

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

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

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

Action Requested:

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



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Cleveland Elementary School
CDS Code: 1612596001739
Principal: Peter Van Tassel
Date of this revision: 5/11/2016

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

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

Contact: Peter Van Tassel
Address: 745 Cleveland Street
Oakland, CA 94606

Position: Principal
Telephone: 510-874-3600
peter.vantassel@ousd.org

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

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

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Cleveland Elementary School

Site Number: 108

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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 type="checkbox"/> LCFF Concentration Grant |

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

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: 5/11/2016

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

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| <input checked="" type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
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Signatures:

PETER VAN TASSEL Print name of School Principal	 Signature	5/24/16 Date
John Seibold Print name of SSC Chairperson	 Signature	5/24/2016 Date
Sara Stone Print name of Network Superintendent	 Signature	5/26/16 Date
Ruth Alahydoian Ruth Alahydoian, Chief Financial Officer	 Signature	5-26-16 Date

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

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 others who were engaged in the planning process.

EXAMPLES:

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

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
11/18/2015	SSC/PTA	Discussed current year plan, as well as data related to plan. Discussed possible changes and areas of emphasis for plan for next year.
1/11/2016	Staff	Discussed current year plan, as well as data related to plan. Discussed possible changes and areas of emphasis for plan for next year, as well as the process for revising the plan and gathering input from the staff and other constituents.
1/13/2016	SSC	Discuss possible revisions to plan as suggested by staff
2/3/2016	staff	Discussion of school plan and alligning it to budget
2/8/2016	staff	Discussion of school plan and alligning it to budget
3/25/2016	SSC	School plan discussed and voted on by SSC, will be discussed with feedback from district personnel at later meetings

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$64,871.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$143,615.68	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$305,365.85	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$46,613.97	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,194.90	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$47,808.87	\$0.00

ABOUT THIS SCHOOL

School Description

Cleveland Elementary School 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.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1: Standards Driven Planning (Literacy)

Major Improvement Priority #2: Multi-tiered Systems of Support

Major Improvement Priority #3: Standards Driven Planning (Math)

MAJOR IMPROVEMENT PRIORITY #1: Standards Driven Planning (Literacy)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Most students progressing according to F&P and SRI	Some students not on target to meet progress goals
Students selecting appropriate books at their reading levels	Some students not having access to small reading groups
Most students participating in small reading groups	English Learner growth in SRI

ROOT CAUSE ANALYSIS for Priority #1

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

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.

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

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.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Every child will read at grade level or increase by a minimum of one grade level by June according to SRI	SRI	All Students	70.9%	74%	7pp + growth to 77%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Every child will read at grade level or increase by a minimum of one grade level by June according to F&P reading records	F&P	All Students	67.9% at or above grade level	73% at or above grade level	80% at or above grade level	3: Students are reading at or above grade level.
Academic	Every teacher implements small group instruction and engaging effectively in conferences or level-alike groups every day in every class (e.g. guided reading)	Observations	All Students	62.5% of classes	75% of classes	100% of classes	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Implement an effective Common Core based balanced literacy program in every classroom*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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F&P running records for every student by Sept 30th (Except K)	Daily observation and feedback about balanced literacy implementation by principal and teacher coaches	PLC 2x/month, PLCs meet with agendas, roles, and norms determined ahead of time based on grade level need and current area cycle of PD
All teachers implement specific strategies to support language development for all students	Literacy PD developed by ILT/teacher coaches in six week cycles	Literacy PD developed by ILT in six week cycles
Minilessons daily at start of ELA workshops in all classrooms	Off campus visits during school year to observe balanced literacy classrooms in & out of district	Off campus visits each year to balanced literacy classrooms
Guided reading groups, at least 2 per day, every day	Principal and identified teachers engage in data based inquiry on regular schedule	Principal and identified teachers engage in data based inquiry on regular schedule
Principal and identified teachers engage in data based inquiry on a regular basis	Principal encourages and protects collaboration time	Daily observation and feedback about balanced literacy implementation by principal and teacher coaches
Independent texts for students to read in every classroom	Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students that support team development and coaches team members to work collaboratively.	Teachers released from classroom for peer observation and coaching
Students grouped by reading level for guided reading in every classroom	Providing teachers time to learn Common Core standards and align practices to meet individual student needs.	PLCs meet with agendas, roles, and norms determined ahead of time based on grade level need and current cycle of PD.
All teachers use Common Core to guide literacy instruction		Family literacy night
Running records monthly or more for all students below grade level and reading records three times a year for all students	Facilitate a inclusive professional working environment	Purchase of needed materials for more robust program
Workshop time in reading and writing daily in all classrooms		Supplies available for curricular needs
Writing prompts, pre- and post-unit, assessed every unit		Copiers & technology support contracts
PLCs develop shared lesson plans and score assessments together		Teacher leaders provide professional development
All teachers use the adopted Reading and Writing Units of Study to guide literacy instruction		PLCs focus on developing lesson plans, how curriculum is delivered, and analyzing assessments
All teachers implement backwards design in their lessons		Final reading record of year goes to next year's teacher
Reading instruction represents both fiction and non-fiction in all classrooms		PDs informed by District PD plan and priorities
Writing instruction represents narrative, expository, and argumentative in all classrooms		Time provided for teachers to implement backwards design in their lessons

