

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1281  
Introduction Date: 6/27/18  
Enactment No.: 18-1089  
Enactment Date: 6/27/18 er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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)
- School Improvement Grant (SIG)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Community United Elementary School.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Community United Elementary School  
**CDS Code:** 1612590115204  
**Principal:** Humphrey Kiuruwi, Jr.  
**Date of this revision:** 4/20/2018

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 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> Humphrey Kiuruwi, Jr.	<b>Position:</b> Principal
<b>Address:</b> 6701 International Blvd. Oakland, CA 94621	<b>Telephone:</b> 510-639-2850 <b>Email:</b> humphrey.kiuruwi@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

**2018-2019 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                        | <input checked="" type="checkbox"/> School Improvement Grant (SIG) |

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

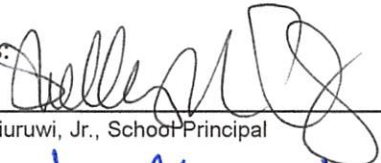


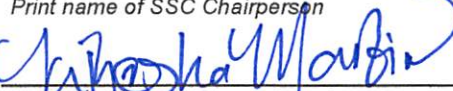
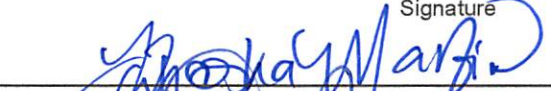
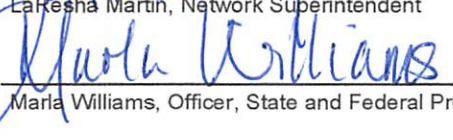
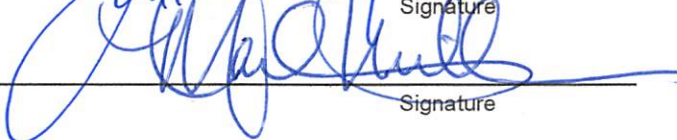
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

**Date(s) plan was approved:** 5/9/18

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|---|

**Signatures:**

		<u>5/9/2018</u>
Humphrey Kiuruwi, Jr., School Principal	Signature	Date
<u>Zainab Alomari</u>		<u>5-9-18</u>
Print name of SSC Chairperson	Signature	Date
		<u>5/9/18</u>
LaResha Martin, Network Superintendent	Signature	Date
		<u>5/24/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/30/2018	Staff Meeting	Conducted Needs Assessment
	Staff Meeting	Shared preliminary Budget
4/30/2018	Staff Meeting	Engagement with SPSA
5/1/2018	SSC	Shared SPSA Site Priorities and overview
2/26/2018	SSC	Shared Title 1 allocation and budget summary
2/20/2018	SSC	Approval of Title 1 Allocation

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$60,550.01	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$257,249.04	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.01	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$523,317.75</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$85,077.46	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,092.41	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$87,169.87</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 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.

#### Family & Student Engagement

Teachers support parents, CUES has a strong parent group. Teachers love educating our students. Our school runs thanks to our students and teachers. Strength comes from families, teachers, and students working together. Support from other staff is also very important. Strong community support has been key to parent participation. there is a community schools manager and community relations personell. There are partnerships with Lions Creek and Oakland Housing Authority (OHA)Parents work, need more security in the school, few teachers open to create relationships with parents. Lack of teacher to parent communication. Lack of parent involvement. some Teachers not willing to meet outside their contracted time. Money and space is limited. School needs to hire teachers who are patient willing to work with families at each step of the students education. Teacher does not include parent when making decisions on students education.Community relations will be fully communitted to supporting parent (as a bilingual clerk will be added to the office team); there will be time wednesdays and 5 teacher hours per month that will be leveraged to improve parent and teacher communication

