

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

June 27, 2018

Legislative File ID No: 18-1277
Introduction Date: 6/27/18
Enactment No.: 18-1086
Enactment Date: 6/27/18
er

To: Board of Education

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

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

Action Requested:

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



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

Legislative File ID No: 18-1277
Introduction Date: 6/27/18
Enactment No.: 18-1086
Enactment Date: 6/27/18 er

2018-2019 Single Plan for Student Achievement (SPSA)

School: Cleveland Elementary School
CDS Code: 1612596001739
Principal: Peter Van Tassel
Date of this revision: 5/15/2018

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

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

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

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

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

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Cleveland Elementary School

Site Number: 108

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

Date(s) plan was approved: 5/16/18

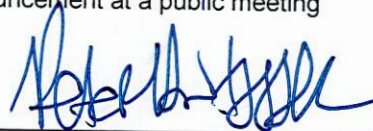
6. The public was alerted about the meeting(s) through one of the following:

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

Signatures:

Peter Van Tassel

Peter Van Tassel, School Principal



Signature

5/16/18

Date

John Seibold

Print name of SSC Chairperson



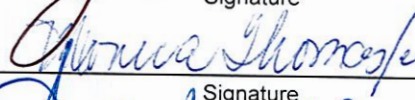
Signature

5/16/18

Date

Monica Thomas

Monica Thomas, Network Superintendent



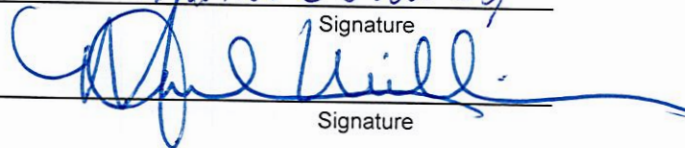
Signature

5.30.18

Date

Marla Williams

Marla Williams, Officer, State and Federal Programs



Signature

6/1/18

Date

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

Date	Stakeholder Group	Engagement Description
1/8/2018	Instructional Leadership Team (ILT)	ILT meets, discusses current school performance framework and how to address needed changes in school plan (agenda)
1/9/2018	PBIS/School CUlture Team	PBIS team meets, discusses current discusses current school performance framework and how to address needed changes in school plan
1/10/2018	PTA	PTA meets to determine changes to current year (17-18) budget. Start of school plan will be discussed.
1/10/2018	Staff	Staff wide discussion of School Performance Framework and root causes of our success and how to address our needs. (agenda)
1/22/2018	Staff	Staff Meeting, discussion of current plan and possible changes. Opportunity for staff to give feedback.
1/24/2018	SSC	SSC meeting, share current data and solicit feedback from SSC about current & future plan.
1/29/2018	ILT	ILT meeting, review current draft, incorporate feedback from staff meeting 1/22. Develop theory of action and preliminary practices for priorities.
1/31/2018	Staff and SSC	School plan draft shared to all staff and SSC
2/5/2018	ILT & Staff	ILT looks at school plan, makes adjustments per feedback from staff. Updates shared with staff.
2/12/2018	Staff	Current draft of plan shared with entire staff for feedback at staff meeting.
2/14/2018	PTA	Discuss School plan with PTA board/president
2/14/2018	staff	Optional staff workshop on school plan 3:30-4:30pm
2/16/2018	community	Update for all parents about current draft of plan, with invitation to comment and timeline
2/21/2018	PTA	Discuss School plan with PTA board/president
2/21/2018	staff	Optional staff workshop on school plan & budget
2/26/2018	community	Question and answer for SSC & entire community, discussion time for budget and school plan

2018-2019 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	\$71,225.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$164,852.28	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$341,595.97	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$49,036.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,206.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$50,242.00	\$0.00

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

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.

Family & Student Engagement

To manifest our value of inclusiveness, we work to ensure students are engaged in every lesson and that their cultures and heritages are reflected in lessons, classroom resources, and schoolwide activities. We survey students to understand their perceptions and needs, and provide multiple leadership opportunities in various areas. Parents and community are engaged through an inclusive and thorough school site council and transparent governance policies. These lead into our various family education nights, which provide opportunities for families to learn how to better support our students in our priority areas. Parents and community are further engaged by our PTA, which creates many opportunities for input as well as volunteering at school.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	Strong SBAC scores, majority of students reading at grade level or beyond	Slight decrease in SBAC scores, with larger decrease for African American students. SRI scores do not reflect SBAC scores. Uneven writing and reading growth across grade levels	<p>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 across grade levels. We are still moving towards schoolwide guided reading consistency.</p> <p>Need for focused data analysis and planning based on this analysis. 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. Need for implicit bias and cultural competence professional development to address needs of subgroups.</p>