MAJOR IMPROVEMENT PRIORITY #2: Multi-tiered Systems of Support

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
Reduction in discipline incidents during recess/lunch	Students unable to identify specific behavioral expectations in common areas based on our shared values
Students in need of intensive reading and language support receiving pullout intervention	Chronic Absence rates for our Multi-Ethnicity and Low Income students
Students able to identify school's shared values	Students responses to culture and climate CHKS questions

ROOT CAUSE ANALYSIS for Priority #2

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

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.

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

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.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	As measured by the California Healthy Kids Survey, 80% of students will report feeling connected and cared for at school	Culture/ Climate: Student	All Students	66.3%	68%	71%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	All students reading more than 1 full year behind grade level (according to F&P levels) receive structured acceleration outside the classroom at least 2x/week, grades 2-5	F&P	All Students	90% of students	90% of students	100% of students	3: Students are reading at or above grade level.
Academic	All students below grade level receive differentiated acceleration in class daily	Observations	All Students	n/a	n/a	100% of students	2: Students are proficient in state academic standards.
Climate & Culture	COST will address students with current or history of attendance issues	Attendance Rate	Foster Youth	6.5% Chronic absence	6% chronic absence	5.5% chronic absence	6: Parents and families are engaged in school activities.
Social/Emotional	All students will benefit from positive behavior intervention systems school wide and in class	Culture/ Climate: Student	All Students	n/a	n/a	100% of students	2: Students are proficient in state academic standards.
Academic	By June, all students who have been identified through Coordination of Services Team (COST) or Student Success Team (SST) process will make academic gains based on their individual needs.	F&P	All Students	n/a	n/a	100% of students identified	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Multi-tiered Systems of Support*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Referrals to COST/SST as needed	Aligning budget and human resources with intervention needs	Clear RTI pyramid of interventions
Regular assessment of all students, frequent assessment of those below grade level	Monthly communication with community to determine intervention needs through SSC, PBIS, & PTA	ILT, COST, and admin assign interventions assigned to students based on data collected and RTI model
Use of universal referral forms for any students referred out of class for behavior reasons	Principal will work with SSC to prioritize intervention and family support	Schoolwide implementation of positive behavior intervention system

