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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Cleveland Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Cleveland Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Cleveland Elementary School

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
 Comprehensive Support & Improvement (CSI) Grant
 Additional Targeted Support & Improvement
 Title I Targeted Assistance Program
 Local Control Funding Formula Equity Multiplier
 Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/15/2026

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	<i>Peter Van Tassel</i>	4/15/2026
<i>Principal</i>		Date
	<i>Colin Dentel-Post</i>	4/15/26
<i>SSC Chairperson</i>		Date
<i>SELLS Representative (optional)</i>	Signature	Date
Monica Thomas	<i>Monica Thomas</i>	04/22/2026
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	4/22/26
<i>Director, Strategic Resource Planning</i>	Signature	Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/17/2025	SSC & SELLS	Reviewed SPSA goals and strategies
10/14/2025	ILT	Reflected on instructional practices and supports
10/15/2025	SSC & SELLS	Reviewed data and identified school needs
10/16/2025	SPED families	Collected input for next year's SPSA draft
11/18/2025	ILT	Reflected on instructional practices and supports
11/19/2025	SSC & SELLS	Reflected on instructional practices and supports
12/17/2025	SSC & SELLS	Conducted mid-year or final SPSA review
1/20/2026	ILT	Reviewed data and identified school needs
1/21/2026	SSC & SELLS	Reviewed data and identified school needs

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$131,040
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$304,640

Federal, State, and Local Funds

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

Federal Programs	Allocation
	\$0
Title I, Part A Schoolwide Program Resource 3010	\$128,700
Title I Parent & Family Engagement Resource 3010	\$2,340
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement Resource 3182	
SUBTOTAL OF FEDERAL FUNDING:	\$131,040

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$304,640

State and Select Local Resources	Allocation
	\$0
LCFF Supplemental Resource 0002	\$23,600
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	
SUBTOTAL OF STATE & LOCAL FUNDING:	\$173,600

2026-27 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:	Board Approval Date: 6/24/2026

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.

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.3%	19.7%	19.4%	0.8%	20.0%	13.3%	57.5%	12.2%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.6%	14.9%	18.4%	2.7%	0.0%	0.3%	55.9%	4.0%	89.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	51.7%	49.2%	50.0%	60%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	59.1%	62.5%	72.1%	65%	70%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	77.6%	66.2%	73.0%	75%	75%
English Language Arts Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	27.3	21.5	19.9	30.00	30.0
SBAC ELA Participation	All Students	98.2%	97.9%	98.5%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	59.4%	62.0%	55.7%	52.8%	55.0%
Mathematics/Science Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	12.0	8.0	7.3	20.0	15.0
SBAC Math Participation	All Students	97.9%	97.9%	98.5%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	51.1%	48.3%	50.0%	60.0%	60.0%
California Science Test (CAST) Participation	All Students	100.0%	96.7%	100.0%	95.0%	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-28.9	-76.9	-64.3	30.0	-30.0
SBAC ELA Distance from Standard Met	English Learners	-76.2	-84.6	-93.3	-50.0	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	39.1%	46.7%	41.4%	70.4%	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-53.0	-71.9	-81.6	20.0	-20.0
SBAC Math Distance from Standard Met	English Learners	-78.4	-53.1	-54.0	-50.0	-20.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	40.0%	13.8%	35.7%	30.0%	30.0%
LTEL Reclassification	Long-Term English Learners	100.0%		N/A	100.0%	100.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.						
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%					
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	76.7%	55.7%	72.5%	77.0%	80.0%
Out-of-School Suspensions	All Students	0.3%	0.2%	0.2%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.7%	2.0%	0.0%	0.0%
Chronic Absenteeism	All Students	46.9%	13.5%	11.4%	10.0%	10.0%
Chronic Absenteeism	African American Students	42.3%	20.8%	17.6%	10.0%	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal:	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.					
Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.					
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	89.3%	88.8%	90.1%	90.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>Large percentage of students enter Cleveland school ready, with large vocabularies and literacy exposure, across all subgroups including English Learners, foster youth, students with disabilities, Black/African American students, Latino students, and other subgroups. Consistently strong reading scores at foundational grade levels. This year we had an extensive tutoring program that served students in all subgroups. To effectively coordinate and sustain these supports, the role of a Community School Manager is critical.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>Strong teaching staff and PLCs that focus on focal students representing subgroups including language learners, Black/AA students, and students with IEPs. Strong special education department with well trained paras familiar with a great number of interventions.</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Strong attendance team with clear and popular rewards for students with good attendance and individual classrooms. Supportive parents who make use of the independent study program. Very strong positive school culture system that helps students avoid conflict that leads to suspensions.</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	Strong professional Learning Communities led by veteran teacher leaders who are also on the Instructional Leadership Team.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	Growth at the mid year point in iReady was not as strong as expected for students, including English Learners, foster youth, students with disabilities, Black/African American students, Latino students, and other subgroups.
<i>LCAP Goal 2:</i>	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY	Growth at the mid year point in iReady was not as strong as expected for students, including English Learners, foster youth, students with disabilities, Black/African American students, Latino students, and other subgroups.
<i>LCAP Goal 3:</i>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%	Our attendance is already strong, so improvement will be a challenge. A few students will have very difficult attendance years, which can impact the entire school rates.

