

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Community United Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Community United Elementary School
CDS Code: 1612590115204
Principal: Humphrey Kiuruwi
Date of this revision: 6/5/2017

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:

Contact: Humphrey Kiuruwi
Address: 6701 International Blvd.
Oakland, CA 94621

Position: Principal
Telephone: 510-639-2850
Email: humphrey.kiuruwi@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Community United Elementary School

Site Number: 149

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|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> 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: 5/11/17

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

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

Signatures:

Humphrey Kiuruwi

School Principal

Signature

Date

Zaineb Alomari

Print name of SSC Chairperson

Signature

Date

Sara Stone

Network Superintendent

Signature

Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Signature

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2017-2018 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	\$65,450.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$228,357.03	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$490,435.87	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$63,855.74	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,138.44	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
School Improvement Grant (SIG) ... SIG Resource #3181	\$1,646,331.18	TBD
TOTAL:	\$1,712,325.36	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Community United Elementary (CUES) has a dual language program in its 4th year of implementation. By 2017, CUES will offer a Dual Language program for students K - 5th grade. At CUES we honor the learning, mind, emotions and spirit of the whole child with the implementation of CCSS, Caring Schools Curriculum, and Positive Behavioral Intervention Supports. CUES is committed to the partnership that exists between families and the school, 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 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Balanced Literacy (Literacy and English Language Development)

SCHOOL GOAL for Balanced Literacy (Literacy and English Language Development):

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 and DRA/EDL by May 2018.

SCHOOL TARGETS for Balanced Literacy (Literacy and English Language Development):

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	20.63%	25.63%	30.63%

Other Leading Indicators for Balanced Literacy (Literacy and English Language Development):

DRA/EDL will be the literacy measure for K-5, and SRI with DRA/EDL will be used to measure grades 3-5. Tests will be administered three times a year. There will be 3 data meetings a year to review/monitor progress towards the goal.

NEEDS ASSESSMENT for Balanced Literacy (Literacy and English Language Development):

STRENGTHS	CHALLENGES
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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.	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.
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ROOT CAUSE ANALYSIS

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.

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

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.

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.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

Students at or above grade level will increase their math level by a minimum of one grade level and students who are below grade level will increase their math level by 1.5 years, as measured by the SMI and math program embedded assessment by May 2018.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	7.37%	12.68%	18.00%

Other Leading Indicators for Mathematics:

Grades K-5 Cumulative End Of Unit (CEOUE) and SMI for 3-5.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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.	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.

ROOT CAUSE ANALYSIS
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.

CULTURE & CLIMATE PRIORITY: Chronic Absence**SCHOOL GOAL for Chronic Absence:**

By May 2018, CUES will reduce suspensions and office referrals by 25% and by May 2018, chronic absences will reduce to no more than 6% also by May 2018.

SCHOOL TARGETS for Chronic Absence:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Office Referrals	African American Students	n/a	TBD	Reduce suspensions by 25%

Other Leading Indicators for Chronic Absence:

URF's and suspensions

NEEDS ASSESSMENT for Chronic Absence:

STRENGTHS	CHALLENGES
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Chronic absences percentage has hovered between 13%-16%.	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;
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ROOT CAUSE ANALYSIS
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;

FAMILY & STUDENT ENGAGEMENT PRIORITY: Student and Family Engagement - Positive Attendance, School Culture and Climate
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SCHOOL GOAL for Student and Family Engagement - Positive Attendance, School Culture and Climate:

25% increase from the previous year in parent participation in efforts to build parent capacity.
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SCHOOL TARGETS for Student and Family Engagement - Positive Attendance, School Culture and Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	94.91%	96.46%	98.00%

Other Leading Indicators for Student and Family Engagement - Positive Attendance, School Culture and Climate:

Increase in parent participation (especialy AA and Arabic speaking families) in parent conferences, literacy and attendace workshops

NEEDS ASSESSMENT for Student and Family Engagement - Positive Attendance, School Culture and Climate:

STRENGTHS	CHALLENGES
Teachers support parents, CUES has a strong parent group. Teachers love educating our students. Our school runs thanks to our students abd 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 personnell. 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.

