

Board Office Use: Legislative File Info.	
File ID Number	23-1605
Introduction Date	8/9/23
Enactment Number	23-1386
Enactment Date	8/9/2023 os



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Cleveland Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Cleveland Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Cleveland Elementary School
CDS Code: 1612596001739
Principal: Peter Van Tassel
Date of this revision: 5/3/2023

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	Position: Principal
Address: 745 Cleveland Street Oakland, CA 94606	Telephone: 510-874-3600 Email: peter.vantassel@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/3/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Cleveland Elementary School Site Number: 108

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Comprehensive Support & Improvement (CSI)
- Targeted Support & Improvement (TSI)
- Additional Targeted Support & Improvement (ATSI)
- After School Education & Safety Program
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century Community Learning Centers
- Early Literacy Support Block Grant

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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
- 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.
- 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.
- 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 and Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

- 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, ParentSquare blasts, etc.)

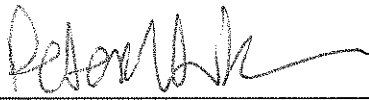
Signatures:


Peter Van Tassel
Principal

Angelica Jongco
SSC Chairperson

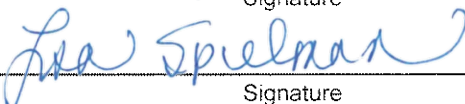
Monica Thomas
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning


Signature


Signature

Monica Thomas
Signature


Signature

5/3/23
Date

5/3/23
Date

5/3/23
Date

5/3/2023
Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/19/22	SSC	Review of school academic goals, strategies, and progress
11/16/22	SSC	Review of school culture goals, strategies, and progress
1/4/2023	Staff	Survey for staff regarding programs and school plan
1/6/2023	PTA	Meet with parent leaders to discuss upcoming school plan, priorities, and budget
1/12/2023	Staff	Staff meeting regarding budget and school priorities for coming year
1/18/2023	SSC	Discussion of strategies and how to support them with the budget for next year
1/18/2023	PTA	Discussion of strategies and how to support them with the budget for next year
1/20/2023	PTA	Discussion of strategies and how to support them with the budget for next year
2/7/2023	ILT	Discussion of ELD strategies and next steps
2/15/2023	SSC	analysis of 22-23 SPSA, brainstorming new ideas

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$72,380.00
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	\$380,711.43

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)	\$70,500	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$22,440	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,880	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$154,645	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$72,380	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$308,331	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$380,711
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
51.7%	47.8%	15.5%	2.5%	0.3%	0.0%	52.3%	12.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
15.2%	20.8%	18.0%	25.6%	1.7%	0.3%	0.0%	14.3%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness: All students continuously grow towards meeting and exceeding standards, receiving the support and challenge needed

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	80.3%	68.7%	<i>not available until Fall 2023</i>	85.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	64.6%	56.1%	<i>not available until Fall 2023</i>	75.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	52.9%	51.7%	<i>not available until Fall 2023</i>	65.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	25.6	n/a	16.9	<i>not available until Fall 2023</i>	0.3
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	45.7%	45.8%	<i>not available until Fall 2023</i>	55.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	20.2	n/a	4.1	<i>not available until Fall 2023</i>	20.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	43.6%	<i>not available until Fall 2023</i>	55.0%
CAST (Science) at or above Standard	All Students	43.2%	n/a	40.0%	<i>not available until Fall 2023</i>	50.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

**School Goal for Targeted Supports for Focal students demonstrate accelerated growth to close the equity gap
Focal Student Groups:**

