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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Cleveland Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Cleveland Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Cleveland Elementary School
CDS Code: 1612596001739
Principal: Peter Van Tassel
Date of this revision: 4/17/2024

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: 4/17/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Cleveland Elementary School **Site Number:** 108

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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




1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. 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: 4/17/2024

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, ParentSquare blasts, etc.)

Signatures:

Peter Van Tassel		5/15/2024
<i>Principal</i>	Signature	Date
Angelica Jongco		5/16/2024
<i>SSC Chairperson</i>	Signature	Date
Monica Thomas	<i>Monica Thomas</i>	5/20/24
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman		5/20/24
<i>Director, Strategic Resource Planning</i>	Signature	Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/18/2023	School Site Council	reviewed school plan and current culture data
10/24/2023	Instructional Leadership Team	reviewed school plan and current culture data
10/24/2023	Culture Team	reviewed school plan and current culture data
11/7/2023	ILT	review of academic data
11/15/2023	SSC	review of school plan discussion of academic data
12/20/2023	SSC	review of school plan discussion of academic data, discussion of upcoming budget
1/8/2024	Staff	review of schoolwide academic data
1/9/2024	ILT	review of schoolwide academic data
1/10/2024	Staff	review of schoolwide academic data
1/17/2024	SSC	review of school plan and discussion of upcoming budget

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$77,700.00
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	\$425,226.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$75,600	LCFF Discretionary (General Purpose Discretionary #0000)	\$18,900
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,100	LCFF Supplemental (LCFF Supplemental #0002)	\$140,400
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$55,743
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$77,700		\$347,526

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$425,226.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Cleveland Elementary School		School ID: 108
CDS Code: 1612596001739	SSC Approval Date: 4/17/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Latino Students, Multiracial Students, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.5%	13.5%	18.1%	0.3%	22.6%	12.9%	53.6%	16.2%	0.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.3%	17.3%	23.5%	1.9%	0.0%	0.0%	50.7%	2.4%	91.8%

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	Improve academic outcomes for all and reduce disparity in academic outcomes between student subgroups
Identified School Need:	Raise number of students at or above grade level by 5% in every subgroup

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	51.7%	not available until fall 2024	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	59.1%	not available until fall 2024	not available until fall 2025	65.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	77.6%	not available until fall 2024	not available until fall 2025	75.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	27.3	not available until fall 2024	not available until fall 2025	30.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	59.4%	not available until fall 2024	not available until fall 2025	65.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	12.0	not available until fall 2024	not available until fall 2025	20.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	45.2%	not available until fall 2024	not available until fall 2025	55.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	51.1%	not available until fall 2024	not available until fall 2025	60.0%

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

School Goal:	Reduce disparity in outcomes between student subgroups
Identified School Need:	Specifically, students will meet their IEP goals and language learners will advance in their classification or be reclassified as Fluent English Proficient. Focal students representing various subgroups will accelerate their learning towards grade level as measured on curriculum embedded assessments.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-28.9	not available until fall 2024	not available until fall 2025	-15.0
SBAC ELA Distance from Standard Met	English Learners	-76.2	not available until fall 2024	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	39.1%	not available until fall 2024	not available until fall 2025	20.0%
SBAC Math Distance from Standard Met	Special Education Students	-53.0	not available until fall 2024	not available until fall 2025	-20.0
SBAC Math Distance from Standard Met	English Learners	-78.4	not available until fall 2024	not available until fall 2025	-50.0