ROOT CAUSE ANALYSIS
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

ADDITIONAL PRIORITY:	Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language)
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SCHOOL GOAL for Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language):

By June of 2018, all students, using Problem of Practice techniques will be able to demonstrate such techniques while working through grade aligned FOSS kits and through their writing both in their notebook journaling.

SCHOOL TARGETS for Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language):

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Site-specific observations	All Students			

Other Leading Indicators for Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language):

District SIRA three times a year.

NEEDS ASSESSMENT for Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language):

STRENGTHS	CHALLENGES
strong science PDs with ITL and 2 teacher leaders; science is taught in SEI and DL programs; there is support/grant from UC berkeley to support ILT; a clear problem of practice connecting science and literacy and building engineering practices; connecting with families through family science night.	this is the 1st year engaging in a problem of practice with a new principal and 2 of 3 coaches are also new to site; site priorities around BAL and Math took priority over science; Teachers across dual language and SEI programs were just beginning collaboration time around science instructional practices

ROOT CAUSE ANALYSIS
this is the 1st year engaging in a problem of practice with a new principal and 2 of 3 coaches are also new to site; site priorities around BAL and Math took priority over science

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Balanced Literacy (Literacy and English Language Development):	CUES will improve student reading proficiency in the language of instruction by implementing school wide balanced literacy practices that include content language objectives through implementation of a reading and writing workshop centered on small group instruction and by incorporating yearly workshops that includes students and families to help accelerate learning and build longterm school capacity.
SCHOOL THEORY OF ACTION for Mathematics:	Teachers (K-5) will apply proven/effective strategies during lesson planning and instruction. e.g.1.Three Reads, 2. Number Talks, and 3. Backward Planning

SCHOOL THEORY OF ACTION for Chronic Absence:	CUES will engage families on absences policy by hosting workshops & utilizing teachers to communicate with parents the importance of attendance and its correlation to learning in school.
SCHOOL THEORY OF ACTION for Student and Family Engagement - Positive Attendance, School Culture and Climate:	CUES will develop and implement practices to increase family and student engagement. (family presence on campus, attendance, referrals, suspensions). How will we get parents involved with discipline?
SCHOOL THEORY OF ACTION for Science Themes with a focus on Content Area Literacy and Biliteracy (for students enrolled in Dual Language):	CUES will use FOSS experiments, Notebooking/Journals, and Academic Discussions to increase student language development, critical thinking skills and writing in alignment with NGSS.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	CUES will improve student reading proficiency in the language of instruction by implementing school wide balanced literacy practices that include content language objectives through reading and writing workshop centered around small group instruction.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People / Teams / Time / Resources</i>
1-1	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units with essential questions and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning and content language objectives.	The principal and TSA/ITL will conduct observations, and then meet regularly with TSA, STIP Sub, and ITL to discuss coaching of individual teachers and monitoring Tier 2 intervention. TSA/ITL will provide regular feedback to teachers regarding implementation of balanced literacy practices.	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 - 2:55 and PLC from 2:55-3:25. A second prep will provide additional PLC time.
1-2	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/ITL will identify the "look fors" associated with PD and use Teachboost to provide feedback to the entire staff regarding progress. Leadership will provide informal feedback to staff. Dual language program teachers will coordinate literacy practices during PLCs.	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. Dual Language program teachers will coordinate.
1-3	Teachers will implement components of a writing workshop including mini lessons, independent and shared writing, conferences, and strategy groups. Teachers will also integrate writing into other content areas and include technology integration.	Principal and TSA/ITL will identify the "look fors" in implementation of writing workshop. Support will be provided to teachers to engage students in small strategic writing groups.	PD time will be provided for teachers to plan small group instruction in writing and coordinate practices across the dual language program. Instructional coaching will also be provided by ITL.