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-88.6	n/a	-62.0	<i>not available until Fall 2023</i>	-80.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-37.4	n/a	-6.4	<i>not available until Fall 2023</i>	-30.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	28.0%	20.0%	<i>not available until Fall 2023</i>	35.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-73.9	n/a	-65.9	<i>not available until Fall 2023</i>	-70.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-39.6	n/a	-37.2	<i>not available until Fall 2023</i>	-30.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	21.2%	11.1%	32.0%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	0.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: Students and families report feeling safe and connected to the school community.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	0.0%	78.9%	83.9%	<i>not available until Fall 2023</i>	80.0%
Out-of-School Suspensions	All Students	0.0%	n/a	0.3%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.3%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.3%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	8.5%	2.0%	23.8%	<i>not available until Fall 2023</i>	10.0%
Chronic Absenteeism	African American Students	6.0%	3.6%	23.6%	<i>not available until Fall 2023</i>	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: Staff members reflect our community's demographics and feel supported on campus.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	90.5%	90.2%	90.1%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Many students at or approaching grade level	Strong foundational instruction and use of teaching strategies as led by our Teacher on Special Assignment
<i>LCAP Goal 2: Focal Student Group Supports</i>	Subgroups making progress per school wide assessments	Use of focal students during work analysis and coaching and feedback
<i>LCAP Goal 3: Student & Family Engagement</i>	Well attended family events and positive responses on student surveys	Intentional family engagement and community building led by our Community Schools Manager
<i>LCAP Goal 4: Staff Supports</i>	Teachers report positive feelings about colleagues and professional development	Intentionally created team building and professional development through our instructional leadership team
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Student scores indicate increases are more incremental than our lofty goals require.	Difficult to make large schoolwide leaps year after year.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Student scores indicate increases are more incremental than our lofty goals require.	Difficult to make large schoolwide leaps year after year.
<i>LCAP Goal 3: Student & Family Engagement</i>	Evening family events are not as well attended as they were pre-pandemic; events require translation	Evening events may be less popular for families, need to be strategic with timing and dates of events.
<i>LCAP Goal 4: Staff Supports</i>	Staff morale can fluctuate over the course of the year	Public education is a very challenging profession.

1D: IDENTIFIED NEED

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: RESOURCE INEQUITIES

Cleveland has many students that are in higher socio-economic groups and therefore receives less district and state support for our at risk students. We have mitigated that by being targeting in our use of Title 1 funds and using PTA funds to support our efforts to foster equity.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Cleveland Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We were able to add a community schools manager not initially named in our SPSA

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

So far our strategies have been effective in creating academic growth and feelings of connectedness amongst students

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Looking to hire another academic mentor based on our successful implementation of SIPPS small groups.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA to provide professional development, coaching, and design small group interventions	SBAC ELA Distance from Standard Met	provide professional development, coaching, and design small group interventions	Teachers report PD supports their practice, SIPPS mastery goals are being met by 69% of kinders mid year, and more than 50% of students grades 1 and 2. Last year, 33% of students were at target lessons mid year.	Continue

<p>Hire academic mentors to lead small groups in SIPPs</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Lead small groups for SIPPs instruction</p>	<p>Students are making progress to goals in foundational reading skills and SIPPs instruction (SIPPs mastery goals are being met by 69% of kinders mid year, and more than 50% of students grades k-2. Last year, 33% of students were at target lessons mid year.) Academic mentor availability is not consistent</p>	<p>Continue if budget allows</p>
<p>Provide translations for parent events</p>	<p>Student Connectedness to School</p>	<p>Provide translation for parent events, meetings, and conferences</p>	<p>This is working per our school plan with translation available when required for parent meetings and conferences.</p>	<p>continue</p>

School: Cleveland Elementary School				School ID: 108	
3: SCHOOL STRATEGIES & ACTIONS				Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.					
School Priority:		Improve academic outcomes for all and reduce disparity in academic outcomes between student subgroups			
School Theory of Change:		If we provide foundational professional development and coaching support for our curriculum to all staff in implementing academic conversations, curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students' to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers backwards planning using new curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level	PLC agendas and notes	All students continuously grow towards meeting and exceeding standards, receiving the support and challenge needed	Tier 1
1-2	All Teachers attend foundational curriculum training	Schools schedule and advise all teachers of the summer professional development opportunities	District lists of teachers who have attended the foundational curriculum training		Tier 1