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>Continuity in staffing; ITL will continue to support teachers to develop strong literacy practices; teachers are using some common practices like Interactive Read Aloud across content and grade levels; have had Data Driven Instruction (DDI) meetings focused on literacy data (DRA/EDL, SRI); slight growth on SBAC ELA for ELLs and Low income students. Principal and Coaches have been observing classes during walkthroughs and giving teachers feedback. There was also slight growth in SRI for all, particularly ELLs (and Latino students overall). DRA growth midyear for Grades 1- 5 is at 34%. EDL growth for grades 1 - 4 is at 23%. SRI mid year growth for grades 3-5 is at 5%(AA = 12%, Latino = 2%, Male = 5% and Female = 3%). Open CUES Data Tab below and refer to Mid Year ELA Results and Growth.</p>	<p>73.9% students did not meet expectations on the ELA/SBAC 2015-2016. 71% of AA students did not meet SBAC standards; 76% of Latino students did not meet SBAC standards. Mid year SRI data (Grades 3 -5) reflects that students not meeting standards are 83% of AA students, 90% of Hispanic students, 88% of females and 91% of males.</p>	<p>Balanced literacy continues to role out slowly. Teacher turnover and lack of in depth training for new teachers in the components of Balanced Literacy has slowed down progress for some grade levels.</p> <p>ELD instruction began in late Fall. Teachers need additional support understanding how to target instruction for different levels of language proficiency and how to make use of the provided curricular material. New teachers are having difficulty creating and maintaining effective environment for student learning during designated ELD time. Leadership Practices</p> <p>Systemic Level: The principal, ITL, and one TSA joined CUES. Organizational Practices - Programmatic and Systemic Level: The Dual Language Program added a 4th grade cohort.</p> <p>We have some systems/structures for training teachers, staff development, planning, and collaboration that have been implemented this year. Interventions for students below grade level needs continued coordination and a strong plan for progress monitoring needs to be developed. Teachers continue to need support to continuously monitoring students' growth and re-structuring small reading groups.</p>

<p align="center"><b>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</b></p>	<p>Our Cycle 3 PD this year was focused on math, and engaging for teachers; ILT identified three focus areas for Math PD and there is a now a clearer plan around school-wide implementation of three instructional practices 1. number talks, 2. three reads and 3. backward planning. Instructional coaches and principal are providing support/coaching for implementation through walkthroughs and instructional coaching sessions with teachers.</p>	<p>Lack of structure and accountability for PLCs; there was no growth on SBAC for Math and AA students scores dropped. Latino students went down on SBAC math, overall there was negative growth between 2014/15. That drop was more pronounced between AA and Latino students.</p>	<p>SPF: Math was not a priority area last year, not written into 2015-16 site plan. to what extent are folks using the strategies right now? New teachers haven't had any training, probably aren't using them right now. No school wide implementation and no monitoring led to negative growth in math, this year's focus was on literacy and that was what was monitored this year. Literacy as a focus school-wide, not math, including in data conferences. That shifted with Cycle 3 Math Cycle. Implication for Latinos/ELLs might be decreased proficiency without explicit attention to Integrated ELD strategies and structures to ensure full access to content.</p>
<p align="center"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE &amp; CLIMATE)</b></p>	<p>Chronic absences percentage has hovered between 13%-16%.</p>	<p>Teachers need to be more engaged with T1 support; the school has not been able to fill the position of attendance case manager since december 2016; some families are in transition and cannot bring children to school regularly/timely; some kinder families believe that kinder does not count and don't bring kids to school regularly;</p>	<p>Teachers need to be more engaged with T1 support; the school has not been able to fill the position of attendance case manager since december 2016; some families are in transition and cannot bring children to school regularly/timely; some kinder families believe that kinder does not count and don't bring kids to school regularly;</p>
<p align="center"><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</b></p>	<p>For academic year 2017-2018, CUES reclassified 6.9% of its ELL students. This is mid-year data point and we still do not have data from the ELPAC given in February 2018.</p>	<p>Teachers need to teach an ELD using a California adopted ELA/ELD curriculum that incorporate the new ELA/ELD Framework.</p>	<p>CUES teacher will teach ELD using Advance ELD curriculum that is aligned to the ELA thematic curriculum. Advance ELA/EDL curriculum is adopted by the State of California and is aligned to the ELA/ELD Framework. Teachers will use GLAD strategies for second language acquisition and will have content language objectives that reflect CCSS listening and talking standards. Teachers will use academic discussion prompts and frameworks to engage ELLs in oral development.</p>



