All students are assessed using DRA/EDL. Intervention procedures and practices have been implemented and expanded with the hiring of another STIP Sub. Leadership Practices: The Principal and TSAs held data meetings with teachers (weekly/bi-weekly/monthly). Organizational Practices: There needs to be created a classroom structure where students are continuously assessed. Every classroom had a leveled library. Students were grouped through CELDT levels for ELD instruction. Implementation Practices: The fidelity with which these practices were being implemented, and the monitoring of outcomes (student growth) measured by data walks, and through observations and the use of TeachBoost to provide feedback was implemented in late Winter. Better monitoring needs to occur.

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

Teacher Practices - Procedural and Programmatic Level: This was the first year implementing Balanced Literacy. There was a slow implementation of the components of Balanced Literacy, with full implementation occurring in early Winter. There were several new teachers across grade levels resulting in varying levels of expertise in Balanced Literacy. (One new teacher was added to the 2nd grade Dual Language team, two new teachers were added to the 3rd grade Dual Language team, and all members of the 4th grade team were new teachers.) ELD instruction began in late Fall. Most teachers had not received ELD training and/or professional development. (Again, because many were new and/or new to CUES.) New teachers are have difficulty creating and maintaining effective environment for student learning. Leadership Practices - Systemic Level: Planning and supporting teachers through instructional coaching and data walks were slowly implemented. The principal was new to CUES. Organizational Practices - Programmatic and Systemic Level: The Dual Language Program added a 3rd grade cohort. A schoolwide system/structure for training, staff development, planning, and collaboration is in early phase/stages of design and implementation. In addition, there needs to be a system created for continuously monitoring students' growth and re-structuring small reading groups.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Students reading at or above grade level will increase their reading level by a minimum of one grade level and students who are reading below grade level will increase their reading level by 1.5 years, as measured by the SRI.	SRI	All Students	Gr 2: 13% Gr 3: 11% Gr 4: 3% Gr 5: 12%	At or Above Grade Level: 35%; Decrease the number of students reading below grade level by	At or Above Grade Level: 30%	3: Students are reading at or above grade level.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	ELL students will make one year's growth in proficiency level as determined by CELDT.	CELDT	English Learners	12%	38% of students at Early Advanced; 29% of students at Advanced Level	Increase Reclassification by 5% points; 38% students at Early Advanced Level; 29% at Advanced Level	4: English learners are reaching English fluency.
Academic	Students reading at or above grade level will increase their reading level by a minimum of one grade level and students who are reading below grade level will increase their reading level by 1.5 years, as measured by the DRA/EDL.	DRA	All Students	33.18%	Participation goal only; 2015/2016 all students tested in grades K-5.	At or Above Grade Level: 60%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *CUES will improve student reading proficiency by implementing school wide balanced literacy practices that include reading and writing workshop and small group instruction for acceleration.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning objectives.	The principal and TSA/CCTL will conduct observations, and then meet regularly with TSA, STIP Sub, and CCTL to discuss coaching of individual teachers and monitoring Tier 2 intervention.	ILT will create a PD Calendar to support Balanced Literacy and ELD. The PD calendar will be based on 5-6 week inquiry cycles. Teachers will receive PD every Wednesday from 2:15 - 3:55. Teachers will receive release time for two PLCs (Tuesday and Thursday), one session is led by a site-based coach, the other is with their team.
Teachers will implement all components of the Balanced Literacy program. Reading Workshop will include mini lessons, independent reading, conferences, strategy groups and/or guided reading groups. Teachers will also use interactive read alouds, shared readings of complex text, academic discussion, writing and the appropriate integration of technology (e.g. RAZ, E-kids)	Principal and TSA will identify the "look fors" associated with PD and use Teachboost to provide feedback to the entire staff regarding progress	ILT Members will communicate decisions during staff meetings, Wednesday PD and email. Subs will be provided for off-site peer observations of BAL practices and on-site coaching with TSAs.