1-3	Teachers participate in regular collaboration time in PLCs to look at math standards, focal student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Math teachers meet to vertically align vocabulary and strategy implementation, as well as rigor.	PLC agendas and notes, Professional development agendas	Focal students demonstrate accelerated growth to close the equity gap	Tier 1
1-4	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	PLC agendas and notes, Professional development agendas		Tier 1
1-5	Focus on creating opportunities for academic conversations between students in class.	Provide PD and planning time around academic conversations	Observation tools		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Consistent culturally responsive standards based ELA curriculum implemented across k-5.
School Theory of Change:	If our language arts units and lessons meet state standards utilizing culturally responsive materials and academic conversations, we will increase language arts proficiency and will shrink the gap in scores between African American students and other subgroups.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	Provide PD curriculum implementation, observation & feedback on classroom practice Ensure teachers participate in PD on protocols and conversation cues Provide weekly PLC to analyze student language progress and plan ILT plan PD	observations, walk throughs, PD agendas, PLC agendas and notes	Focal students demonstrate accelerated growth to close the equity gap	Tier 1
2-2	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at standards, student work, assessments, data, and instruction.	observations, walk throughs, PD agendas, PLC agendas and notes		Tier 1
2-3	Focus on exposure and analysis of grade level texts, text dependent questions	Professional development and feedback on these strategies for teachers	Walk throughs, observations, feedback		Tier 1

2-4	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	Provide Professional/coaching development for new teachers Observation/Feedback focused on SIPPS	walk throughs, observations, feedback	All students continuously grow towards meeting and exceeding standards, receiving the support and challenge needed	Tier 1
2-5	Grade levels collaborate to provide in class tier 2 interventions during SIPPS and all blocks, including using student rotation models	Create schoolwide schedule for small group interventions, SIPPS, and ALL block.	PLC schedules and agendas, schoolwide schedules	Focal students demonstrate accelerated growth to close the equity gap	Tier 2
2-6	Teachers center conversation around the text, use strategic questioning to support learning for ALL students and use protocols and conversation cues to engage in meaning making	Provide PD and planning time around academic conversations	Observation tools		Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:	Building relationships through out the entire community in the process of creating identity safe classrooms that support students from every background				
School Theory of Change:	If we focus on our school values to create and maintain structures that support relationship building between students through the process of developing identity safe classrooms, students will report increased connectedness on the California Healthy Kids Survey, continue to avoid chronic absense, and conduct themselves in ways that avoid suspension.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	Regular schoolwide teaching of values and expectations, providing mediation support and restorative justice training for teachers and staff. Provide restorative justice trainings to all staff within three years.	Classroom observations, Trainings attended, clear documentation and referral tracking for mediations & outside of class restorative justice conversations.		Tier 1
3-2	Teachers intentionally create opportunities to build community within the classroom and with families through daily class meetings, identity walls, daily mindfulness, and a clear communications policy and plan for parents identifying best ways to support at home. Teachers will engage every family in a virtual home visit to begin the year.	Professional development and translation support for parent communication, schoolwide community building events (ie Cub Week, values night), academic support nights, and informal parent community building events (coffee with the principal, etc). Create and foster opportunities for multilingual and African American families to participate. Hire or identify staff to support family communication and involvement.	Professional development agendas, events, CHKS surveys.		Tier 1
3-3	Support and help create leadership opportunities for students, such as schoolwide leadership, classroom jobs, clubs, and regular school beautification exercises through eco literacy	Support and help create leadership opportunities for students such as junior coaches, collect data from students about their experience to raise student voice and input.	Presence of clubs and student leadership opportunities.		Tier 2