<p>STANDARDS-BASED INSTRUCTION <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</i></p>	<p>Strong SBAC scores, standards aligned instruction in classrooms.</p>	<p>No growth in SBAC scores, math EOU scores show a lack of alignment between tasks and high DOK at upper grade levels.</p>	<p>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.</p> <p>Need for focused data analysis and planning based on this analysis. 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.</p> <p>Need for implicit bias and cultural competence professional development to address needs of subgroups.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>Very few suspensions, many schoolwide celebrations around our school values, classroom implementation of values.</p>	<p>Need to improve attendance and chronic absence rates and improve tier II interventions. Need to have all teachers understand implicit bias and be trained in restorative practices.</p>	<p>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.</p> <p>Need for focused data analysis and planning based on this analysis. 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. We need to train our families in how positive behavior intervention systems and restorative justice work. We need to train all staff in restorative practices.</p> <p>Need for implicit bias and cultural competence professional development to address needs of subgroups.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p>	<p>Very high reclassification rates, limited number of long term English learners.</p>	<p>Limited observations showing designated and integrated ELD.</p>	<p>Excellent tier two and three support for language learners through outside of class intervention. Limited PD specifically about designated ELD.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Cleveland Elementary School

School ID: 108

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	Decrease students who are reading below grade level per SRI, specifically ensuring that African American students grow by at least one year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	African American Students	52.50%	57.50%	62.50%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F&P data, writing start and end of unit assessments.				
Theory of Action for Language & Literacy Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Balanced literacy program implemented in every classroom, with guided reading and small group instruction in reading workshop on a daily basis	Daily observation and feedback about balanced literacy and Literacy professional development developed by ILT/teacher leaders in six week cycles according to observed teacher need		Observation notes, PD calendar, assessment calendar	
1-2	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 in six week cycles according to teacher need. Teachers provided opportunities to collaborate outside of the classroom		Regular data collection and analysis	
1-3	Teachers collaboratively backwards plan Common Core based lessons that adress the needs of all learners including special education students	Co-develops processes that ensure that teams engage efectively 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	

1-4	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
1-5	Data analysis via F&P running records, SRI, and writing prompts	Principal and identified teachers engage in data conferences on a regular basis. Provide PD around data literacy.	Regular data collection and analysis
1-6	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
1-7	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
1-8	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

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Math	80% of students will score proficient or advanced on every math End of Unit summative assessments, specifically IABs.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	19.7	29.7	39.7
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SBAC, SMI				
Theory of Action for Standards-Based Instruction Priority:	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.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	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	<i>Observation notes</i>
2-2	Data analysis via SMI, math End of Unit assessments, informal assessments	Principal and identified teachers engage in data conferences on a regular basis	<i>Regular data collection and analysis</i>
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 Literacy professional development developed by ILT/teacher leaders in six week cycles according to teacher need	<i>Observation notes</i>

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Multi-Tiered Systems of Support	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			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
California Healthy Kids Survey	All Students	69.1%	73.0%	75.0%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Suspension numbers, COST & intervention rosters, attendance data, school-designed surveys				
Theory of Action for Conditions for Student & Adult Learning Priority:	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.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	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
3-2	Schoolwide implementation of PBIS program	train all teachers and staff in school wide PBIS processes and expectations	Referral and suspension data, use of RICH tickets
3-3	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
3-4	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
3-5	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
3-6	Data analysis via referral data and informal assessments, especially focussing on economically disadvantaged students.	Principal and identified teachers engage in data conferences on a regular basis	Regular data collection and analysis
3-7	Inclusion program thriving in grades k-2, involving close collaboration between classroom teacher and special ed teacher	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.

3-8	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
3-9	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
3-10	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
3-11	Kinder teachers will revise and be present at spring orientation for new families	Principal will work with incoming families to identify those needing more transitional support	Feedback from parents, COST referrals

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Writing	Students show growth on ELPAC, maintaining high reclassification rates.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Progress	English Learners	38.0%	41.0%	44.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI, F&P, writing data, and reclassifications				
Theory of Action for English Language Learners Priority:	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 ACTIONS		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

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 108

School: Cleveland Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Multi-Tiered Systems of Support	A1.6 After School Programs	5825				108-1
\$9,906.96	General Purpose Discretionary	Subs	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1120				108-2
\$1,238.37	General Purpose Discretionary	Extended contracts for clerical staff	Multi-Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	2425				108-3
\$1,238.37	General Purpose Discretionary	Overtime for classified staff	Multi-Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	2922				108-4
\$10,841.30	General Purpose Discretionary	Supplies	Math	A2.1 Implementation of the CCSS & NGSS	4310				108-5
\$10,000.00	General Purpose Discretionary	Contract for copier maintenance	Multi-Tiered Systems of Support	A2.3 Standards-Aligned Learning Materials	5610				108-6
\$30,000.00	General Purpose Discretionary	Contracts	Multi-Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				108-7
\$4,000.00	General Purpose Discretionary	Licenses	Multi-Tiered Systems of Support	A2.3 Standards-Aligned Learning Materials	5826				108-8
\$4,000.00	General Purpose Discretionary	Field trip admissions fees	Multi-Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	5829				108-9
\$3,467.44	LCFF Supplemental	Extended teacher contracts to support academic acceleration	Literacy	A3.2 Reading Intervention	1120				108-10
\$24,302.00	LCFF Supplemental	Psych Services (.2): School Psych to manage COST team & SSTs	Multi-Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	5734				108-11

