

**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 Cleveland Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

**Recommendation:**

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



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Cleveland Elementary School  
**CDS Code:** 1612596001739  
**Principal:** Peter Van Tassel  
**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:** Peter Van Tassel  
**Address:** 745 Cleveland Street  
Oakland, CA 94606

**Position:** Principal  
**Telephone:** 510-874-3600  
**Email:** peter.vantassel@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:

Cleveland Elementary School

Site Number: 108

- |  |   |   |
|--|---|---|
| <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 type="checkbox"/> LCFF Concentration Grant                                   | <input 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: 5/17/17

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:**

Peter Van Tassel



5/17/17

School Principal

Signature

Date

Ayanna S. Meekins



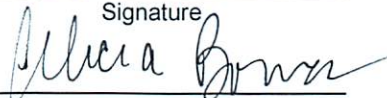
5/17/17

Print name of SSC Chairperson

Signature

Date

Alicia Bowman



5/19/17

Network Superintendent

Signature

Date

Marcus Silvi



5/25/17

Coordinator, Office of Accountability Partners

Signature

Date

## 2017-18 SPSA ENGAGEMENT TIMELINE

**School Site:** Cleveland Elementary School

**Site Number:** 108

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 othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/3/2017	Instructional Leadership Team	ILT meets, discusses current school performance framework and how to address needed changes in school plan
1/10/2017	Positive Behavior Support Team	PBIS team meets, discusses current discusses current school performance framework and how to address needed changes in school plan
1/11/2017	Entire Staff	Staff wide discussion of School Performance Framework and root causes of our success and how to address our needs.
1/24/2017	Faculty Council	FC Meeting, look at plan with FC. FC chose not to take up this item.
2/7/2017	ILT	ILT looks at school plan, makes adjustments per feedback from staff. Updates shared with staff.
2/13/2017	Entire Staff	Current draft of plan shared with entire staff for feedback
2/15/2017	SSC	SSC meeting—discuss current draft of school plan and budget and SSC priorities
2/22/2017	PTA	discuss school plan and budget draft with PTA board
3/7/2017	ILT	Review changes to school plan and input this far
3/13/2017	Entire Staff	staff meeting: review school pland and budget, any last minute revisions
3/15/2017	SSC	ssc meeting—review and approve school pland and budget, pending district feedback

5/17/2017	SSC	ssc meeting—approve school plan again
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## 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 ... <b>General Purpose Discretionary #0000</b>	\$71,480.26	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$127,344.90	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$96,628.84	TBD
<b>TOTAL:</b>	<b>\$295,454.00</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$35,001.13	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,172.14	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$36,173.27</b>	<b>\$0.00</b>

## PART A: ABOUT THE SCHOOL

### School Description

Cleveland Elementary is a very diverse and close-knit community built around the shared values of inclusiveness and responsibility. Our extraordinary students and very experienced staff work hard together to produce the impressive academic gains our students make every year. All students are offered a rigorous balanced approach to literacy and common core aligned curriculum in all subject areas. Our high expectations are supported with structured interventions and academic acceleration for all students, including language learners and students with special needs. Our positive behavior systems are specifically designed to facilitate social and emotional well being and maintain a very safe campus so that all students can access our curriculum. All students have weekly enrichment experiences including expert instruction in eco-literacy, art, music, and physical education, as well as access to our library and class sets of laptops. When an entire community comes together to support their children, a transformational education experience takes place. Come visit Cleveland and see the magic in action!

### School Mission and Vision

At Cleveland school we will provide the foundational academic and social emotional skills needed for our students to have a successful academic experience from kindergarten to college, and become contributing community members when their academic careers are complete. We will do this by meeting the needs of our student and parent community as well as supporting each individual student.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Literacy

#### SCHOOL GOAL for Literacy:

Every child will read at grade level or increase by a minimum of one grade level by June according to SRI

#### SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	66.54%	71.54%	76.54%

#### Other Leading Indicators for Literacy:

F&P

#### NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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Very strong SBAC scores	No growth in SBAC scores, SRI scores do not reflect SBAC scores
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**ROOT CAUSE ANALYSIS**

We are developing our balanced literacy practices and student reading progress is evident, however there is uneven implementation of some standards based balanced literacy aspects.

