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Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Cleveland Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Cleveland Elementary School



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

Legislative File Id. No. 19-1299
Introduction Date: 6/26/19
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By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Cleveland Elementary School
CDS Code: 1612596001739
Principal: Peter Van Tassel
Date of this revision: 5/2/2019

The School 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 School Site Council recommended this revision of the SPSA for Board approval on: 5/2/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Cleveland Elementary School

Site Number: 108

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: 5.2.19

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

Principal

[Signature]

Signature

NICHOLAS LLANO

SSC Chairperson

[Signature]

Signature

Monica Thomas

Network Superintendent

[Signature]

Signature

MICHAEL OTIS

Officer, State and Federal Programs

[Signature]

Signature

5/15/19

Date

5.15.19

Date

5-30-19

Date

5/30/19

Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/17/2018	Staff	Budget survey
12/19/2018	SSC	School budget & SPSA discussion
1/7/2019	Staff	Overview conversation on SPSA with ILT
1/8/2019	staff	Overview conversation on SPSA with PBIS team
1/9/2019	staff	survey to staff about SPSA as designed by ILT & PBIS team
1/9/2019	PTA	PTA board meeting, SPSA & budget development introduced and explained
1/14/2019	Staff	Staff meeting, school plan and budget discussion (notes)
1/16/2019	Staff	Optional staff engagement (title 1 proposals developed and shared)
1/16/2019	SSC	SSC meeting
1/16/2019	PTA	PTA meeting
1/23/2019	staff	Optional budget engagement

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$55,382.34
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$403,628.41

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$54,338.08	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$47,034.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,044.26	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$161,908.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$11,957.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$55,382.34	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$326,447.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$381,829.34
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Cleveland Elementary School

School ID: 108

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 chromebooks. 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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Over all strong at and above grade level performance on SBAC	Standards aligned instruction with a focus on high DOK tasks
Strong school culture data in suspension and attendance numbers	Strong school wide PBIS program, good relationships between students and teachers
Strong reclassification data	ELD professional development for all teachers, ELD pull outs with expert suport staff
Priority Challenges	Root Causes of Challenges
Decrease in SBAC scores for African American students	Need for targeted intervention for subgroups
School culture CHKS data lower than would be expected based on suspension and attendance numbers	Lack of school-wide plan to address the specific items measured by the CHKS

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: Students will report "connectedness" at 75% as measured by CHKS

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	69.74%	75.00%	75.00%
Suspensions	African-American Students	-2pp	1.33%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	2.50%	0.50%	0.00%
Chronic Absence	African-American Students	-2pp	6.76%	5.00%	5.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: Improve language arts outcomes schoolwide to 40 points above benchmark.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	21.4	36	40
ELA SBAC	Students with Disabilities	+20 points DF3	-92	-72	-62
ELA SBAC	African-American Students	+20 points DF3	-54.5	-34.5	-20

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: All Students continuously grow towards meeting or exceeding standards in math.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	19.5	35	40
Math SBAC	Students with Disabilities	+20 points DF3	-113.2	-93.2	-70
Math SBAC	African-American Students	+20 points DF3	-47.1	-27.1	-10

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: English Learners continuously develop their language, reaching fluency before leaving Cleveland

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	30.99%	25.00%	25.00%

LTEL Reclassification	Long-Term English Learners	25%	n/a	0.00%	0.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	All students grow a year or more in reading each year.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	49.26%	54.20%	59.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	13.30%	8.30%	6.00%
K at or above Benchmark	All Kindergarten Students	+5pp	82.09%	87.09%	90.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	86.30%	91.30%	90.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Cleveland Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		Decrease students who are reading below grade level per SRI, specifically ensuring that African American students grow by at least one year.			
Theory of Action for Language & Literacy:		If we continue to develop a strong balanced literacy and reader's and writer's workshop model in classrooms, including collaborative plannings and regular data analysis and callibration by teachers, then there will be an increase in SRI scores, F&P reading levels, and SBAC reading scores.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		African American Students		57.5%	38%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We implemented the 18-19 SPSA as planned until a severe health issue disrupted our intervention program.					
What evidence do you see that your practices are effective?					
SRI scores have increased, and fidelity to the writer's workshop model has as well.					
What are some possible implications for your 2019-20 SPSA?					
Continue to focus on good tier 1 instruction in classroom, develop a more robust and dynamic intervention plan and system.					
18-19 Standards-Based Instruction Priority:		Math			
June 2021 Standards-Based Instruction Goal:		80% of students will score proficient or advanced on every math End of Unit summative assessments, specifically IABs.			
Theory of Action for Standards-Based Instruction:		If we continue to focus on backwards planning and developing math tasks that reflect Common Core standards, Standards for Mathematical Practice, and deeper knowledge per DOK, then we will see increases on the Scholastic Math Inventory, math End of Unit assessments, and SBAC math scores.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		All Students		29.7	64.2
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Math focus on high depth of knowledge and tasks that allign with standards, as well as connecting writing and math is going well.					
What evidence do you see that your practices are effective?					
Increased scores on math assessments					
What are some possible implications for your 2019-20 SPSA?					

