

The School Performance Framework (SPF) guides schools and the community in setting priorities for improvement with specific groups of students. The SPF uses color-coded tiers based on the school's levels of performance in the categories below.

The SPF guides schools and the community with improvement—aligned to the Local Control Accountability Plan (LCAP). The SPF is used by the district to determine specific interventions and support and define the amount of autonomy school receive to make decisions.







IMPACT



EQUITY



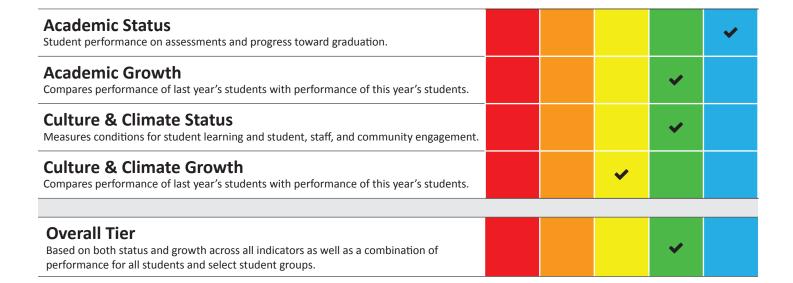
COLLEGE, CAREER & COMMUNITY READY



School Performance Framework Report

Cleveland Elementary 2016–17 Edition

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OUSD believes that partnering with parents is key to improving school performance. Here are some ways you can connect with your school to use the SPF.



WELCOME &



COMMUNICATE



DEVELOP UNDERSTANDING



DISCUSS ROOT CAUSE



PLAN OF ACTION



MONITOR

To learn more about parent engagement, go to: ousd.org/familyengagement.



HIGH

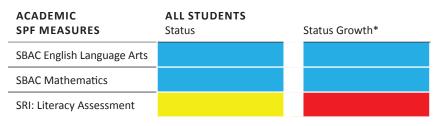
LOW

Your school's performance

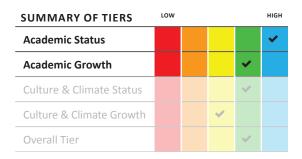


Academic Measures





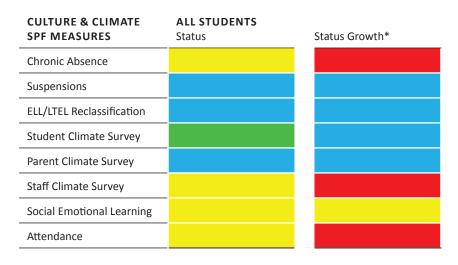
^{*}Growth measured by comparing performance of last year's students to performance of previous year's students.



ACADEMIC SPF MEASURES	MEASURE DESCRIPTIONS					
SBAC English Language Arts	California state assessment aligned to Common Core State Standards in English Language Arts and Mathematics. Measured by % of students meeting or exceeding grade level standards.					
SBAC Mathematics						
SRI: Literacy Assessment	The Scholastic Reading Inventory (SRI) assessment measures reading comprehension.					

Culture & Climate Measures





LOW				HIGH
				~
			~	
			~	
		~		
			~	
	LOW	LOW	LOW	LOW Y

CULTURE & CLIMATE SPF MEASURES	MEASURE DESCRIPTIONS
Chronic Absence	% of students missing 10% or more of the school year (~18 days), for any reason.
Suspensions	% of students who receive one or more out-of-school suspension.
English Language Learner/ Long Term English Learner Reclassification	% of English Language Learners (ELLs) for elementary school or Long-Term English Learners (LTEL) for middle and high school who are reclassified as Fluent English Proficient each year, as measured by state and local assessments and teacher recommendation.
Student Climate Survey	% of positive responses to school connectedness questions in a school culture and climate survey
Parent Climate Survey	
Staff Climate Survey	_
Social Emotional Learning Survey	% of positive responses to survey questions that focus on four areas of Social and Emotional Learning (SEL): Self-Management, Social Awareness, Self-Efficacy, and Growth Mindset.
Attendance	Annual average daily attendance rate.

^{*}Growth measured by comparing performance of last year's students to performance of previous year's students.

STUDENT DEMOGRAPHICS 2015-16

408 students		Low Income	58%	
English Learners	25%	Students w/ Disabilities	7%	
African American AA 23%		Native American NA	0%	
Asian A	42%	Latino L	10%	
Filipino F	2%	White W	21%	
Pacific Islander PI	1%	Mixed Ethnicity ME	14%	

SUMMARY OF TIERS	LOW			нібн
Academic Status				~
Academic Growth			~	
Culture & Climate Status			~	
Culture & Climate Growth		~		
Overall Tier			~	

			STATUS					STATUS GROWTH				
ALL SPF MEASURES		All Students	Lowest Performing Racial/ Ethnic Group	English Language Learners	Students with Disabilities	Low Income Students	All Students	Lowest Performing Racial/ Ethnic Group	English Language Learners	Students with Disabilities		
	BAC English anguage Arts		L	*N/A	*N/A			L	*N/A	*N/A		
s	BAC Mathematics		AA	*N/A	*N/A			AA	*N/A	*N/A		
	RI: Literacy ssessment		AA		*N/A			AA		*N/A		
C	hronic Absence		AA					AA				
s	uspensions		AA					AA				
	LL/LTEL eclassification		*N/A	*N/A	*N/A	*N/A		*N/A	*N/A	*N/A		
	tudent Climate urvey		*N/A	*N/A	*N/A	*N/A		*N/A	*N/A	*N/A		
P	arent Climate urvey		ME	*N/A	*N/A	*N/A		ME	*N/A	*N/A		
S	taff Climate urvey		*N/A	*N/A	*N/A	*N/A		*N/A	*N/A	*N/A		
II ⁻	ocial Emotional earning Survey		*N/A	*N/A	*N/A	*N/A		*N/A	*N/A	*N/A		
L												

^{*}Demographic data not available