Implement positive behavioral intervention systems in all classrooms	Develop and implement Positive Behavior Intervention Systems and culturally responsive trainings as regular part of PD	Support parent/teacher conferences for students in need
Implement culturally responsive teaching practices in all classrooms	Provide translation at all parent events (this is actually an organizational practice)	Therapist interns available for students
Provide real life experiences tied to concepts covered in class for all lessons	Ensure equitable access to technology for all grades	Training for intervention teachers on intervention program
Provide challenging and rigorous curriculum for all students, including those identified as GATE.	Students identified in weekly COST meetings with chronic absences or in danger of becoming chronically absent will have supports and resources identified and put in place in order to increase their attendance by 20%	STIP sub to support recess expectations and provide student leadership program
Differentiated acceleration for all students evident in classrooms as measured by observations	Parent education nights representing various academic areas (this is actually an organizational practice)	1.5 FTE STIP sub for intervention
All students noted in Aeires will match students on COST referral list & minutes	Enrichment programs to engage all learners (this is actually an organizational practice)	Awards corresponding to school values presented publicly
Counseling roster and counselor availability will be monitored by COST team	Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students that support team development and coaches team members to work collaboratively.	Bilingual Aide for supporting language learners
Students receive Caring School Curriculum in every classroom	Develop an understanding of District's definition of "connectedness" as a school (org practice)	After school program to support students in need.
Positive Behavior Interventions Supports for students in every classroom	Students in need will have access to extended learning time in after school program as well as during in-school interventions	Expectations as related to school values posted around the school
Clear expectations taught and modeled in every classroom and common area in the school		Provide support for students transitioning into Kindergarten.
Students specifically taught growth mindset in all classrooms		Provide support and case management for foster youth, including referral to COST.
All students report the ability to self-manage as measured by CHKS		Values-based training for families and parents
All students report a heightened social awareness as measured by CHKS		Schoolwide emphasis on college attendance

MAJOR IMPROVEMENT PRIORITY #3:
Standards Driven Planning (Math)
PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
SBAC Achievement of Low Income students in math and ELA	SBAC Achievement of African American students should match other students
SBAC Achievement of African American students in math	Many students at upper grades not scoring at grade level in district assessments

ROOT CAUSE ANALYSIS for Priority #3

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

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.

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

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.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	At every end of unit assessment, 80% of students will score proficient or advanced on summative assessments.	SBAC Math	All Students	57.9%	65%	80%	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	All students will be able to explain their goals for the current lesson or unit in a grade appropriate manner when asked during an observation	observation	All Students	n/a	n/a	100% of students	5: Students are engaged in school everyday.
Academic	All students will engage in cooperatively designed lessons developed during PLC time as measured by observation.	observation	All Students	n/a	n/a	100% of students	2: Students are proficient in state academic standards.

Academic	Students will engage in academic conversations, 3 reads, math talks, and participation quizzes on a daily basis as appropriate as measured by observation.	observation	All Students	n/a	n/a	100% of students	5: Students are engaged in school everyday.
Academic	100% of students will make one year progress based on results of SMI screener.	SMI	All Students	n/a	31% at or above grade level	40% at grade level or higher	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *At every end of unit assessment, 80% of students will score proficient or advanced on summative assessments.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Math program implemented one hour daily per teacher's weekly schedule in every class	Weekly observation and feedback about math program implementation by principal and math lead	PLC 2x/month
Teachers administer pre- assessment & summative assessments, collect data in every class	Math PD developed by ILT per PD calendar	Math PD developed by ILT per PD calendar in six week cycles
Principal and identified teachers engage in data based inquiry weekly	Principal and identified teachers engage in data based inquiry weekly	Release time for all teachers to observe, give feedback, and plan
3 reads strategy implemented in each classroom	Encourage and protect collaboration time for all teachers	PLCs meet with agendas, roles, and norms determined ahead of time based on grade level need and current area cycle of PD
Number talks implemented in each classroom		Family math night
Participation quizzes implemented in each classroom		Ensure needed supplies are available for all students
Ensure needed supplies are available for all students		All PLCs focus on developing lesson plans, how curriculum is delivered, and analyzing assessments
All teachers will be familiar with Common Core math standards		PDs informed by District PD plan and priorities
Math vocabulary specifically taught, modeled, and used in every classroom		Time provided for all teachers to implement backwards design in their lessons

All teachers implement backwards design in their lessons		Principal and identified teachers engage in data based inquiry weekly
Every child will performs at grade level or increase by a minimum of one grade level by June according to SMI		