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	40.0%	not available until fall 2024	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	100.0%	not available until fall 2024	not available until fall 2025	100.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Students learn and thrive in identity safe classrooms where classroom values promote global citizenship				
Identified School Need:	Decrease students chronically absent to 10% schoolwide, eliminate suspensions, increase connectedness as measured by the California Healthy Kids Survey to 77%				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	76.7%	not available until fall 2024	not available until fall 2025	77.0%
Out-of-School Suspensions	All Students	0.3%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	46.9%	not available until fall 2024	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	42.3%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	A staff that reflects the diversity of our community and continuously grows through collaboration				
Identified School Need:	Specifically: <ul style="list-style-type: none"> - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building. 				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	89.3%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>Improve academic outcomes for all and reduce disparity in academic outcomes between student subgroups</i>	<i>Strong foundational instruction and use of teaching strategies as led by our Teacher on Special Assignment.</i>
LCAP Goal 2:	<i>Reduce disparity in outcomes between student subgroups</i>	<i>Subgroups making progress in curriculum embedded assessments</i>
LCAP Goal 3:	<i>Students learn and thrive in identity safe classrooms where classroom values promote global citizenship</i>	<i>Students report feeling included and happy in classrooms in our surveys, parents report feeling involved thanks to outreach and translation provided through extra duty and overtime for staff</i>
LCAP Goal 4:	<i>A staff that reflects the diversity of our community and continuously grows through collaboration</i>	<i>Staff reflects our community's diversity and shows professional growth</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Improve academic outcomes for all and reduce disparity in academic outcomes between student subgroups</i>	<i>Stubborn disparity in academic outcomes for subgroups</i>
LCAP Goal 2:	<i>Reduce disparity in outcomes between student subgroups</i>	<i>Stubborn disparity in academic outcomes for subgroups</i>
LCAP Goal 3:	<i>Students learn and thrive in identity safe classrooms where classroom values promote global citizenship</i>	<i>We have been especially challenged to support the chronic absenteeism for the following 4 student groups: African American, Latino/a, Multiracial, and Special Education. This is primarily based on the impact of Pandemic school closures and the OUSD teacher's strike in May 2023, need for outreach and translation provided by trusted school staff.</i>
LCAP Goal 4:	<i>A staff that reflects the diversity of our community and continuously grows through collaboration</i>	<i>Collaboration time limited in new teacher contract and due to budget constraints</i>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Latino/a Students	48.5%	not available until fall 2024	not available until fall 2025	7.0%
Chronic Absenteeism	Multiracial Students	60.8%	not available until fall 2024	not available until fall 2025	5.1%
Chronic Absenteeism	Special Education Students	55.2%	not available until fall 2024	not available until fall 2025	18.6%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Cleveland Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

Implementing SPSA mostly as designed, when SPSA was written it was unclear if the CSM position would be funded.

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

Some areas of the SPSA were about identifying who would lead certain items, and our CSM has been able to lead them, which has been effective to get closer to our goals.

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.

There have not been changes made to the SPSA.

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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
classified extra duty	Student Connectedness to School	Spending money on extra duty to make translation available when ever needed	When translation is available and needed, it is great. We have noted a 10% decrease in the need for translation this year but will continue to fund it as we hope to have more participation from families who will need translation.	We will continue this practice
10-Month Teacher on Special Assignment (TSA)	College/Career Readiness	Lead professional learning, coach teachers, model lessons	This is working very well, Ms. Arroyo is able to lead professional development and spend a great deal of time in classrooms and lead our intervention program. We see a 10% increase in student achievement from the start of year to our mid year diagnostic assessment.	We will continue this practice

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Cleveland Elementary School	SCHOOL ID: 108
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal: Improve academic outcomes for all and reduce disparity in academic outcomes between student subgroups

Identified Need: Raise number of students at or above grade level by 5% in every subgroup

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	All Students	Academic	Tier 1 - Universal
1-2	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	All Students	Academic	Tier 1 - Universal

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

School Goal: Reduce disparity in outcomes between student subgroups

Identified Need: Specifically, students will meet their IEP goals and language learners will advance in their classification or be reclassified as Fluent English Proficient. Focal students representing various subgroups will accelerate their learning towards grade level as measured on curriculum embedded assessments.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers participate in regular collaboration time in PLCs to look at math standards, focal student work, assessments, data and instruction.	All Students	Academic	Tier 1 - Universal

2-2	Focus on creating opportunities for academic conversations between students in class.	All Students	Academic	Tier 1 - Universal
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:	Students learn and thrive in identity safe classrooms where classroom values promote global citizenship
Identified Need:	Decrease students chronically absent to 10% schoolwide, eliminate suspensions, increase connectedness as measured by the California Healthy Kids Survey to 77%

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	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.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	All Students	Behavioral	Tier 1 - Universal
3-3	Actively taking steps to implement classroom practices identified as ways of creating identity safe classrooms	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Entire school welcomes parents onto campus to support students as volunteers	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Develop rewards system to encourage daily attendance.	African American Students	SEL / Mental Health	Tier 2 - Supplementa
3-6	Develop rewards system to encourage daily attendance.	Multiracial Students	SEL / Mental Health	Tier 2 - Supplementa
3-7	Develop rewards system to encourage daily attendance.	Special Education Students	SEL / Mental Health	Tier 2 - Supplementa
3-8	Develop rewards system to encourage daily attendance.	Latino/a Students	SEL / Mental Health	Tier 2 - Supplementa