**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Community United Elementary School

**School ID:** 149

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Balanced Literacy (Literacy and English Language Development)	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.)			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	All Students	-102.9	-95.4	-87.9
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
<b>Theory of Action for Language &amp; Literacy Priority:</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>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	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.	

1-2	T2: Teachers differentiate instruction for all students, specifically target groups of ELLs based on evidence, regardless of current level of achievement	Principal and Leadership Team utilize student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes	Students will be able to identify and explain their individual reading goals  Anchor charts posted  Teachers conferring with students
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. Beginning with Kindergarten Orientation, families will be invited to participate in monthly Family Engagement events to aid the transition to school.	<i>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</i>	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.
1-4	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	Teachers implement readers workshop and pull small groups of low-performing students for intervention and acceleration

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	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.)			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	African American Students	-141.3	-131.3	-121.3
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				

<b>Theory of Action for Standards-Based Instruction Priority:</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.			
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		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 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	

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Chronic Absence	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>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Chronic Absence	All Students	16.3%	15.3%	14.3%

<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</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.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	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
3-2	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
3-3	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.

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Designated ELD	Within three years, we will increase our reclassification rate by 20%			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	9.0%	12.0%	15.0%

<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will monitor LPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.		
<b>Theory of Action for English Language Learners Priority:</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.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	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 ELLs 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
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**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 149

**School:** Community United Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Chronic Absence	A1.6 After School Programs	5825				149-1
\$25,000.00	General Purpose Discretionary	Supplies	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				149-2
\$6,000.00	General Purpose Discretionary	Refreshments	Balanced Literacy (Literacy and English Language Development)	A6.5 Academic Parent-Teacher Communication & Workshops	4311				149-3
\$1,768.58	General Purpose Discretionary	Surplus	n/a	n/a	4399				149-4
\$9,000.00	General Purpose Discretionary	Copier	Designated ELD	A5.1 School Culture & Climate (Safe & Supportive Schools)	5610				149-5
\$7,415.73	General Purpose Discretionary	Noon Supervisor	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0080	0.30	149-6
\$11,365.70	General Purpose Discretionary	Noon Supervisor	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0022	0.30	149-7
\$45,200.51	LCFF Concentration	Academic mentors	Balanced Literacy (Literacy and English Language Development)	A3.2 Reading Intervention	2928				149-8
\$2,845.94	LCFF Concentration	Surplus	Mathematics	A2.3 Standards-Aligned Learning Materials	4399				149-9
\$31,915.85	LCFF Concentration	TSA support teachers and students with small group instruction and ELA intervention. The TSA will also plan and deliver professional development across content areas and facilitate grade level PLCs.	Balanced Literacy (Literacy and English Language Development)	A3.4 Teacher Professional Development focused on Literacy	1119	11 MONTH CLASSROOM TSA	C11TSA9999	0.30	149-10