1-4	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.
1-5	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. Each teacher will receive an ELD kit and PD. Every Dual Language Teacher has a Spanish Language Development curriculum and PD.
1-6	Tier 2 Reading Interventions are provided by TSAs, STIP Subs and the ITL	The principal, TSAs, and ITL will hold weekly/bi-weekly meetings to review individual teacher support and progress, and ongoing evaluation of the intervention program.	Every classroom has a leveled library and the school has a leveled bookroom.
1-7	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
1-8	Teachers will block during ELD/ALD instruction	Principal, TSA and ILT will support teachers to create homogeneous groups for ELD/ALD instruction	
1-9	Afterschool teachers will support students' literacy development through use of targeted school-day strategies in the afterschool program	Principal, TSA and After School Teacher Liaison will provide training to after school provider on priority literacy strategies	After school teachers have ongoing access to students' reading levels and independent reading books in order to support their literacy development

Improvement Strategy #2:	Teachers (K-5) will apply proven/effective strategies during lesson planning and instruction. e.g. 1. Three Reads, 2. Number Talks, and 3. Backward Planning CUES students will increase academic Math growth depending on their beginning of year level. If below grade, students will grow 1.5 years and if at grade level, students will grow 1 year.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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2-1	Teachers will use District Benchmarks CEofU (K-5) and SMI (3-5) data to group students by ability and to provide differentiated small group instruction.	Principal/TSAs will hold data meeting 3 times a year. Data wall will be maintained to reflect math growth.	Principal/TSA/ITL with ILT will schedule dates for principal and grade level data meetings. Math lead teacher will be part of meetings
2-2	Teachers (K-5) will apply proven effective strategies during lesson planning and instruction. e.g. 1. Three Reads, 2. Number Talks, and 3. Backward Planning	Principal/TSAs will conduct observations and meet regularly to discuss coaching of individual teachers. Feedback will be given after classroom observations	A set agenda will be planned out with teachers and incorporate STIP subs so that regular observations and coaching meetings will occur.
2-3	Teachers will post and use specific learning targets to develop and deliver active daily mini-lessons.	Principal will provide time for grade level planning.	With two prep teachers on site and with STIP subs availability, grade level planning can be chunked together and planned out.
2-4	Teachers will benefit from and participate with a math coach that provides training, observation, support, and hands on lessons.	Principal will ensure release time for teacher/coach meetings	As with 2-2 release time will be arranged.
2-5	Tier II Math Intervention will be provided by TSAs and STIP subs.	Principal and TSAs will hold meetings periodically to review individual teacher support and progress in math	Space for intervention will be dedicated to intervention of math for all students

Improvement Strategy #3:	CUES will develop and implement practices to increase family and student engagement. (family presence on campus, attendance, referrals, suspensions)
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	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
3-2	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
3-3	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.

3-4	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.
3-5	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.
3-6	Identify and support foster youth and military families	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
3-7			Parent Outreach will be supervised by the OHA Outreach Coordinator
3-8			Each Trimester there will be awards for Improved Attendance and Perfect Attendance
3-9			Attendance will be included in the data wall and data conferences with teachers
3-10			Host PBIS/CSC Nights, Data Nights, Literacy Nights, and Science and Math (STEM) Nights,
3-11			Host weekly Parent Engagement and Leadership Building events on campus.

Improvement Strategy #4:	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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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4-1	Teachers will use DRA/EDL and running records to monitor student progress and set learning goals.	<p>The principal will hold data meetings with teachers twice a year.</p> <p>The principal will maintain the data wall to monitor student progress.</p>	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.
4-2	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.
4-3	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.
4-4	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.
4-5	y	The principal will meet regularly with TSAs to discuss coaching of individual teachers.	<p>PBIS expectations will be clear and posted.</p> <p>All teachers will have CSC curriculum, and participate in PBIS/SEL PD cycle.</p> <p>Site-based Instructional Coaches will support teachers with implementing PBIS structures and integrating SEL standards into content lesson planning.</p>

Improvement Strategy #5:	CUES Teachers will actively engage with families through parent teacher home visit project, parent workshops and weekly phone calls to share positive feedback and to request parent support for strategies to support the student in the class room.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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5-1	Weekly phone calls	Providing the Principal monthly parent phone logs	
5-2	email and text messages to parents	Office Admin will provide email and Text info to Teachers "Talking Points"	
5-3	Teacher participation in parent workshops	TSA, ITL will work with grade level teachers to develop monthly workshops	
5-4	One on one parent engagement	Teachers	Principal will provide support in helping teachers engage with parents
5-5	Providing parents homework strategies	Teachers	Principal will provide support in helping teachers engage with parents
5-6	TK-K; 5-middle school orientation programs to ensure smooth transition for student and families	principal will work to support this transition by meeting with parents, provide support and guidance for appropriate activities such as meetings and orientations	these events will be calendared and communicated to families in order to ensure robust communication