Teachers will assess all students using reading records and set individual goals with students. Teachers will do this on an on-going basis as opposed to just three times a year	The principal and/or TSAs will hold data meetings with teachers at least twice a year.	Subs will be provided for off-site peer observations of best practices with assessment, and, on-site coaching with TSAs . Teachers will use DRA/EDL and formative assessments to progress monitor students' growth.
TK-5 teachers will level students using CELDT scores to group students for ELD instruction. Teachers will use Discussion4Learning or Systemic ELD curriculum 30 minutes daily. Teachers will use ELD standards to create language objectives and facilitate language development lessons targeted through the use of ongoing formative ELD assessments and adjust student grouping as needed.	The principal will collect weekly schedules that show ELA, ELD, SLA and SLD.	Teachers will have release time to assess students three times a year
Tier 2 Reading Interventions are provided by TSAs, STIP Subs and the shared CCTL	The principal, TSAs, and CCTL will hold weekly/bi-weekly meetings to review individual teacher support and progress, and program improvement.	Every classroom has a leveled library and the school has a leveled bookroom
Teachers use data (from Reading Records and Math Assessments) to group students and provide differentiated instruction targeted to student needs across the curriculum, utilizing a Workshop Model.		Every Teacher has a DRA/EDL assessment kit
		Each teacher will receive an ELD kit and PD
		Every Dual Language Teacher has a Spanish Language Development curriculum and PD.

MAJOR IMPROVEMENT PRIORITY #2: Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language).	Integrated biliteracy structure with Science content is challenging as we are developing lessons to support students who are learning Spanish as a second language. 27% 5th grade students scored at or above on the science CST.
Students enrolled in the Dual Language Program (K - 3rd) receive science instruction in Spanish in addition to Spanish Language Arts. 47% of 3rd grade students performed at the Mastery level on the winter SIRA for 2015-16.	Students who are reading below grade level, need extra support during Content Area Literacy through Science. 53% of 3rd grade students did not master the Winter SIRA for 2015 - 2016.

Students receive Spanish Language Development support through small group instruction.	Lack of staff to support Spanish Language Learners (only one staff member to support all DL classes). Increase budget (hiring) of staff who can support all students, specifically the Spanish language learners.
--	---

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Teacher Practices: Dual Language Spanish teachers created Science Units that incorporated language objectives and allowed for teaching literacy through content. There were logistical challenges in providing Spanish Language Learners extra support. SEI Teachers follow the FOSS curriculum and teach content area literacy in English. Leadership Practices: The Principal and TSAs held data meetings with teachers (weekly/bi-weekly/monthly). Organizational Practices: The Lead Teacher was out for most of the year; therefore, implementation of the Science curriculum and program occurred slowly, but was completely implemented by February, 2016. Implementation Practices: The fidelity with which these practices were being implemented is unclear. The monitoring of outcomes (student growth), measured by data walks and through observations, and the use of TeachBoost to provide feedback was implemented.