Need for continued professional development and coaching, need for more co-developed and assessed lessons. Need for increased collaboration to share and develop best practices.

**MATHEMATICS PRIORITY: Math**

**SCHOOL GOAL for Math:**

At every end of unit assessment, 80% of students will score proficient or advanced on summative assessments.

**SCHOOL TARGETS for Math:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	57.92%	62.92%	67.92%

**Other Leading Indicators for Math:**

SMI

**NEEDS ASSESSMENT for Math:**

STRENGTHS	CHALLENGES
Very strong SBAC scores	No growth in SBAC scores

**ROOT CAUSE ANALYSIS**

Math instruction is generally strong, with some measures suggesting stronger collaboration and standards driven planning. Not all students have mastery or opportunities to practice math vocabulary and reasoning.

Teacher and staff teams will use cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning from data together. Teachers use CC/NGSS standards to backwards plan instructional units, assessments and lesson plans.

**CULTURE & CLIMATE PRIORITY: Multi-Tiered Systems of Support**

**SCHOOL GOAL for Multi-Tiered Systems of Support:**

As measured by the California Healthy Kids Survey, 80% of students will report feeling connected and cared for at school

**SCHOOL TARGETS for Multi-Tiered Systems of Support:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students		40.00%	80.00%

**Other Leading Indicators for Multi-Tiered Systems of Support:**

URFs, COST process, PBIS data

**NEEDS ASSESSMENT for Multi-Tiered Systems of Support:**

STRENGTHS	CHALLENGES
Great improvement in suspensions, schoolwide celebrations around our school values.	Need to improve attendance and chronic absence rates.

ROOT CAUSE ANALYSIS
We have developed some effective organizational practices in the area of multi-tiered support, and are looking to diversify our offerings as well as deepen our school-wide positive behavior intervention plan.
We need to continue to develop a school wide understanding and support of positive behavior intervention systems, focus on key areas reflected by CHKS responses, and focus on chronic absence.

**FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement****SCHOOL GOAL for Family Engagement:**

Parents have a better understanding of how to support their children with academic English acquisition and the common core standards

**SCHOOL TARGETS for Family Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
	All Students	#N/A	#N/A	#N/A

**Other Leading Indicators for Family Engagement:**

Attendance at family outreach events

**NEEDS ASSESSMENT for Family Engagement:**

STRENGTHS	CHALLENGES
Strong PTA and SSC involvement	Struggling to co-create family engagements with staff



## ROOT CAUSE ANALYSIS

Lack of history of family engagement at school, so creating new traditions is tricky. Bridging cultural and language gaps with multiple cultures to determine how to meet their needs in a responsive way.

## PART C: THEORY OF ACTION

<b>SCHOOL THEORY OF ACTION for Literacy:</b>	If we continue to develop a strong balanced literacy and reader's and writer's workshop model in classrooms, then there will be an increase in SRI scores, F&P reading levels, and SBAC reading scores.
<b>SCHOOL THEORY OF ACTION for Math:</b>	If we continue to focus on backwards planning and developing math tasks that reflect Common Core standards and the Standards for Mathematical Practice, then we will see increases on the Scholastic Math Inventory, math End of Unit assessments, and SBAC math scores.
<b>SCHOOL THEORY OF ACTION for Multi-Tiered Systems of Support:</b>	If we continue to offer targeted and robust Tier 1, 2, and 3 academic and social emotional supports, then there will be an increase in student feelings of connectedness and belonging as measured by the California Healthy Kids Survey, as well a decrease in suspensions and out of class referrals. There will also be a continued high rate of redesignation of English Language Learners, as well as accelerated growth for students who receive tier two and 3 academic interventions.
<b>SCHOOL THEORY OF ACTION for Family Engagement:</b>	If we offer regular and timely parent education events that address Common Core standards and supporting students, then there will be an increase in attendance at these events and an increase in PTA participation.