Improvement Strategy #6:	CUES will use FOSS experiments, Notebooking/Journals, and Academic Discussions to increase student language development and critical thinking skills in alignment with NGSS.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
6-1	Teachers will use Foss Kits to teach science units at least three times a week. Grade levels will meet required minutes for hands-on science, K-2 (60 min/wk), 3-5 (90 min/wk).	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
6-2	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
6-3	In Dual Language (DL) classrooms, teachers will create Science units that incorporate language objectives and teach literacy skills through content area learning.	Teachers, along with coaches will provide a scope and sequence to cover the year.	DL Track will have additional planning time for Science Units (as well as other components of DL)
6-4	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. .	The principal and teacher coaches will provide feedback to teachers on the use of Academic Discussion in the classrooms. Professional Development will be given by Science Leads.	Teachers will incorporate Academic Discussions and GLAD strategies to promote language development and critical thinking skills in 100% of their science lessons.

6-5	Teachers will use the Reflective Assessment Protocol (RAP) three times a year as a formative assessment, one for each module with one writing strand as a focus.	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
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ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET
Site Number:
149
School:
Community United Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider to provide academic and socioemotional enrichment for students that is aligned to school vision, mission and priority improvement strategies	Afterschool teachers will support students' literacy development through use of targeted school-day strategies in the afterschool program	A1.6: After School Programs	5825				149-1
\$5,000.00	General Purpose Discretionary	Maintenance Agreement for copier to reproduce instructional materials for student instruction	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units with essential questions and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning and content language objectives.	A2.9: Targeted School Improvement Support	5826				149-2
\$28,548.91	General Purpose Discretionary	Spanish Bilingual Clerk	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.	A5.1: School Culture & Climate (Safe & Supportive Schools)		CLKBIL	CLKBIL9999	0.50	149-3
\$31,901.09	General Purpose Discretionary	Supplies for materials to support academic priorities	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units with essential questions and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning and content language objectives.	A2.3: Standards-Aligned Learning Materials	4310				149-4
\$1,224.02	LCFF Concentration	Supplies for Balanced Literacy to Support Academic Acceleration	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units with essential questions and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning and content language objectives.	A2.3: Standards-Aligned Learning Materials	4310				149-5
\$19,701.05	LCFF Concentration	STIP to support Academic Acceleration	Tier 2 Reading Interventions are provided by TSAs, STIP Subs and the ITL	A3.2: Reading Intervention		TCSTIP	TCSTIP0183	0.45	149-6

\$79,074.94	LCFF Concentration	Teacher: Class size reduction in support of ELLs	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.	A3.2: Reading Intervention		TCSHLT	TCSHLT9999	0.80	149-7
\$11,163.47	LCFF Supplemental	Community Relations Assistant to support English Learners	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.	A3.3: Family Engagement focused on Literacy Development		CMRAIB	CMRAIB0014	0.15	149-8
\$19,402.38	LCFF Supplemental	EEIP to support Academic Acceleration	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.	A2.1: Implementation of CCSS & NGSS		TCEEIP	TCEEIP0145	0.20	149-9
\$25,000.00	LCFF Supplemental	Surplus (ITL to support Academic Acceleration)	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units with essential questions and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning and content language objectives.	A3.2: Reading Intervention	4399				149-10
\$26,477.48	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA) to support ELLs	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.	A3.2: Reading Intervention		C10TSA	C10TSA0082	0.30	149-11
\$46,127.17	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher: Consultants for Reading Acceleration	Tier 2 Reading Interventions are provided by TSAs, STIP Subs and the ITL	A3.2: Reading Intervention	5825				149-12
\$100,186.53	LCFF Supplemental	EEIP to support Academic Acceleration	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.	A2.1: Implementation of CCSS & NGSS		TCEEIP	TCEEIP9999	1.00	149-13