\$20,037.71	LCFF Concentration	STIP to support academic acceleration and teacher collaboration time	Balanced Literacy (Lite	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0183	0.45	149-11
\$12,383.70	LCFF Supplemental	Academic mentors	Balanced Literacy (Literacy and English Language Development)	A3.2 Reading Intervention	2928				149-12
\$3,639.57	LCFF Supplemental	Books leveled libraries to support balanced literacy instruction	Balanced Literacy (Literacy and English Language Development)	A2.3 Standards-Aligned Learning Materials	4200				149-13
\$8,454.58	LCFF Supplemental	Field trips to support academic acceleration	Designated ELD	A3.1 Blended Learning	5826				149-14
\$33,892.71	LCFF Supplemental	Teacher class size reduction in support of ELLS	Balanced Literacy (Lite	A2.7 Class Size Reduction	1105	TCHR BILINGUAL	TCHBIL0314	0.58	149-15
\$49,464.88	LCFF Supplemental	Teacher class size reduction in support of ELLS	Mathematics	A2.7 Class Size Reduction	1105	TCHR BILINGUAL	TCHBIL0347	0.47	149-16
\$24,490.53	LCFF Supplemental	STIP to support academic acceleration and teacher collaboration time	Designated ELD	A4.4 Teacher Professional Development focused on English Learners	1105	TEACHER STIP	TCSTIP0183	0.55	149-17
\$108,584.88	LCFF Supplemental	EEIP (Yoga) The Yoga EEIP will release teachers for PLCs/Prep and provide support in classrooms. The Yoga EEIP will also plan and deliver professional development during SEL and physical education/health cycles of inquiry.	Chronic Absence	A5.2 Health and Wellness (Mental & Physical Health)	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0192	1.00	149-18
\$16,338.19	LCFF Supplemental	EEIP (Art) The Art EEIP will release teachers for PLCs/Prep and provide support in classrooms as needed. The Art EEIP will also plan and deliver professional development on integrating art and literacy.	Balanced Literacy (Lite	A5.2 Health and Wellness (Mental & Physical Health)	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0145	0.20	149-19
\$55,726.65	SIG	Extended contracts	Balanced Literacy (Literacy and English Language Development)	A3.4 Teacher Professional Development focused on Literacy	1120				149-20
\$4,053.62	SIG	Subs for release days	Mathematics	A2.10 Extended Time for Teachers	1150				149-21



\$75,000.00	SIG	Books	Balanced Literacy (Literacy and English Language Development)	A2.3 Standards-Aligned Learning Materials	4200				149-22
\$63,444.58	SIG	Supplies	Balanced Literacy (Literacy and English Language Development)	A2.3 Standards-Aligned Learning Materials	4310				149-23
\$219.73	SIG	Surplus	Designated ELD	A2.3 Standards-Aligned Learning Materials	4399				149-24
\$100,000.00	SIG	Technology/Computers	Mathematics	A3.1 Blended Learning	4420				149-25
\$75,000.00	SIG	Furniture	Balanced Literacy (Literacy and English Language Development)	A5.3 School Facilities	4432				149-26
\$15,000.00	SIG	Conferences	Balanced Literacy (Literacy and English Language Development)	A3.4 Teacher Professional Development focused on Literacy	5220				149-27
\$97,134.00	SIG	Restorative Justice Coordinator	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				149-28
\$400,000.00	SIG	Contracts/consultants	Balanced Literacy (Literacy and English Language Development)	A3.4 Teacher Professional Development focused on Literacy	5825				149-29
\$100,000.00	SIG	Site licenses	Mathematics	A3.1 Blended Learning	5846				149-30
\$103,229.55	SIG	TSA	Designated ELD	A2.1 Implementation of the CCSS & NGSS	1119	11 MONTH CLASSROOM TSA	C11TSA0461	1.00	149-31
\$63,004.86	SIG	Assistant Principal	Mathematics	A2.9 Targeted School Improvement Support	1305	ASSISTANT PRINCIPAL ELEMENTARY	10APRE9999	0.50	149-32
\$84,708.34	SIG	Assistant Principal	Designated ELD	A2.9 Targeted School Improvement Support	1305	ASSISTANT PRINCIPAL ELEMENTARY	10APRE0063	0.80	149-33