Continue to focus on good tier 1 instruction in classroom, develop a more robust and dynamic intervention plan and system.			
18-19 Conditions for Student & Adult Learning Priority:			
Multi-Tiered Systems of Support			
June 2021 Conditions for Student & Adult Learning Goal:		As measured by the California Healthy Kids Survey, 75% of students will report feeling like they are part of the school all or most of the time	
Theory of Action for Conditions for Student & Adult Learning:		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.	
Student Performance Indicator:		Student Group:	
California Healthy Kids Survey		All Students	
		17-18 EOY Target:	
		73.0%	
		17-18 EOY Actual:	
		72.10%	
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
This year we implemented the plan as designed, and added in a week long "cub week" to celebrate and build our connectedness. Unfortunately, the strike will undoubtedly negatively affect our CHKS scores.			
What evidence do you see that your practices are effective?			
Information from focus groups, formative CHKS assessments			
What are some possible implications for your 2019-20 SPSA?			
Definitely continue cub week, possibly more than once a year.			
18-19 Conditions for English Language Learners Priority:			
Writing			
June 2021 Conditions for English Language Learners Goal:		Students show growth on ELPAC, maintaining high reclassification rates.	
Theory of Action for Conditions for English Language Learners:		If we provide integrated and designated English Language Development in every classroom, as well Tier I and II interventions for EL students, we will see growth in our ELCAP and continued strong reclassification data.	
Student Performance Indicator:		Student Group:	
English Learner Progress		English Learners	
		17-18 EOY Target:	
		41.0%	
		17-18 EOY Actual:	
		31%	
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
These practices were implemented as designed			
What evidence do you see that your practices are effective?			

Student results in classes and through formative assessments

What are some possible implications for your 2019-20 SPSA?

Additional need for training about designated vs integrated ELD

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

There were additional funds that arrived through the Fall revise, which were expended on over time and technological needs.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Cleveland Elementary School

School ID: 108

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"): Multi-Tiered Systems of Support

School Theory of Action:

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 three academic interventions.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Students who need further support will get COST referral, specifically identifying the needs of students who may need special education services or who are below grade level academically, as well as students who need social emotional support, including foster youth or homeless families, as well as students entering kindergarten	Provide time and space for COST team to meet weekly COST team lead by school psychologist to provide feedback to teachers and next steps	COST team meeting agendas and roster
1-2	Schoolwide implementation of PBIS program	train all teachers and staff in school wide PBIS pcesses and expectations	Referral and suspension data, use of RICH tickets
1-3	Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for homeless youth	Provide resources for support for tier I, II, III students	Intervention rosters, improved student achievement data for students identified as below grade level
1-4	Clear expectations taught and modelled in every classroom and common area of the school, use of Caring School Curriculum in every classroom. 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	Observation data

1-5	Teachers will provide culturally relevant lessons that speak directly to students of color, specifically African American, Asian, and Latino students	Regular feedback on instruction for teachers, developing and implementing professional development based on observations of teacher need	Observation data, PD plan
1-6	Data analysis via referral data and informal assessments, especially focussing on economically disadvantaged students.	Principal, coach, and identified teachers engage in data conferences on a regular basis	Regular data collection and analysis
1-7	Inclusion program thriving in grades k-3, involving close collaboration between classroom teacher and special ed teachers. Special ed staff will reach out to pre-Ks and early childhood schools to support transition to kinder	Provide time for collaboration and support for staff. Work with district to be sure resources and personnel are available at Cleveland. Provide continued support for all staff members on the principles of inclusion and special education support.	Progress for inclusion students, observable in class supports for students.
1-8	Provide after school program managed by EBAYC for extended learning time, focussing on academic intervention and social emotional development to increase the amount and quality of instruction students receive	Allocate resources for after school program and ensure EBAYC has opportunity to collobaorate with regular day staff	EBAYC surveys
1-9	Develop clear parent communication plans and practices that inform parents and also invite feedback, share them with parents	Provide time, space, and translation for parent communication, provide multiple opportunities for parents to give feedback to leadership groups in person and via surveys.	CHKS data, evidence of plan
1-10	Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for foster youth	Provide resources for support for tier I, II, III students	Intervention rosters, improved student achievement data for students identified as below grade level
1-11	Kinder teachers will revise and be present at spring orientation for new families, and communicate directly with sending schools about stdeunt progress	Principal will work with incoming families to identify those needing more transitional support	Feedback from parents, COST referrals
1-12	Implement "Cub Week" twice a year, specifically focussing on increasing connectedness with each other and our school values	Provide planning time for staff to create structures and plans for Cub Week	CHKS data, evidence of week