\$230.94	Measure G: TGDS	Books other than textbooks for leveled classroom libraries (to support BAL)	Every classroom has a leveled library and the school has a leveled bookroom.	A2.3: Standards-Aligned Learning Materials	4399				149-14
\$24,079.06	Measure G: TGDS	STIP to support Academic Acceleration	Tier 2 Reading Interventions are provided by TSAs, STIP Subs and the ITL	A3.2: Reading Intervention		TCSTIP	TCSTIP0183	0.55	149-15
\$2,500.00	School Improvement Grant (SIG)	Clerical substitutes to support SIG implementation - i.e attendance at meetings, additional tracking of resources, etc. in the service of academic acceleration	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	A2.9: Targeted School Improvement Support	2450				149-16
\$3,000.00	School Improvement Grant (SIG)	Postage expenses for family engagement and communication to support student academic goals	Principal will provide support in helping teachers engage with parents	A3.3: Family Engagement focused on Literacy Development	5910				149-17
\$10,000.00	School Improvement Grant (SIG)	Communications expenses to support family engagement and communication @ student academic goals	Principal will provide support in helping teachers engage with parents	A3.3: Family Engagement focused on Literacy Development	5900				149-18
\$15,000.00	School Improvement Grant (SIG)	Clerical overtime to support SIG implementation and oversight in the service of academic acceleration	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.	A2.8: Data & Assessment	2422				149-19
\$15,000.00	School Improvement Grant (SIG)	Mileage/personal reimbursements for travel to conferences and other professional development opportunities	Teachers will incorporate Academic Discussions and GLAD strategies to promote language development and critical thinking skills in 100% of their science lessons.	A4.4: Teacher Professional Development focused on English Learners	5210				149-20
\$20,000.00	School Improvement Grant (SIG)	Extra compensation for extended hours to support family engagement activities that build engagement and leadership	Host weekly Parent Engagement and Leadership Building events on campus.	A6.1: Parent / Guardian Leadership Development	2922				149-21
\$30,000.00	School Improvement Grant (SIG)	Computers for students to support blended learning initiatives for language and literacy, and STEM	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.	A3.1: Blended Learning	4420				149-22
\$44,129.14	School Improvement Grant (SIG)	Instructional Dean (TSA #2) to support standards aligned instruction	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)	A2.1: Implementation of CCSS & NGSS		C10TSA	C10TSA0082	0.50	149-23
\$50,000.00	School Improvement Grant (SIG)	Furniture			4432				149-24
\$55,946.59	School Improvement Grant (SIG)	STIP Sub to provide intervention and coverage for teacher collaboration	Tier 2 Reading Interventions are provided by TSAs, STIP Subs and the ITL	A3.2: Reading Intervention		TCSTIP	TCSTIP9999	1.00	149-25

\$62,500.00	School Improvement Grant (SIG)	Interprogram other? [what is this?]			5730				149-26
\$65,000.00	School Improvement Grant (SIG)	Supplies to support academic priorities.	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)	A2.1: Implementation of CCSS & NGSS	4310				149-27
\$70,835.78	School Improvement Grant (SIG)	SIG Grant Program Specialist		A2.1: Implementation of CCSS & NGSS		SHIMPT	SHIMPT9999	0.50	149-28
\$96,954.58	School Improvement Grant (SIG)	Instructional Dean (TSA #1) to support standards aligned instruction	The principal, TSAs, and ITL will hold weekly/bi-weekly meetings to review individual teacher support and progress, and ongoing evaluation of the intervention program.	A2.1: Implementation of CCSS & NGSS		C10TSA	C10TSA0114	1.00	149-29
\$101,690.95	School Improvement Grant (SIG)	Social Worker to support students' socioemotional and mental health	COST team/new mental health staff will conduct monthly meetings to address referrals	A5.2: Health and Wellness (Mental & Physical Health)		SOCWKR	SOCWKR9999	1.00	149-30
\$129,929.19	School Improvement Grant (SIG)	Community Schools Program Manager to set up systems to align CBOs and to support COST and attendance teams.	Site Attendance Team Meetings will occur weekly	A5.4: Root Causes of Chronic Absence		PMCMSC	PMCMSC9999	1.00	149-31
\$160,000.00	School Improvement Grant (SIG)	Books other than textbooks	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	4200				149-32
\$160,936.45	School Improvement Grant (SIG)	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				149-33
\$185,000.00	School Improvement Grant (SIG)	Extended contracts for Dual Language teachers to create horizontal and vertical alignment and integration across both languages, aligned to CCSS, NGSS, Math curriculum, and dual language best practices	DL Track will have additional planning time for Science Units (as well as other components of DL)	A2.1: Implementation of CCSS & NGSS	1120				149-34
\$237,500.00	School Improvement Grant (SIG)	Contract [with whom?]			5825				149-35