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	Loss of Teacher On Special Assignment due to the school board's budget cuts will deeply impact this work.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Cleveland Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 are implementing the strategies as designed, except substitutes for planning time, which was not an allowable title 1 expense.

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

The strategies we engaged in have been effective based on our data.

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.

We will need to make a number of changes for the coming year, as the school board has eliminated the Teacher on Special Assignment position and reduced funding for the Community Schools Manager position.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>extra duty for classified staff to do family outreach and translation</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Parent communication and contact, translation</p>	<p>Working well, monthly parent engagements with translation, parent calls and communication translated, monthly coffee chats translated</p>	<p>continue, it is an effective way to guarantee translation by a trusted adult</p>
<p>additional time for EIP teacher to do intervention and support for students</p>	<p>Out-of-School Suspensions</p>	<p>Eco literacy teacher runs small groups with students who are struggling socially</p>	<p>Working well, 22% decrease in office referrals and mediations for students involved in the program</p>	<p>Discontinue, no funding exists for this</p>
<p>n/a not allowable expense, funding was not loaded</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>n/a not allowable expense, funding was not loaded</p>	<p>n/a not allowable expense, funding was not loaded</p>	<p>discontinue, not an allowable expense, funding was not loaded</p>

individual and group counselling for students from interns	Out-of-School Suspensions	regular on campus play based therapy in group and individual sessions	Working well, increase in positive attendance for students enrolled in therapy, 30% decrease in office referrals and mediations for students receiving therapy individually or in groups	Continue, it is a cost effective way to provide direct mental health support
provide social emotional learning opportunities for students, leadership opportunities for identified students	Student Connectedness to School	Leads weekly social emotional learning classes on the playgroud, supervises recesses	Very successful, every students received at least 900 minutes of social emotional learning and game practice on the playground, 40 students participated in the junior heros leadership program.	Discontinue, no funding available

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY			
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly			
#	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	Lesson planning with a focus on clear language and learning targets and how student academic conversations can be leveraged to meet them	All Students	Academic	Tier 1 - Universal

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%			
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.			
#	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 - Supplemental
3-6	Develop rewards system to encourage daily attendance.	Multiracial Students	SEL / Mental Health	Tier 2 - Supplemental
3-7	Develop rewards system to encourage daily attendance.	Special Education Students	SEL / Mental Health	Tier 2 - Supplemental
3-8	Develop rewards system to encourage daily attendance.	Latino/a Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need:

- Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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 teacher-led professional learning communities discussing student work, the strategies that were used during lessons leading up to the work, and backwards planning for upcoming assessments..	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 culturally responsive pedagogy.	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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		<i>ELL Progress Data</i>		
#	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 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
We will pay for the extended day program, which will improve student outcomes by increasing the sense of belonging amongst students. All students will benefit.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	108-1
We will pay for our music and expressive arts enrichment teachers so that they can provide contractually mandated prep periods for our teachers.	\$32,075	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10417	Teacher Education Enhancement	0.40			Lesson planning with a focus on clear language and learning targets and how student academic conversations can be leveraged to meet them	108-2
We will pay for our music and expressive arts enrichment teachers so that they can provide contractually mandated prep periods for our teachers.	\$15,000	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			Lesson planning with a focus on clear language and learning targets and how student academic conversations can be leveraged to meet them	108-3
We will purchase art and music supplies as needed to support our arts enrichment programs. All students will benefit and it will make the art enrichment programs possible, providing art and music materials	\$16,623	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-4
We will pay for the extended day program, which will improve student outcomes by increasing the sense of belonging amongst students. All students will benefit.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	108-5
We will pay for therapist interns to support students with individual and group counselling. This will benefit students on their caseloads as identified through the Coordination of Services Team.	\$23,600	LCFF Supplemental	5739	Mental Health Provider			0.00			Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	108-6
Money provided by the district to pay for a .5 Community School Manager who will support all students through our various school culture initiatives.	\$84,411	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9272	Program Mgr Community School	0.50			Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	108-7
Money provided by the district to pay for a literacy tutor who works with tier 2 students on their reading comprehension	\$46,032	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10602	Early Literacy Reading Tutor	0.80			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-8

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
We will pay for our music and expressive arts enrichment teachers so that they can provide contractually mandated prep periods for our teachers.	\$105,909	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10048	Teacher Education Enhancement	0.70			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-9
Money provided by the district for a library technician to keep the library open for all students so that they can access high interest books at their reading levels.	\$116,511	Measure G, Library Support	2205	Classified Support Salaries	9432	Library Technician	1.00			Provide designated and integrated ELD in every class in every day	108-10
We will pay for our music and expressive arts enrichment teachers so that they can provide contractually mandated prep periods for our teachers.	\$89,872	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10047	Teacher Education Enhancement	0.60			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-11
We will pay for our music and expressive arts enrichment teachers so that they can provide contractually mandated prep periods for our teachers.	\$8,019	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10417	Teacher Education Enhancement	0.10			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-12
We will pay for our eco literacy enrichment teacher so that they can provide contractually mandated prep periods for our teachers.	\$45,390	Other Donations	1105	Certificated Teachers' Salaries	10048	Teacher Education Enhancement	0.30			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-13
We will provide overtime hours to our multilingual staff for family outreach and translation, and to our English only speaking staff for parent outreach and engagement	\$2,340	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Chronic Absenteeism	Develop rewards system to encourage daily attendance.	108-14
Our SSC voted to provide a .2 TSA so that we can support teachers in their curriculum development, lesson execution, and classroom management, supporting all students.	\$36,809	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10599	TSA 11Mon 12Pay	0.20		i-Ready Reading at or above Mid-Grade	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-15
We will provide stipends to staff members working extra hours to provide intervention and support for students not at grade level.	\$4,480	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends			0.00		SBAC ELA Distance from Standard Met	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-16



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 28, 2025 and will be in effect for the period August 11, 2025 through May 30, 2026.

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

P. Van Tassel



8/27/25

Name of Principal

Signature of Principal

Date

Please link the School-Parent Compact to this document.



Cleveland Elementary School

School-Parent Compact

2025-26

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 2025-26 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 28, 2025 and will be in effect for the period of August 12, 2025 to May 31, 2026.

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.

P. Van Tassel



8/27/25

Name of Principal

Signature of Principal

Date

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



Strategic Resource Planning (SRP)

Template ELEMENTARY SCHOOL
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Colin Dentel-Post
Vice Chairperson:	Alexa Norstad
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"/>	
Luke Rosenberger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Anabelle Bridgwater	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Kristin Burke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Tony Knight	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Sati Houston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Emily Harrison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Colin Dentel-Post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Kristin Owyang-Gage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Alexa Norstad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<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: (Day/Month/Time)	3rd Wednesdays 4:30pm
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members