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	OASES need-based after school program, art and music instruction	After school program to support students in need.	A1.6: After School Programs	5825	n/a	n/a	n/a	108-1	108
\$24,260.00	General Purpose Discretionary	School psychologist, extra day	Aligning budget and human resources with intervention needs	A5.1: School Culture & Climate (Safe & Supportive Schools)	5734	n/a	n/a	n/a	108-2	108
\$3,000.00	General Purpose Discretionary	Art & music enrichment programs	Enrichment programs to engage all learners (this is actually an organizational practice)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	108-3	108
\$31,000.00	General Purpose Discretionary	Teacher stipends	PLC 2x/month, PLCs meet with agendas, roles, and norms determined ahead of time based on grade level need and current area cycle of PD	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	108-4	108
\$5,000.00	General Purpose Discretionary	Substitutes for professional development	PLCs develop shared lesson plans and score assessments together	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	108-5	108
\$1,311.00	General Purpose Discretionary	Supplies needed for classrooms	Ensure needed supplies are available for all students	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	108-6	108
\$300.00	General Purpose Discretionary	Refreshments for teacher at retreat	Time provided for teachers to implement backwards design in their lessons	A2.5: Teacher Professional Development for CCSS & NGSS	4311	n/a	n/a	n/a	108-7	108
\$48,848.30	LCFF Supplemental	STIP sub for school culture work	Schoolwide implementation of positive behavior intervention system	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	TEACHER STIP	TCSTIP9999	1	108-8	108
\$1,699.73	LCFF Supplemental	STIP sub for academic intervention	1.5 FTE STIP sub for intervention	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0432	0.05	108-9	108
\$10,000.00	LCFF Supplemental	copy machine maintenance	Copiers & technology support contracts	A5.3: School Facilities	5610	n/a	n/a	n/a	108-10	108
\$18,000.00	LCFF Supplemental	Mental health support	Counseling roster and counselor availability will be monitored by COST team	A5.1: School Culture & Climate (Safe & Supportive Schools)	5739	n/a	n/a	n/a	108-11	108
\$27,510.84	LCFF Supplemental	Art & music enrichment programs	Enrichment programs to engage all learners (this is actually an organizational practice)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	108-12	108
\$8,000.00	LCFF Supplemental	Field trip opportunities for hands on learning	Enrichment programs to engage all learners (this is actually an organizational practice)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5829	n/a	n/a	n/a	108-13	108
\$11,328.81	LCFF Supplemental	Supplies needed for classrooms	Supplies available for curricular needs	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	108-14	108
\$10,228.00	LCFF Supplemental	Stipends for additional planning work	All teachers implement backwards design in their lessons	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	108-15	108
\$8,000.00	LCFF Supplemental	STIP subs to accelerate learning for students one grade level behind or more	1.5 FTE STIP sub for intervention	A3.2: Reading Intervention	1150	n/a	n/a	n/a	108-16	108
\$11,596.25	Measure G (TGDS)	STIP subs to accelerate learning for students one grade level behind or more	1.5 FTE STIP sub for intervention	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0613	0.35	108-17	108
\$25.50	Measure G (TGDS)	supplies needed for classrooms	Supplies available for curricular needs	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	108-18	108
\$500.00	Measure G (TGDS)	Stipends for additional planning work	All teachers implement backwards design in their lessons	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	108-19	108
\$15,297.53	Program Investment	STIP subs to accelerate learning for students one grade level behind or more	1.5 FTE STIP sub for intervention	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0432	0.45	108-20	108
\$800.00	Program Investment	overtime for clerical staff and translation	Provide translation at all parent events (this is actually an organizational practice)	A2.3: Standards-Aligned Learning Materials	2120	n/a	n/a	n/a	108-21	108
\$41.28	Program Investment	supplies needed for classrooms	Ensure needed supplies are available for all students	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	108-22	108
\$42,736.29	Title I Basic	STIP subs to accelerate learning for students one grade level behind or more	1.5 FTE STIP sub for intervention	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0498	1	108-23	108
\$3,877.68	Title I Basic	High interest library books	Independent texts for students to read in every classroom	A3.2: Reading Intervention	4200	n/a	n/a	n/a	108-24	108