## PART D: 17-18 STRATEGIES & KEY PRACTICES

<b>Improvement Strategy #1:</b>	Implement an effective Common Core based balanced literacy program in every classroom
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	Balanced literacy program implemented in every classroom, with guided reading and small group instruction in reading workshop on a daily basis	Daily observation and feedback about balanced literacy	Literacy professional development developed by ILT/teacher leaders in six week cycles according to teacher need
1-2	Use of the adopted reading and writing programs to guide literacy instruction	literacy professional development developed by ILT/teacher leaders in six week cycles according to teacher need	Teachers provided opportunities to collaborate outside of the classroom
1-3	Teachers collaboratively backwards plan Common Core based lessons	Co-develops processes that ensure that teams engage effectively and address learning outcomes for students	Providing teachers time to learn and implement Common Core standards and align practices to meet student needs

1-4	Adress needs of ELL students	allocate resources for .8 FTE bilingual aide	Providing time and support for teachers to analyze student work and develop next steps according to student need
1-5	Data analysis via F&P running records, SRI, and writing prompts	Principal and identified teachers engage in data conferences on a regular basis	Teachers receive release time to provide meeting time with special education staff to ensure students with special needs receive appropriate support in classrooms
1-6	Use of technology to meet multiple modalities of students	allocate resources to support use of technology	provide supplies and technology as needed for all teachers
1-7	Use of school and classroom library resources on a regular basis	Allocate Resources for 1/2 time school librarian and books	Subs as needed for teachers to develop common core lesson plans to benefit all students including ELLs and newcomers

<b>Improvement Strategy #2:</b>	Multi-tiered Systems of Support
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
2-1	Teachers collaboratively backwards plan Common Core based lessons	Providing teachers time to learn and implement Common Core standards and align practices to meet student needs	Providing time and support for teachers to analyze student work and develop next steps according to student need
2-2	Data analysis via SMI, math End of Unit assessments, informal assessments	Principal and identified teachers engage in data conferences on a regular basis	Share data with families at subject area engagement nights, and provide support for families transitioning into kindergarten through orientation night.
2-3	Use of the adopted math programs to guide math instruction	Providing teachers time to learn and implement Common Core standards and align practices to meet student needs	Providing teachers time to learn and implement Common Core standards and align practices to meet student needs, with special focus on population of need such as homeless and foster youth
2-4	Consistent use of three reads, math talks, and participation quizzes: Model mathematical understanding in multiple ways	observation and feedback of teaching by principal	Literacy professional development developed by ILT/teacher leaders in six week cycles according to teacher need
2-5	Use of technology and other methods to meet multiple modalities of students	allocate resources provide needed supplies	provide supplies and technology as needed for all teachers

<b>Improvement Strategy #3:</b>	At every end of unit assessment, 80% of students will score proficient or advanced on summative assessments.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	Students who need further support will get COST referral	Provide time and space for COST team to meet weekly	COST team lead by school psychologist to provide feedback to teachers and next steps
3-2	Schoolwide implementation of PBIS program	train all teachers and staff in school wide PBIS processes and expectations	STIP sub provides coverage and support for school wide PBIS implementation and expectations
3-3	Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available for language learners and those far below grade level	support COST process, regular check ins with teachers and supervision of tier 3 student rosters	LLI program implemented for students far below grade level and therapist interns available for students in need for social/emotional support per COST team
3-4	Clear expectations taught and modelled in every classroom and common area of the school, use of Caring School Curriculum in every classroom	convene monthly PBIS meetings and weekly COST team meetings, involve all stakeholders for feedback	convene monthly PBIS meetings and weekly COST team meetings, involve all stakeholders for feedback
3-5	Students taught to self manage, use a growth mindset, and social awareness. Teachers use 5:1 positive reinforcement.	Regular classroom observations to ensure teachers are teaching and modelling PBIS systems	STIP sub provides coverage and support for school wide PBIS implementation and expectations
3-6	Utilize all out of class and opportunities for intervention for students most in need	ensure teachers and all staff are aware of student supports and how to access them	Provide and support out of class and after school intervention programs, as well as acceleration opportunities for students identified as GATE.
3-7	Provide engaging lessons tied to real life situations	support teachers in providing lessons tied to real life situations	Allocate resources for field trips to create hands on learning