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):		Math	
School Theory of Action:		If we continue to focus on backwards planning and developing math tasks that reflect Common Core standards, Standards for Mathematical Practice, and deeper knowledge per DOK, then we will see increases on the SBAC math scores as well as interim assessments including the IAB and End of Unit assessments.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers collaboratively backwards plan Common Core based lessons and tasks that require depth of knowledge, using of the district-written math program to guide math instruction	Regular feedback on math instruction for teachers, developing and implementing professional development based on observations of teacher need	Observation notes
2-2	Data analysis via IABs, SMI, math End of Unit assessments, informal assessments	Principal and identified teachers engage in data conferences on a regular basis	Regular data collection and analysis, including IAB and math end of unit assessments
2-3	Consistent use of three reads, math talks, and participation quizzes: Model mathematical understanding in multiple ways	observation and feedback of teaching by principal Math professional development developed by ILT/teacher leaders in six week cycles according to teacher need	Observation notes
2-4	teachers will implement core curriculum by unpacking the Tasks of each unit in order to identify the content and the cognitive demand of each task.	Opportunities and feedback around collaborative planning	PD calendar

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):		Literacy	
School Theory of Action:		If we continue to develop a strong balanced literacy and reader's and writer's workshop model in classrooms, including collaborative plannings and regular data analysis and calibration by teachers, then there will be an increase in SRI scores, F&P reading levels, and SBAC reading scores.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Balanced literacy program implemented in every classroom, with small group instruction or conferring in reading workshop on a daily basis	Daily observation and feedback about balanced literacy and Literacy professional development developed by ILT/teacher leaders in six week cycles according to observed teacher need	Observation notes, PD calendar, assessment calendar

3-2	Use of the adopted reading and writing programs to guide literacy instruction in the core academic program	literacy professional development developed by ILT/teacher leaders & coach in cycles according to teacher need & district expectations. Teachers provided opportunities to collaborate outside of the classroom	Regular data collection and analysis
3-3	Teachers collaboratively backwards plan Common Core based lessons that address the needs of all learners including special education students	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	Professional development calendar
3-4	Address needs of ELL students through designated and integrated ELD to support academic proficiency in core subjects	Develop professional development and interventions that target ELL achievement in core academic subjects	ELL performance data, specifically IAB, F&P, ELPAC
3-5	Data analysis via IABs, F&P running records, SRI, and writing prompts	Principal and identified teachers engage in data conferences on a regular basis. Provide PD around data literacy.	Regular data collection and analysis, specifically SIPPS, IAB, F&P, ELPAC
3-6	Teachers collaboratively backwards plan Common Core based lessons that address the needs of all learners including gifted and talented students	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	Professional development calendar
3-7	Teachers collaboratively backwards plan Common Core based lessons that address the needs of all learners including African American students	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	Professional development calendar
3-8	Teachers collaboratively backwards plan Common Core based lessons that address the needs of all learners including Latina/o students	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	Professional development calendar

3-9	Teachers and students engage with complex text, specifically using close reading strategies and maximizing academic conversations	literacy professional development developed by ILT/teacher leaders & coach in cycles according to teacher need & district expectations. Teachers provided opportunities to collaborate outside of the classroom	Observation notes, PD calendar, assessment calendar
3-10	Teachers collaboratively backwards plan Common Core based lessons that address the needs of all learners including students with disabilities	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	Professional development calendar

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):		English Language Development	
School Theory of Action:		If we provide integrated and designated English Language Development in every classroom, as well Tier I and II interventions for EL students, we will see growth in our ELCAP and continued strong reclassification data.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will provide designated and integrated ELD programs in class to support academic proficiency in core subjects.	Regular feedback on instruction for teachers, developing and implementing professional development based on observations of teacher need	Observation data, PD plan
4-2	Teachers will specifically monitor data of EL students	Provide time and professional development for data analysis, data conferences.	EL data
4-3	Teachers will provide culturally relevant lessons	Regular feedback on instruction for teachers, developing and implementing professional development based on observations of teacher need	Observation data, PD plan
4-4	Data analysis via F&P running records, SRI, and writing prompts	Principal and identified teachers engage in data conferences on a regular basis.	Regular data collection and analysis
4-5	Provide tier 2 and 3 interventions for newcomers	Provide tier 2 and 3 interventions for newcomers and long term english learners	EL data
4-6	Provide tier 2 and 3 interventions for long term English Learners	Provide tier 2 and 3 interventions for newcomers and long term english learners	EL data