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

Teacher Practices - Procedural and Programmatic Level: There were several new teachers across grade levels. A 3rd grade Dual Language cohort was added. (One new teacher was added to the 2nd grade Dual Language team, two new teachers were added to the 3rd grade Dual Language team, and all members of the 4th grade team were new teachers.) The Science Lead teacher was out for most of the year; therefore, new teachers did not receive timely professional development in order to understand components and tools of the curriculum (notebooks, data collections, academic discussions, sentence frames, and concepts of Science and integrated literacy and language). Leadership Practices - Programmatic and Systematic Level: Planning and supporting teachers through instructional coaching and data walks were slowly implemented. The principal was new to CUES. Organizational Practices - Procedural, Programmatic, and Systemic Level: The Dual Language Program added a 3rd grade cohort. A schoolwide system/structure for training, staff development, planning, and collaboration is in early phase/stages of design and implementation.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Grades 3-5 students will show proficiency (Conceptual level 3) in Science content as evidenced by SIRA	SIRA	All Students	38%	80%	80%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	All students will participate in science lessons at least three times a week and show proficiency in content area learning as evidenced by science journals.	SIRA	All Students	2-3 Investigations	100%	100%	2: Students are proficient in state academic standards.
Academic	Teachers will incorporate Academic Discussions to promote language development, and critical thinking skills.	SIRA	All Students	100%	100%	100%	1: Graduates are college and career ready.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *CUES will use FOSS experiments, Notebooking/Journals, and Academic Discussions to increase student language development and critical thinking skills.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will use Foss Kits to teach science units at least three times a week	Principal will use Teachboost to provide feedback in the focus area as identified through PD cycles	Lead Science Teachers provide professional learning, assessment support and organization of the FOSS kits
Teachers will facilitate learning experiences that result in student projects to be presented at the school science fair.	The principal will collect weekly schedules that incorporate science instruction	PD Calendar to support Science is developed with the ILT and the Science Lead Teacher
In Dual Language (DL) classrooms, teachers will create Science units that incorporate language objectives and teach literacy skills through content area learning.	The principal and teacher coaches (TSAs) will review lesson plans every week.	DL Track will have additional planning time for Science Units (as well as other components of DL)
Teachers will incorporate Academic Discussions to promote language development and critical thinking skills in 100% of their science lessons.	The principal and teacher coaches will provide feedback to teachers on the use of Academic Discussion in the classrooms	Teachers in grades 3-5 will administer and score the SIRA, three times a year. Teachers will be given release time to examine the data and adjust instruction accordingly. Teachers will receive PD to help understand and implement Academic Discussions in every classroom.
Teachers will use the Reflective Assessment Protocol (RAP) three times a year as a formative assessment	Principal and teacher coaches will observe and give feedback on the notebook entries to be used in the RAP process	Time to score and reflect upon RAPs will be provided at PD and/or PLCs

MAJOR IMPROVEMENT PRIORITY #3:**Student and Family Engagement - Positive Attendance, School Culture and Climate****PERFORMANCE STRENGTHS & CHALLENGES for Priority #3**

Student Performance Strengths	Student Performance Challenges
Student satisfaction with the school culture is high (77%)	Referrals and suspensions rates remain high.
Every teacher has Caring School Community curriculum.	Not all teachers are implementing the program with fidelity.
Parent satisfaction with the school culture is high (69%)	Parent engagement opportunities need to be implemented.
Chronic absenteeism rates are improving.	Chronic absenteeism is high

ROOT CAUSE ANALYSIS for Priority #3**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Teacher Practices: The majority of the classrooms have management systems in place, but referrals are still high. Incidents of student conflict remain high. Although teachers often discuss the high number of absences and tardies, there is little evidence of reaching out to parents in a timelier manner. Opportunities for family engagement are not clearly visible. Leadership Practices: Weekly walk-throughs need to include a greater focus on SEL practices. Organizational Practices: An Attendance Team was formed in late Fall. Implementation Practices: There was a delay in correlating the efforts on a schoolwide level.