## **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:

108

School:

Cleveland 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)	Fund after school program	Provide and support out of class and after school intervention programs	A1.6: After School Programs	5825				108-1
\$2,000.00	General Purpose Discretionary	translation (extra duty clerical)	Adress needs of ELL students	A6.5: Academic Parent-Teacher Communication & Workshops	2420				108-2
\$9,306.66	General Purpose Discretionary	Supplies	allocate resources provide needed supplies	A2.3: Standards-Aligned Learning Materials	4310				108-3
\$17,315.10	General Purpose Discretionary	Surplus intended to hire bilingual IA	allocate resources for .8 FTE bilingual aide	A4.1: English Learner Reclassification	4399	IA BILINGUAL	IABIL0006	0.30	108-4
\$28,858.50	General Purpose Discretionary	Surplus intended to hire library clerk	Allocate Resources for 1/2 time school librarian and books	A3.2: Reading Intervention	4399	LIBRARY CLERK SR	LBCLKS0012	0.50	108-5
\$10,000.00	General Purpose Discretionary	copier maintenance	allocate resources provide needed supplies	A2.3: Standards-Aligned Learning Materials	5610				108-6
\$4,000.00	General Purpose Discretionary	busses	Allocate resources for field trips to create hands on learning	A2.1: Implementation of CCSS & NGSS	5826				108-7
\$1,600.00	LCFF Supplemental	Stipends for ELL focused Teacher Leader, ELL Ambassador, or LTEL Ambassador	Teachers collaboratively backwards plan Common Core based lessons	A2.5: Teacher Professional Development for CCSS & NGSS	1120				108-8
\$13,611.18	LCFF Supplemental	Stipends or substitutes to support professional learning in support of ELLs	STIP sub provides coverage and support for school wide PBIS implementation and expectations	A3.2: Reading Intervention	2400	TEACHER STIP	TCSTIP0432	0.40	108-9
\$41,131.97	LCFF Supplemental	Stipends or substitutes to support professional learning in support of ELLs	Subs as needed for teachers to develop common core lesson plans to benefit all students including ELLs	A2.2: Social Emotional Learning	2400	TEACHER STIP	TCSTIP9999	0.80	108-10
\$16.75	LCFF Supplemental	Supplies to support academic acceleration			4310				108-11
\$24,260.00	LCFF Supplemental	Extra day of school psych on campus to manage in and out of class interventions	COST team lead by school psychologist to provide feedback to teachers and next steps	A5.1: School Culture & Climate (Safe & Supportive Schools)	5734				108-12
\$18,000.00	LCFF Supplemental	Mental Health intern	LLI program implemented for students far below grade level and therapist interns available for students in need for scoial/emotional support per COST team	A5.2: Health and Wellness (Mental & Physical Health)	5739				108-13
\$28,725.00	LCFF Supplemental	Contracts to provide enrichments and teacher support for intervention and planning	Providing time and support for teachers to analyze student work and develop next steps according to student need	A2.10: Extended Time for Teachers	5825				108-14
\$1,650.00	Measure G: TGDS	Stipends for teachers/alternate observers	Teachers collaboratively backwards plan Common Core based lessons	A2.6: Teacher Evaluation	1120				108-15
\$30.10	Measure G: TGDS	Supplies to support TGDS	provide supplies and technology as needed for all teachers	A2.6: Teacher Evaluation	4310				108-16