\$42,232.57	SIG	STIP	Balanced Literacy (Lite	A3.4 Teacher Professional Development focused on Literacy	1105	TEACHER STIP	TCSTIP0747	1.00	149-34
\$79,491.80	SIG	Social worker	Chronic Absence	A5.4 Root Causes of Chronic Absence	1205	SOCIAL WORKER	SOCWKR0060	1.00	149-35
\$59,584.48	SIG	Bilingual intervention teacher	Balanced Literacy (Literacy and English Language Development)	A3.2 Reading Intervention	1105	TCHR BILINGUAL	TCHBIL0348	1.00	149-36
\$80,116.38	SIG	Bilingual Community Relations Assistant	Chronic Absence	A6.4 Parent/Guardian Volunteer Support	2205	COMMUNITY RELATIONS AST I BIL	CMRAIB0014	1.00	149-37
\$140,243.31	SIG	Community School Manager	Chronic Absence	A6.5 Academic Parent-Teacher Communication & Workshops	2305	PROGRAM MANAGER COMMUNITY SCHOOLS	PMCMSC0008	1.00	149-38
\$68,088.21	SIG	School Improvement Partner	Chronic Absence	A2.9 Targeted School Improvement Support	2400	SCHOOL IMPROVEMENT PARTNER	SHIMPT0013	0.50	149-39
\$10,607.15	Title I: Basic	Surplus	Mathematics	A2.3 Standards-Aligned Learning Materials	4399				149-40
\$74,470.31	Title I: Basic	TSA	Balanced Literacy (Literacy and English Language Development)	A2.9 Targeted School Improvement Support	1119	11 MONTH CLASSROOM TSA	C11TSA9999	0.70	149-41
\$2,092.41	Title I: Parent Participation	Refreshments	Chronic Absence	A5.4 Root Causes of Chronic Absence	4311				149-42



## **Title I School Parental Involvement Policy 2017-18**

(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**

Community United (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.)

Title-I meeting provided to parents as well as SSC meetings.

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

SSC  
SUB committee's  
Family/Community monthly meetings  
Back to School Night & open House

- 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  
SUB Committee's  
Family/Community meetings  
School newsletter



- 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.)

Robo calls, Talking Points (text service).

- 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  
DATA meeting with Principal & Vice Principal  
Community School Manager & Community Relations Assitant

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

SSC meetings  
Parent Workshops  
OUSD Workshops  
Parent Engaemnet Meetings

### School-Parent Compact

(Name of school) Community United (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) Community United (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 teacher will present grade level standards and expectations for academic performance. Parent conferences will be conducted twice a year and report student progress. Recommendation will be made by teacher to support 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.)

Various parent workshops will be provided around academics, and school climate. Workshops will be held for parent along with parent teacher conferences where materials will be provided to improve academics.

- 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.)

PD's will be provided to support staff working with parents and students.



- 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.)

Literacy Night, Science Night, MATH night, ART Exhibition, Back to School Night and Open House.

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

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

School's Community Relations Assistant sends out all parent communications, monthly newsletter, Robo Calls through our School Messenger and Talking Points (text service). All messages are sent in English, Spanish, & Arabic.

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

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

SSC meetings  
Parent Workshops  
Parent Conferences

### Accessibility

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

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

Teachers will be provided with various PD's in support of academic and School Climate improvement.



### Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) CUES School Site Council on (Date) 10-17-17 and will be in effect for the 2017-18 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 (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.

[Handwritten Signature]  
(Principal's Signature)

10-17-17  
(Date)



Student Name: JameQue Le'Blanc Grade: 3rd

**CUES** \_\_\_\_\_ **Elementary School Compact**  
School Name

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

**Student Pledge:**

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

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

JameQue  
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.

Jocelyn Harlan  
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.

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Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.



**2017-2018**

**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
Zaineb Alomari				X
Humphrey Kiuruwi	X			
Caroline Miazgowicz		X		
Desiree Levrier		X		
Delores Mora-Nejia		X		
Angelica Buenrostro				X
Yolibeth Gutierrez				X
Teresa Ceja				X
Juan Padilla				X
Eldridge Persons				X
Ida Johnson			X	

Meeting Schedule (day/month/time)	9/19, 10/17, 11/28, 12/19. 1/16/18, 2/20, 3/20, 4/17, 5/15
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**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