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

Teacher Practices - Procedural and Programmatic Level: Implementation of SEL Standards in each classroom, and how they are incorporated into lessons needs to be addressed. Teachers need to ensure that conversations around attendance are taking place in their classrooms. Parents need to be active partners in order to address engagement (attendance, behavior, and learning). Leadership Practices - Programmatic and External Level: Data walks with teachers need to have a greater focus on engagement through the lens of behavior and attendance. External factors cannot be discounted. As we move forward, developing partnerships and making personal connections with these partners will be crucial. Organizational Practices - Systemic and External Level: Sustaining student and parent/family engagement is challenging. Collaborating with community partners and supporting agencies needs to be further developed in order to address external factors that impede student learning so that students and the school community thrive.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	By March 4, 2016, CUES Chronic Absenteeism Rate will be no more than 9.9%	Chronic Absence	All Students	14.6%	12%	Chronic absences will be no more than 9%	5: Students are engaged in school everyday.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	The number of referrals will decrease by 20%.	Culture/ Climate: Student	All Students	13.18%	20% less than those seen in September-October 2014.	Referrals will decrease by 30%.	5: Students are engaged in school everyday.
Climate & Culture	Reduce the suspension rates by 3%.	Culture/ Climate: Student	All Students	2.2%	1%	Reduce suspension rates by 3%	5: Students are engaged in school everyday.
Social/Emotional	All students will participate in the Caring School Community program.	Culture/ Climate: Student	All Students	100%	100%	100%	5: Students are engaged in school everyday.
Climate & Culture	PBIS committee will work to plan a Positive School Culture and Climate with an initial focus on attendance.	Culture/ Climate: Student	All Students	100%	100%	100%	5: Students are engaged in school everyday.
Climate & Culture	Implement practices for family engagement.	Culture/ Climate: Parent	All Students	100%	100%	100%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *CUES will develop and implement practices to increase family and student engagement. (family presence on campus, attendance, referrals, suspensions)*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
On a weekly basis, teachers will have students update their attendance logs. Teachers will analyze attendance data during weekly data conferences with the principal and site coaches.	Principal will lead the weekly Site Attendance Meetings	Site Attendance Team Meetings will occur weekly
Teachers will implement Monthly Classroom Challenges for Attendance	The Monthly Newsletter will include an Attendance Update	The Attendance Clerk will identify students for the Site Attendance Team Meetings
Every teacher has Caring Schools Community curriculum, and will implement the practices on a daily basis.	The principal, TSAs, and ILT members will conduct observations and provide teachers with feedback regarding implementation of CSC curriculum.	Teachers will receive ongoing PBIS and Caring Schools Community curriculum PD.

Teachers will participate in the Parent Teacher Home Visiting Project, the No Bully Project, and work with Parent Leaders to help create/plan family engagement activities.	Organize and coordinate events and activities so that students and families are engaged as equal partners, setting short-term and long-term goals and developing personalized plans with teachers and staff with an initial focus on developing a positive and thriving school community culture, climate, and on improving attendance.	Members of the Site Attendance Team will monitor students (weekly). Host PBIS/SCS Nights, Data Nights, Literacy Nights, and Science and Math (STEM) nights.
Teachers will keep a parent contact log and documentation of classroom interventions before using a URF.	The principal will coordinate PBIS PD or teachers and staff.	Develop schoolwide systemic practices that target student behavior, and student and family participation in all areas of the school community with the initial focus to decrease referrals and suspension.
Identify and support foster youth	COST meetings will be scheduled for foster youth once a month to address support, communication and monitor progress.	COST team/new mental health staff will conduct monthly meetings to address referrals
		Parent Outreach will be supervised by the OHA Outreach Coordinator
		Each Trimester there will be awards for Improved Attendance and Perfect Attendance
		Attendance will be included in the data wall and data conferences with teachers
		Host PBIS/CSC Nights, Data Nights, Literacy Nights, and Science and Math (STEM) Nights,
		Host weekly Parent Engagement and Leadership Building events on campus.

MAJOR IMPROVEMENT PRIORITY #4: Data - Driven Collaboration

PERFORMANCE STRENGTHS & CHALLENGES for Priority #4	
Student Performance Strengths	Student Performance Challenges
Students receive small group instruction.	There exists the need for more 1:1 reading intervention.
Teachers meet with instructional coaches on a weekly basis.	The inconsistency of securing subs precludes fidelity to the coaching model.
Instructional groupings are data-informed (reading, math, ELD)	A systemic continuous formative assessment plan is not in place.

ROOT CAUSE ANALYSIS for Priority #4

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Teacher Practices: Coaching and discussions around data occurred where teachers explained that they found it challenging to manage the timelines of all of the assessments. Added to this, Dual Language teachers had to assess all of their students using DRA and EDL. There were several new teachers. Leadership Practices: More frequent observations needed to have occurred in order to provide feedback on the instructional practices decided upon during the weekly collaboration and coaching meetings. Organizational Practices: There needed to be a system developed that would have secured subs in order to have allowed the weekly coaching and planning to occur. Implementation Practices: A systemic practice needed to have been developed that would have organized the different aspects of the weekly data-driven collaboration time.