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

School Goal:		A staff that reflects the diversity of our community and continuously grows through collaboration		
Identified Need:		Specifically: - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES 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.	All Students	Academic	Tier 1 - Universal
4-2	Engaging in monthly equity work to support subgroups traditionally excluded from success, specifically implementing practices aligned with identity safe classrooms and culturallu responsive pedagogy.	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES 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.	African American	Academic	Tier 1 - Universal
5-2	Communication plan for African American families in every classroom so families have clear understanding of student progress and how to best support.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS Stages of ELD Implementation Self-Assessment				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide designated and integrated ELD in every class in every day	English Learner Students	Academic	Tier 2 - Supplemental
6-2	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.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	108-1
5739 - Direct Cost Mental Hlth Prvdr	\$3,118	LCFF Discretionary	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	108-2
4310 - Materials and Supplies	\$13,782	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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	108-3
5739 - Direct Cost Mental Hlth Prvdr	\$16,883	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	108-4
Teacher Education Enhancement	\$38,234	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.		Teachers participate in regular collaboration time in PLCs to look at math standards, focal student work, assessments, data and instruction.	108-5
TSA 10Pay	\$85,283	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7133	10-Month Teacher on Special Assignment (TSA)	0.55	Goal 1: All students graduate college, career, and community ready.		Teachers participate in regular collaboration time in PLCs to look at math standards, focal student work, assessments, data and instruction.	108-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$5,823	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	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.	108-7
TSA 10Pay	\$69,777	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7133	10-Month Teacher on Special Assignment (TSA)	0.45	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers participate in regular collaboration time in PLCs to look at math standards, focal student work, assessments, data and instruction.	108-8
2225 - Classsupt Salaries Overtime	\$2,100	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Entire school welcomes parents onto campus to support students as volunteers	108-9
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers intentionally create opprtunities 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.	108-10
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers intentionally create opprtunities 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.	108-11

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		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.	108-12
4310 - Supplies	\$11,149	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	108-13
1120 - Teachers Salaries Stipends	\$14,489	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers participate in regular collaboration time in PLCs to look at math standards, focal student work, assessments, data and instruction.	108-14
Teacher Education Enhancement	\$30,105	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.		Teachers participate in regular collaboration time in PLCs to look at math standards, focal student work, assessments, data and instruction.	108-15
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers participate in regular collaboration time in PLCs to look at math standards, focal student work, assessments, data and instruction.	108-16
Library Technician	\$119,020	Measure G, Library Support	2205	Classified Support Salaries	9432	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		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	108-17



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
- regular parent letters and emails

- 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 visit classes, regular PTA meetings, coffee chats, 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:

- Virtual home visits, parent conferences, regular meetings

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:

- Virtual home visits, parent conferences, regular meetings, coffee chats

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:

- SSC, Title 1, affinity groups

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:

- SSC, Title 1, affinity groups

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

- SSC, Title 1, affinity groups, coffee chats, surveys

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 the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Cleveland Elementary School on August 30, 2023 and will be in effect for the period August 7 2023 through May 25, 2024.

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

 <hr/>	 <hr/>	 <hr/>
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



Cleveland Elementary School

School-Parent Compact

2023-24

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 2023-24 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.
 - a) 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.
 - a) 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.
 - a) 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.
 - a) 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.
 - a) Parents are encouraged to volunteer through the PTA and visit school
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) 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.
 - a) 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.
 - a) Parent conferences, regular email and written communications through ParentSquare

PARENT RESPONSIBILITIES

As a parent, I will support my child's learning in the following ways:

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.
- 4) Promote our school values of inclusiveness and responsibility

This Compact was adopted by Cleveland Elementary School on August 30, 2023 and will be in effect for the period of August 1, 2023 to May 31, 2024.

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 **September 30th** of this current school year.

PETER VAN TASSEL



8/30/23

Name of Principal

Signature of Principal

Date

Please link the Parent and Family Engagement Policy to this document.



Cleveland ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Angelica Jongco
Vice Chairperson:	Katherine Wolfe
Secretary:	Peter VanTassel

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 VanTassel	<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"/>	2nd
Luke Rosenberger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Kristin Burke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tony Knight	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Angelica Jongco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Niwonna Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Marthine Satris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Brittni Chicuata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Katherine Wolfe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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 @ 4:30
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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.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members