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$1,194.90	Title I Parent Participation	supplies needed for classrooms	Ensure needed supplies are available for all students	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	108-25	108

Cleveland

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:

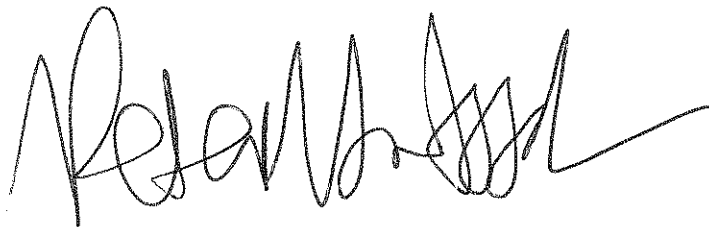
I agree to carry out the following responsibilities to the best of my ability:

- 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.

Teacher signature

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

Signed on this _____ day of _____, 20_____.

A handwritten signature in black ink, appearing to read "Rebecca Smith", written over a horizontal line.



Title I School Parental Involvement Policy 2014 - 2015

(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

Cleveland _____ 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 1 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 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

*Monthly SSC meetings the third Wednesday of each month
*Annual Title I meeting
*Parent feedback nights and opportunities for feedback about the school plan

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

*Annual Title I meeting
*Monthly SSC and PTA meetings
*Small group meetings with principal as requested by parents

- 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.)

*Monthly SSC meetings the third Wednesday of each omnth
*Annual Title I meeting
*Parent feedback night s and opportunities for feedback about the CSSSP



- 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.)

*Annual Title I meeting
*Monthly SSC & PTA meetings
*Small group meetings with principal as requested

- 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.)

Students will use a balanced literacy program, Lucy Caulkins writing, district designed curriculums, and Math Expressions to reach grade level standards.

- 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.)

*Annual Title I meeting
*Monthly SSC & PTA meetings
*Small group meetings with principal as requested

School-Parent Compact

(Name of 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

(Name of school) Cleveland:

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.)

*Annual Title I meeting
*Monthly SSC and PTA meetings
*Small group meetings with principal as requested by parents

- 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.)

*Parent education nights as planned by the SSC and department leads
*Back to School night

- 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.)

*Regular staff professional development



- 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.)

*Annual Title I meeting
*Monthly SSC & PTA meetings
*Small group meetings with principal as requested

- 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.)

*Annual Title I meeting
*Monthly SSC & PTA meetings
*Notes sent home with students

- 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.)

*Monthly SSC & PTA meetings

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.)

*Monthly SSC & PTA meetings
*Bilingual staff and translators always available
*regular parent communication



Adoption

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

This policy was adopted by the (Name of School) Cleveland School Site Council on (Date) 10/21/15 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) 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.

(Principal's Signature)

10/21/15

(Date)

School Site Council Membership Roster – Elementary

School Name: Cleveland ES.

School Year: 2015-16

Chairperson: <u>John Seibold</u>	Vice Chairperson: <u>Brian O'Grady</u>
Secretary: <u>P. Van Tassel</u>	*LCAP Parent Advisory Nominee: <u>Ayanna Meekins</u>
*LCAP EL Parent Advisory Nominee: <u>Ave Long</u>	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<u>JASON DOWD</u>		X		
<u>JANET LAU</u>		X		
<u>MIKE VISTA</u>			X	
<u>CONNOR CARWELL</u>				
<u>P. Van Tassel</u>	X			
<u>AYANNA MEEKINS</u>				X
<u>AVE LONG</u>				X
<u>JOHN SEIBOLD</u>				X
<u>SHAWN TILLIS</u>				X
<u>BRIAN O'GRADY</u>				X
<u>MU HUYNH</u>				X

Meeting Schedule (day/month/time)	<u>3rd wednesdays 5 PM</u>
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SSC Legal Requirements: (Ed. Code 52852)

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

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

(Once filled, this document can be placed on your school site's letterhead)

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