\$10,282.99	Measure G: TGDS	.2 STIP teacher coverage for evaluations	Teachers collaboratively backwards plan Common Core based lessons	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP9999	0.20	108-17
\$3,280.00	Supplemental Program Investment	teachers extra duty	Teachers collaboratively backwards plan Common Core based lessons	A2.1: Implementation of CCSS & NGSS	1120				108-18
\$2,000.00	Supplemental Program Investment	Subs for teachers to plan and observe	Teachers collaboratively backwards plan Common Core based lessons	A2.1: Implementation of CCSS & NGSS	1150				108-19
\$4,010.89	Supplemental Program Investment	Supplies for classrooms	provide supplies and technology as needed for all teachers	A2.3: Standards-Aligned Learning Materials	4310				108-20
\$4,000.00	Supplemental Program Investment	Admissions to field trip	Allocate resources for field trips to create hands on learning	A3.1: Blended Learning	5829				108-21
\$1,975.00	Supplemental Program Investment	Subscriptions for tech programs	provide supplies and technology as needed for all teachers	A2.3: Standards-Aligned Learning Materials	5846				108-22
\$136.70	Title I Basic	Provide supplies for students to reinforce concepts	provide supplies and technology as needed for all teachers	A2.3: Standards-Aligned Learning Materials	4310				108-23
\$34,864.43	Title I Basic	STIP sub to provide release time for teachers and support for readers in need of tier 2 and 3 support	LLI program implemented for students far below grade level and therapist interns available for students in need for social/emotional support per COST team	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0613	1.00	108-24
\$1,172.14	Title I Parent Participation	surplus	Allocate resources and provide needed supplies for family communication.	A6.1: Parent / Guardian Leadership Development	4399				108-25

## 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.

\_\_\_\_\_  
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.

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Teacher signature

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

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





## School Site Council Membership Roster – Elementary

**School Name:** Cleveland Elementary

**School Year:** \_\_\_\_\_2016-17\_\_\_\_\_

<b>Chairperson:</b> Ayanna Meekins	<b>Vice Chairperson:</b> Brian O’Grady
<b>Secretary:</b> Peter Van Tassel	<b>*LCAP Parent Advisory Nominee:</b> Brian O’Grady
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

**Place “X” in Appropriate Members Column**

Member’s Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Ayanna Meekins				X
Janel Lau		X		
Jason Dowd		X		
Taralynn Kantor		X		
Peter Van Tassel	X			
Ave Long				X
Mike Vista			X	
Brian O’Grady				X
Rosita Jennings				X
Shawn Tillis				X

<b>Meeting Schedule</b> (day/month/time)	<b>3<sup>rd</sup> Wednesday of every month, 5:15pm in Room 1</b>
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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

## Cleveland Title I School Parental Involvement Policy 2016-17

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

Cleveland Elementary School 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 school's participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning
  4. review, and improvement of its Title I Program.
  5. The parents' right to participate in the development of the District's Title 1 Plan, through School Site Council meetings and PTA meetings, and district LCAP meetings.

Offer a flexible number of meetings for parents, including SSC and PTA meetings, as well as the Title 1 Meeting at our annual back to school night.

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, through our SSC meetings.

Provides parents of Title I students with timely information about Title I programs, through our annual Title 1 meeting, parent/school compact, and regular SSC meetings.

Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet, through our annual Title 1 meeting as well as through various parent education events.

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children, through regular SSC and PTA meetings, as well as meetings by request from parents.

## School-Parent Compact

Cleveland Elementary School 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

Cleveland Elementary School 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

This is done through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups.

Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups.

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners through regular professional development as well as through SSC and PTA meetings.

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 through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups.

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 through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups.

Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups.

### 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 through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups where translation is provided.

### 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

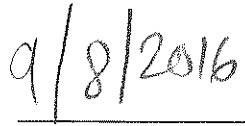
This policy was adopted by the Cleveland School Site Council on May 11, 2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

Cleveland'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.



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(Principal's Signature)



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(Date)