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

Teacher Practices - Procedural and Programmatic Level: Teachers need to develop a systemic way of continuously assessing students (quantitative and qualitative data) in order to analyze evidence that will guide instruction (including small group instruction), and the instructional processes: materials, grouping, scheduling, and curriculum assessments. Leadership Practices - Systemic Level: A greater emphasis needs to be placed on budget priorities in order to improve the organizational structure of continuous cycles of inquiry: plan/collaborate, teach/curriculum, assess/score and calibrate/evaluate, plan/collaborate. Organizational Practices - Programmatic and Systemic Level: The level, relevance, and frequency of training and staff development needs to be addressed. The development of collaborative groups within content, grade-level, and program needs to occur on a more frequent basis.

STUDENT PERFORMANCE GOAL(S) for Priority #4

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Significantly improve quality and consistency of teacher practices and student performance.	SRI	All Students	n/a	n/a	30% - 100%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Establish instructional coherence across the school.	DRA	All Students	n/a	n/a	100%	2: Students are proficient in state academic standards.
Climate & Culture	Review engagement data and implement PBIS structures around a lesson/unit of study. (primary focus on attendance, referrals, suspensions)	Attendance Rate	All Students	n/a	n/a	100%	5: Students are engaged in school everyday.
Social/Emotional	Review engagement data and implement practices that incorporate SEL Standards in every lesson/unit of study that will build and sustain students' success.	SEL	All Students	n/a	n/a	100%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #4

Major Improvement Strategy for this priority: *Site-based Instructional Coaches will lead Teacher Teams in the use of Cycles of Inquiry to guide collaboration by planning and designing unit lessons, assessing, calibrating, and scoring assessments, and auditing data.*