\$18,000.00	LCFF Supplemental	Mental Health Interns: Therapist interns to provide tier 3 support for students	Multi-Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	5739				108-12
\$6,285.17	LCFF Supplemental	Licensing- ST Math	Math	A2.1 Implementation of the CCSS & NGSS	5846				108-13
\$13,792.35	LCFF Supplemental	STIP to be "culture coach" managing schoolwide PBIS/mental health program and supporting teachers to develop classroom culture via release time and other support.	Multi-Tiered Systems of Support	A2.2 Social Emotional Learning	1105	TEACHER STIP	TCSTIP0432	0.40	108-14
\$47,593.78	LCFF Supplemental	Bilingual IA: ELD intervention for newcomers and LTELs	Literacy	A4.3 Newcomer Programs	2300	IA BILINGUAL	IABIL0006	0.80	108-15
\$51,411.54	LCFF Supplemental	STIP to be "culture coach" managing schoolwide PBIS/mental health program and supporting teachers to develop classroom culture via release time and other support.	Multi-Tiered Systems of Support	A2.2 Social Emotional Learning	1105	TEACHER STIP	TCSTIP9999	1.00	108-16
\$3,095.93	Title I: Basic	Extended teacher contracts	Literacy	A2.3 Standards-Aligned Learning Materials	1120				108-17
\$3,000.00	Title I: Basic	Books: Supplemental culturally responsive library books	Literacy	A2.3 Standards-Aligned Learning Materials	4200				108-18
\$324.74	Title I: Basic	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				108-19
\$4,200.00	Title I: Basic	Tech- Chromebooks to use for intervention	Multi-Tiered Systems of Support	A3.1 Blended Learning	4420				108-20
\$5,000.00	Title I: Basic	Contract: Experience corps intervention	Literacy	A3.2 Reading Intervention	5825				108-21
\$33,415.33	Title I: Basic	STIP: LLI reading intervention for students reading below grade level	Multi-Tiered Systems of Support	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0613	1.00	108-22
\$1,206.00	Title I: Parent Participation	Surplus	n/a	n/a	4399				108-23

Cleveland Title I School Parental Involvement Policy 2017-18

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Cleveland Elementary School agrees to implement the following statutory requirements: (Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their school's participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning
 4. review, and improvement of its Title I Program.
 5. The parents' right to participate in the development of the District's Title 1 Plan, through School Site Council meetings and PTA meetings, and district LCAP meetings.

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

Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy, through our SSC meetings.

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

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

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

School-Parent Compact

Cleveland Elementary School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

Cleveland Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

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

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

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

Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups.

Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups.

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

Accessibility

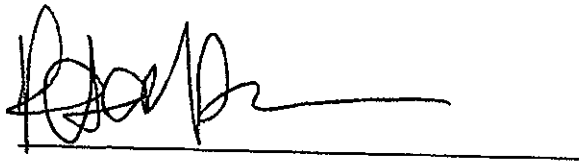
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand through regular parent education events as well as at SSC and PTA meetings and at the request of parents or groups where translation is provided.

Adoption

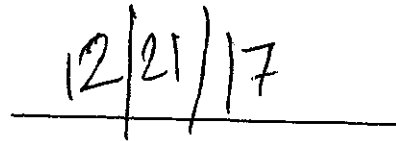
- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Cleveland School Site Council on December 20, 2017 and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

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.

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke at the end, positioned above a solid horizontal line.

(Principal's Signature)

A handwritten date '12/21/17' in black ink, positioned above a solid horizontal line.

(Date)

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_____.



2017-2018

School Site Council Membership Roster – Elementary

School Name: Cleveland

Chairperson : John Seibold
Vice Chairperson: Ayanna Allen
Secretary: Peter Van Tassel

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Peter Van Tassel	X			
Leon Pitre		X		
Tonnette Vasquez			X	
Jason Dowd		X		
Taralynn Kantor		X		
John Seibold				X
Nina Diaz				X
Selam Haile				X
Ayanna Allen				X
Laura Mann				X

Meeting Schedule (day/month/time)	4th Wednesday @ 5:15 monthly
--------------------------------------	-------------------------------------

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