\$4,030.00	Supplemental Program Investment	Supplies for Balanced Literacy to Support Academic Acceleration	Teachers will plan and implement all components of Balanced Literacy including Reading, Writing and ELD curriculum units with essential questions and daily lessons that incorporate common core standards as evidenced by lesson plans and the posting of daily learning and content language objectives.	A2.3: Standards-Aligned Learning Materials	4310				149-36
\$11,731.27	Supplemental Program Investment	Consultants- PD for Staff Social and Emotional Learning (LCAP AA 2.3 (Wellness and Student Support)	Every teacher has Caring Schools Community curriculum, and will implement the practices on a daily basis.	A2.3: Standards-Aligned Learning Materials	5825				149-37
\$19,768.73	Supplemental Program Investment	Teacher- English Language Learners	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.	A3.2: Reading Intervention		TCSHLT	TCSHLT9999	0.20	149-38
\$596.10	Title I Basic	Supplementary ELD materials & instructional technology	Teachers will incorporate Academic Discussions and GLAD strategies to promote language development and critical thinking skills in 100% of their science lessons.	A4.4: Teacher Professional Development focused on English Learners	4310				149-39
\$63,259.64	Title I Basic	Community Relations Assistant to support English Learners	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.	A3.3: Family Engagement focused on Literacy Development		CMRAIB	CMRAIB0014	0.85	149-40
\$2,138.44	Title I Parent Participation	Refreshments for parents to participate in parent conferences	Principal will provide support in helping teachers engage with parents	A3.3: Family Engagement focused on Literacy Development	4311				149-41

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 20 day of September, 2016.



School Site Council Membership Roster – Elementary

School Name: COMMUNITY UNITED
School Year: 2016-2017

Chairperson : DANA PARSONS-PEOPLES	Vice Chairperson: LUZ ALCARAZ
Secretary: VERONICA CARRILLO	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee: ANGELICA BUENROSTRO	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
DANA PARSONS-PEOPLS		X		
VERONICA CARRILLO			X	
LUZ ALCARAZ				X
HUMPHREY KIURUWI	X			
CAROLINE MIAZGOWICS		X		
DESIRE LEVRIER		X		
ELDRIDGE PEARSON				X
MARTHA LOPEZ				X
ANGELICA BUENROSTRO				X
YESENIA COPADO				X

Meeting Schedule (day/month/time)	09/26, 10/25, 11/29, 12/13, 1/31, 2/28, 3/28, 04/25, 5/30
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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;
Parent/community members cannot be OUSD employees at the site.

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



Title I School Parental Involvement Policy 2016-17

(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.)

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 meeting
Sub committee meetings
Family/community meetings last Friday of each month
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 meetings
Sub committee meetings
Family/community meetings last Friday of each month
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.)

Newsletter
Parent conferences

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

Back to School
Parent conferences- Report Card Conferences
TSA & Community Relations Assistant Parent workshops

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

SSC meeting/monthly
Parent Workshops
Parent Engagement Meetings

School-Parent Compact

(Name of school) 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 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 developments.

- 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.)

Provide materials and training to help Title I Program Parents work with their children to improve their academic achievement. Workshops will be held for parents along with parent teacher conference where materials will be given to parents and students so they can work at home 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.)

Professional development workshops will be provided to support all staff in 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.)

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

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

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

Our school's Community Relations Assistant sends out monthly newsletters, parent notices, and Robo calls through our School Messenger program. All messages are sent out in English and Spanish in a timely manner.

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

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

SSC meetings
Parent Workshops
Parent Conferences

Accessibility

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

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

Professional development will be provided to support staff in working with parents and students.



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) Community United (CUES) School Site Council on (Date) 10/25/2016 and will be in effect for the 2016-17 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) Community United (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.

[Signature]
(Principal's Signature)

10/5/16
(Date)
10/27/16