KEY PRACTICES FOR PRIORITY #4

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will use DRA/EDL and running records to monitor student progress and set learning goals.	The principal will hold data meetings with teachers twice a year. The principal will maintain the data wall to monitor student progress.	DRA/EDL kits in each classroom. Balanced Literacy PD cycles. Site-based Instructional Coaches will provide teachers with PD and ongoing support with administering the DRA/EDL and running records to monitor students' reading progress.
Teachers will post and communicate content and language objectives for students, and check for understanding throughout the lesson.	The principal will meet regularly with TSAs to discuss coaching of individual teachers.	Site-based Instructional Coaches will meet with teachers on a weekly basis to plan and implement Reading and Writing Workshop that will include content and language objectives. Subs will be provided for weekly meetings.
Teachers will incorporate all components of the Balanced Literacy Curriculum and the designated times for each component during the course of the week.	The principal and TSAs will differentiate PD in order to meet individual teachers needs for improvement.	Teachers, TSAs, CCTL, STIP, and Prep Teachers will participate in Balanced Literacy PD cycles. Site-based Instructional Coaches will collaborate with teachers and model best teaching practices and components of Balanced Literacy including reading and writing workshop, read alouds, and conferencing.
Teachers will incorporate feedback from the Alternate observer into their planning and daily lessons	The principal will provide teachers with the opportunity to observe expert teachers on site and in the district	Instructional Coaches will observe and provide teachers with feedback using the Alternate Observer process and the TDGS framework. Substitutes will be provided.
Teachers will plan, communicate and integrate SEL goals and objectives across the content areas	The principal will meet regularly with TSAs to discuss coaching of individual teachers.	PBIS expectations will be clear and posted. All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle. Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	After School Programs	PBIS expectations will be clear and posted. All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle. Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.	A1.6: After School Programs	5825	n/a	n/a	n/a	149-1	149
\$9,000.00	General Purpose Discretionary	Extended contract hours.	Teachers in grades 3-5 will administer and score the SIRA, three times a year. Teachers will be given release time to examine the data and adjust instruction accordingly. Teachers will receive PD to help understand and implement Academic Discussions in every classroom.	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	149-2	149
\$1,200.00	General Purpose Discretionary	Extended contract hours.	Teachers will have release time to assess students three times a year	A2.8: Data & Assessment	1154	n/a	n/a	n/a	149-3	149
\$8,121.20	General Purpose Discretionary	Supplies	Teachers will implement all components of the Balanced Literacy program. Reading Workshop will include mini lessons, independent reading, conferences, strategy groups and/or guided reading groups. Teachers will also use interactive read alouds, shared readings of complex text, academic discussion, writing and the appropriate integration of technology (e.g. RAZ, E-kids)	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	149-4	149
\$9,000.00	General Purpose Discretionary	Equipment Maintenance	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning objectives.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	149-5	149
\$37,500.00	General Purpose Discretionary	RJ Coordinator 0.5 FTE (Shared)	Every teacher has Caring Schools Community curriculum, and will implement the practices on a daily basis.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	149-6	149
\$1,870.00	General Purpose Discretionary	Contracts (Professional Services) Safe Passages	PBIS expectations will be clear and posted. All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle. Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	149-7	149
\$6,987.06	LCFF Concentration	Noon Supervisor	PBIS expectations will be clear and posted. All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle. Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.14	149-8	149
\$42,736.29	LCFF Concentration	Release time for PLCs; Reading Intervention	Site-based Instructional Coaches will meet with teachers on a weekly basis to plan and implement Reading and Writing Workshop that will include content and language objectives. Subs will be provided for weekly meetings.	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP0183	1	149-9	149
\$276.65	LCFF Concentration	Surplus	n/a	n/a	4399	n/a	n/a	n/a	149-10	149
\$49,759.14	LCFF Supplemental	Dual Language TSA	Site-based Instructional Coaches will meet with teachers on a weekly basis to plan and implement Reading and Writing Workshop that will include content and language objectives. Subs will be provided for weekly meetings.	A4.2: Dual Language Programs	n/a	10 MONTH CLASSROOM TSA	C10TSA0082	0.6	149-11	149
\$48,111.45	LCFF Supplemental	Common Core Teacher Leader	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning objectives.	A2.1: Implementation of CCSS & NGSS	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.5	149-12	149
\$36,789.91	LCFF Supplemental	Community Relations Assistant I Bilingual (Spanish)	Host weekly Parent Engagement and Leadership Building events on campus.	A6.1: Parent / Guardian Leadership Development	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB0014	0.5	149-13	149
\$349.35	LCFF Supplemental	Noon Supervisor	PBIS expectations will be clear and posted. All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle. Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.007	149-14	149