3-4	Explicit teaching of school values and modelling and reteaching classroom expectations, use of reward systems at recess	Identify who is responsible for recess trainings, schoolwide rewards systems and celebrations, student leadership opportunities, and restorative justice training and systems	Regular expectations trainings in key areas, systems in place		Tier 1
3-5	Actively taking steps to implement classroom practices identified as ways of creating identity safe classrooms	Providing professional development on identity safe classroom and culturally responsive teaching	Ongoing professional development		Tier 1
3-6	Teachers make use of school wide MTSS to support students with social emotional needs	Ensure teachers are trained on school wide MTSS and COST referral system. Weekly COST team meetings led by school psych, continue to provide therapist interns to support with individual and group needs.	trainings for staff, effective COST team per district rubrics.		Tier 2
3-7	Entire school welcomes parents onto campus to support students as volunteers	Identify staff position to coordinate volunteers and welcome families in coordination with PTA structures.	CHKS surveys, plans for newly arrived families.		Tier 2

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority:	Provide professional development that supports teachers in improving practice in academic and social/emotional areas through collaborative practices.
School Theory of Change:	If we build an adult community that focusses on equity and student outcomes, we will build collective efficacy and improve outcomes for all students while decreasing gaps between outcomes of student subgroups.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will spend time in structured professional learning communities discussing student work and the strategies that were used during lessons leading up to the work.	Provide clear expectations and opportunities for PLCs, as well as support in developing these teams	PLC schedules and agendas	All students continuously grow towards meeting and exceeding standards, receiving the support and challenge needed	Tier 1
4-2	Engaging in monthly equity work to support subgroups traditionally excluded from success, specifically implementing practices aligned with identity safe classrooms and culturally responsive pedagogy.	Organize and support trainings around equity, implicit bias, support for various subgroups, and trauma informed practices. Support professionals holding each other accountable for equitable practices and behaviors. Engaging parents representing various subgroups for feedback.	presence of professional development	Students and families report feeling safe and connected to the school community.	Tier 1
4-3	Engage with peers in coaching, observation, or co-planning cycles.	Provide opportunities, structures, and time for coaching observation, and co-planning cycles with support of TSA.	PLC schedules and agendas		Tier 1
4-4	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide. To ensure we provide time for teachers to intentionally plan.	School provides a schedule for regular planning time for each grade level	PLC schedules and agendas	Staff members reflect our community's demographics and feel supported on campus.	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Reduce academic disparities between African American and white student groups in reading scores
School Theory of Change:	If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle, academic conversations, and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Classroom observations and walk throughs	Focal students demonstrate accelerated growth to close the equity gap	Tier 2
5-2	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Professional development calendar and agendas	All students continuously grow towards meeting and exceeding standards, receiving the support and challenge needed	Tier 2
5-3	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Focal student lists and data conferences	Focal students demonstrate accelerated growth to close the equity gap	Tier 2

5-4	Communication plan for African American families in every classroom so families have clear understanding of student progress and how to best support.	Specific engagement opportunities of African American families with resources and support information	Communications plans for each classroom		Tier 2
-----	---	---	---	--	--------

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Implement and maintain in and out of classroom supports for language learners, including designated and integrated ELD in every classroom
School Theory of Change:	If we implement in and out of classroom supports for language learners, including designated and integrated ELD in every classroom and a focus on academic conversation, our redesignation rates will remain above 30%
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Provide designated and integrated ELD in every class in every day	Provide professional development on ELD lessons aligned with EL curriculum as well as planning time for teachers	Teacher schedules, walk throughs	Focal students demonstrate accelerated growth to close the equity gap	Tier 2
6-2	Use proven strategies such as language dives from the EL curriculum to support language development	Provide professional development on effective ELD strategies and standards, provide feedback to teachers	professional development calendar, agendas	Focal students demonstrate accelerated growth to close the equity gap	Tier 2
6-3	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level	professional development calendar, agendas, PLC agendas, notes	All students continuously grow towards meeting and exceeding standards, receiving the support and challenge needed	Tier 1

6-4	Focus on creating opportunities for academic conversations between students in class by providing Language supports for ELLs in service of stronger participation in academic discussions.	Provide PD and planning time around academic conversations	Observation tools		Tier 1
-----	--	--	-------------------	--	--------