4-7	Address needs of ELL students through designated and integrated ELD to support academic proficiency in core subjects	Develop professional development and interventions that target ELL achievement in core academic subjects	ELL performance data
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 108

School: Cleveland Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Afterschool contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Provide after school program managed by EBAYC for extended learning time, focussing on academic intervention and social emotional development to increase the amount and quality of instruction students receive	108-1
\$19,185.90	General Purpose Discretionary	Teacher stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Teachers collaboratively backwards plan Common Core based lessons and tasks that require depth of knowledge, using of the district-written math program to guide math instruction	108-2
\$21,016.24	General Purpose Discretionary	Librarian	Goal 3: Students are reading at or above grade level.	1205	Certificated Pupil Support Salaries		n/a	0.27	Teachers and students engage with complex text, specifically using close reading strategies and maximizing academic conversations	108-3
\$2,635.24	General Purpose Discretionary	Classified OT-Translation	Goal 6: Parents and families are engaged in school activities.	2425	Clerical Salaries Overtime		n/a		Develop clear parent communication plans and practices that inform parents and also invite feedback, share them with parents	108-4
\$2,555.52	General Purpose Discretionary	Noon Supervisor overtime	Goal 5: Students are engaged in school every day.	2922	Other Classified Salaries: Extra Compensation		n/a		Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for homeless youth	108-5
\$10,924.54	General Purpose Discretionary	Supplies	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		n/a		Provide resources for support for tier I, II, III students	108-6
\$4,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 1: Graduates are college and career ready.	5610	Equip Maintenance Agreement		n/a		Provide resources for support for tier I, II, III students	108-7

\$5,000.00	General Purpose Discretionary	Experience Corps (contract)	Goal 3: Students are reading at or above grade level.	5825	Consultants			n/a		Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for foster youth	108-8
\$4,000.00	General Purpose Discretionary	Busses (ext work orders)	Goal 5: Students are engaged in school every day.	5826	External Work Order Services			n/a		Teachers will provide culturally relevant lessons that speak directly to students of color, specifically African American, Asian, and Latino students	108-9
\$4,000.00	General Purpose Discretionary	Field trips admission	Goal 5: Students are engaged in school every day.	5829	Admission Fees			n/a		Teachers will provide culturally relevant lessons that speak directly to students of color, specifically African American, Asian, and Latino students	108-10
\$2,000.00	General Purpose Discretionary	Site licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements			n/a		Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for foster youth	108-11
\$2,635.24	General Purpose Discretionary	IA overtime	Goal 1: Graduates are college and career ready.		n/a			n/a		Provide resources for support for tier I, II, III students	108-12
\$13,785.48	LCFF Supplemental	STIP	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	560	STIP Teacher		0.40	Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for foster youth	108-13
\$45,394.23	LCFF Supplemental	STIP	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6262	STIP Teacher		1.00	Clear expectations taught and modelled in every classroom and common area of the school, use of Caring School Curriculum in every classroom. Students taught to self manage, use a growth mindset, and social awareness. Teachers use 5:1 positive reinforcement.	108-14

\$84,292.30	LCFF Supplemental	TSA	Goal 1: Graduates are college and career ready.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.80	Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for homeless youth	108-15
\$18,476.99	LCFF Supplemental	Therapists	Goal 5: Students are engaged in school every day.	5739	Mental Health Provider		n/a		Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for homeless youth	108-16
\$45,177.73	Title I: Basic	Ms. Choy Bilingual Aide	Goal 4: English Learners are reaching fluency.		n/a		n/a	0.80	Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for homeless youth	108-17
\$1,044.00	Title I: Parent Participation	Surplus	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		n/a		Develop clear parent communication plans and practices that inform parents and also invite feedback, share them with parents	108-18
\$11,957.00	Low-Performing Students Block Grant (LPSBG)	Surplus to be allocated in Fall 2019	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	108-19

Cleveland Title I School Parental Involvement Policy 2018-19

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 policy was adopted by the Cleveland School Site Council on November 14, 2018 and will be in effect for the 2018-19 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.



(Principal's Signature)

NOV. 15, 2018

(Date)

Cleveland Elementary 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_____.

School Site Council Membership Roster – Elementary

School Name: Cleveland Elementary

School Year: 2018-19

Chairperson : Nicholas LLano	Vice Chairperson: John Seibold
Secretary: Peter Van Tassel	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
✓ Janet Lau		x		
✓ Alicia Fong		x		
Nina Diaz				x
✓ Jason Dowd		X		
John Seibold				X
Laura Mann				X
Nic LLano				X
✓ Peter Van Tassel	X			
✓ Shelley Morris			X	
Selam Haile				X

Meeting Schedule (day/month/time)	3rd Wednesday of the month at 4:30 pm in room 9
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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.*