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$20,967.54	LCFF Supplemental	Prep Teacher	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning objectives.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0145	0.2	149-15	149
\$34,193.81	LCFF Supplemental	Release time for PLCs; Reading Intervention	Site-based Instructional Coaches will meet with teachers on a weekly basis to plan and implement Reading and Writing Workshop that will include content and language objectives. Subs will be provided for weekly meetings.	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP9999	0.7	149-16	149
\$770.24	LCFF Supplemental	Surplus	n/a	n/a	4399	n/a	n/a	n/a	149-17	149
\$12,130.00	LCFF Supplemental	School Psychologist		A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	149-18	149
\$26,130.00	LCFF Supplemental	Contracts (Professional Services) Safe Passages		A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	149-19	149
\$20,815.94	Measure G (School Libraries)	Library Clerk Senior		A3.2: Reading Intervention	n/a	LIBRARY CLERK SENIOR	20LBCS0002	0.5	149-20	149
\$184.06	Measure G (School Libraries)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	149-21	149
\$21,795.79	Measure G (TGDS)	TGDS STIP Sub	Principal will use Teachboost to provide feedback in the focus area as identified through PD cycles	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0507	0.6	149-22	149
\$3,529.00	Measure G (TGDS)	Teacher Subs for PD or release time only	Principal will use Teachboost to provide feedback in the focus area as identified through PD cycles	A2.6: Teacher Evaluation	1150	n/a	n/a	n/a	149-23	149
\$414.72	Measure G (TGDS)	Supplies	Principal and TSA will identify the "look fors" associated with PD and use Teachboost to provide feedback to the entire staff regarding progress	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	149-24	149
\$5,988.91	Program Investment	Noon Supervisor	PBIS expectations will be clear and posted. All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle. Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.12	149-25	149
\$13,325.32	Program Investment	Noon Supervisor	PBIS expectations will be clear and posted. All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle. Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.267	149-26	149
\$3,543.41	Program Investment	Noon Supervisor	PBIS expectations will be clear and posted. All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle. Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0080	0.137	149-27	149
\$14,654.49	Program Investment	Release time for PLCs; Reading Intervention	Site-based Instructional Coaches will meet with teachers on a weekly basis to plan and implement Reading and Writing Workshop that will include content and language objectives. Subs will be provided for weekly meetings.	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP9999	0.3	149-28	149
\$107.86	Program Investment	Surplus	n/a	n/a	4399	n/a	n/a	n/a	149-29	149
\$76,399.66	Title I Basic	To be used for TSA	Host weekly Parent Engagement and Leadership Building events on campus.	A6.3: Professional Learning for School Site Council Teams	4399	n/a	n/a	n/a	149-30	149
\$4,208.34	Title I Basic	To be used for extended Contracts	Host PBIS/CSC Nights, Data Nights, Literacy Nights, and Science and Math (STEM) Nights,	A6.3: Professional Learning for School Site Council Teams	4399	n/a	n/a	n/a	149-31	149
\$505.00	Title I Parent Participation	To be used for extended contract hours for parent workshops	Host weekly Parent Engagement and Leadership Building events on campus.	A3.3: Family Engagement focused on Literacy Development	4399	n/a	n/a	n/a	149-32	149

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$500.00	Title I Parent Participation	To be used for meeting refreshments	Host weekly Parent Engagement and Leadership Building events on campus.	A3.3: Family Engagement focused on Literacy Development	4399	n/a	n/a	n/a	149-33	149
\$1,061.00	Title I Parent Participation	Surplus	n/a	n/a	4399	n/a	n/a	n/a	149-34	149

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this 10 day of 9, 2015.



Title I School Parental Involvement Policy 2015-16

(Blue fonts indicate an area that needs to be completed)

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

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

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I 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 I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

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

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

SSC Meetings
Parents, Communities, and Principal Meetings
Back to School Night
PR the BAR (Parents Leaderships Meetings)

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

SSC Meetings
Parents, Communities, and Principal Meetings
School Newsletters
School Phone Messengers



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

School Newsletters
School Phone Messengers
Parent Conferences

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

Back to School Night
Parent Conferences- Report Card Conferences

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

Parents, Communities, and Principal Meetings
SSC Meetings

School-Parent Compact

(Name of school) _____ CUES _____ :

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



Building Parent Capacity for Involvement

(Name of school) _____ CUES _____ :

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

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

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Professional Development Workshops will provide to support all classified and certificated staff in working with parents.



OFFICE OF ACCOUNTABILITY PARTNERS

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

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

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Our school's Community Relations Assistant sends school newsletters, School Phone Messengers, and parent notification letters in appropriate language in a timely matter.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

SSC Meetings
Parent Meetings and Parent Conferences

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Professional development will be provide to support classified and certificated staff in working with parents.



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) CUES School Site Council on (Date) 9/10/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (Name of school) CUES's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Leticia Castañeda
(Principal's Signature)

1/8/2016
(Date)



School Site Council Membership Roster – Elementary

School Name: Community United (CUES)

School Year: 2014/2015

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

Place "X" in Appropriate Members Column

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

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

SSC Legal Requirements: (Ed. Code 52852)

- 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.

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

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