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 108

School: Cleveland Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
extended contract	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Provide professional development on high leverage teaching strategies.	108-1
STIP Teacher	\$87,539	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8645	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Provide regular collaboration time to look at standards, student work, assessments, data, and instruction.	108-2
supplies	\$15,925	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	108-3
copier contract	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide professional development on ELD lessons aligned with EL curriculum as well as planning time for teachers	108-4
therapist interns	\$4,515	LCFF Discretionary	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers make use of school wide MTSS to support students with social emotional needs	108-5
STIP Teacher	\$30,455	LCFF Supplemental	1105	Certificated Teachers' Salaries	560	STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	108-6
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$38,263	LCFF Supplemental	1105	Certificated Teachers' Salaries	8646	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	School provides a schedule for regular planning time for each grade level	108-7



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Cleveland Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Regular parent meetings, parent trainings, regular class messages

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Regular parent meetings, parent trainings, regular class messages, virtual home visits

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Monthly SSC and PTA meetings
- Weekly office hours for all staff members
- Weekly parent letters and texts

The school communicates to families about the school's Title I, Part A programs by:

- Annual title 1 meeting

- Monthly SSC meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Report cards, parent conferences, teacher office hours, SSC meetings, parent trainings.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Weekly newsletter translated into various languages, regular texts, office hours, school website

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Parents are always invited to zoom classes, regular PTA meetings, office hours, email

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Daily zoom meetings, regular office hours, report cards, feedback on asynchronous work

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Daily zoom meetings, regular office hours, report cards, feedback on asynchronous work

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Daily zoom meetings, regular office hours, PTA meetings, SSC meetings, office hours with the principal

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Title 1 meeting, SSC meetings, office hours

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Daily zoom meetings, regular office hours, PTA meetings, SSC meetings, office hours with the principal with translation available at all meetings

The school provides support for parent and family engagement activities requested by parents by:

- Daily zoom meetings, regular office hours, PTA meetings, SSC meetings, office hours with the principal with translation available at all meetings

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Regular parent meetings, trainings, and SSC meetings.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by the Cleveland Elementary on August 24, 2022 and will be in effect for the period August 5, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before October 30, of the current school year.

Peter Van Tassel
Name of Principal

Peter Van Tassel
Signature of Principal

8/24/2022

Date

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

Cleveland Elementary School

2022-23

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022-23 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Provide small group instruction for all students, provide phonics instruction for all students in need, implement a high rigor reading program at all grade levels.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Virtual home visit to start the year, parent teacher conferences in the fall, additional parent conferences per parent request, regular parent communication through ParentSquare and access to assessment scores.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Virtual home visit to start the year, parent teacher conferences in the fall, additional parent conferences per parent request, regular parent communication through ParentSquare and access to scores of assessments.

- 4) Provide parents reasonable access to staff.**

Staff can always be reached via ParentSquare and parent conferences. See our website for contact information.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Parents are encouraged to volunteer through the PTA and visit school as COVID precautions allow

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

Parent teacher conferences, regular written bulletins through ParentSquare, parent trainings

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Regular PD and training around contacting families.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Parent conferences, regular email and written communications through ParentSquare

This Compact was adopted by Cleveland Elementary School on October 21, 2022, and will be in effect for the period of August 9, 2022 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 29, 2022).

Peter Van Tassel

Peter Van Tassel, Principal

October 19, 2022



Strategic Resource Planning (SRP)

Cleveland ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Angelica Jongco
Vice Chairperson:	Eva Stuart
Secretary:	Peter Van Tassel

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Peter Van Tassel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Eva Stuart*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Luke Rosenberger*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Renee Bullie*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tony Knight	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Angelica Jongco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Niwonna Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Huong Nguyen-Yap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marthine Sattris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Danielle Altamirano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Wednesday of every month, 4:30 pm
---	---------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

