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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Cleveland Elementary School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Cleveland Elementary School  
**CDS Code:** 1612596001739  
**Principal:** Peter Van Tassel  
**Date of this revision:** 5/20/2020

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  
**Address:** 745 Cleveland Street  
Oakland, CA 94606

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:** Cleveland Elementary School

**Site Number:** 108

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input checked="" type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** May 20, 2020

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

<input type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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### Signatures:

<i>Peter Van Tassel</i>	<u>5/20/2020</u>
Principal	Signature
<i>Nicholas Nino</i>	<u>5/20/2020</u>
SSC Chairperson	Signature
Monica Thomas	<u>June 12, 2020</u>
Network Superintendent	Signature
<i>Lisa Spielman</i>	<u>6/12/2020</u>
Director, Strategic Resource Planning	Signature
<i>Jody London</i>	<u>8/27/2020</u>
Jody London	Signature
President, Board of Education	Signature
<i>Kyla Johnson-Trammell</i>	<u>8/27/2020</u>
Kyla Johnson-Trammell	Signature
Superintendent and	Signature
Secretary, Board of Education	Signature

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
10/21/2019	Staff	Review of school plan and goals, update on current situation with goals
12/9/2019	Staff	Initial prioritization exercise with teachers--brainstorm
12/18/2019	SSC	Initial prioritization exercise with SSC--brainstorm
1/5/20	PTA	Initial prioritization exercise with PTA--brainstorm
1/13/2020	Staff	Prioritization meeting number 2 with staff, categorizing and prioritizing possible changes to school plan
1/15/2020	SSC	Prioritization meeting number 2 with SSC, categorizing and prioritizing possible changes to school plan
2/19/2020	Staff	Prioritization meeting number 3—identifying top priorities school wide
2/19/2020	SSC	Prioritization meeting number 3—identifying top priorities school wide
2/19/2020	PTA	Prioritization meeting number 3—identifying top priorities school wide

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$65,740.00
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	\$367,199.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$64,356.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,810.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,384.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$163,200.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$65,740.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$301,459.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$367,199.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Cleveland Elementary School**School ID:** 108**School Description**

Cleveland Elementary is a very diverse and close-knit community built around the shared values of inclusiveness and responsibility. Our extraordinary students and very experienced staff work hard together to produce the impressive academic gains our students make every year. All students are offered a rigorous balanced approach to literacy and common core aligned curriculum in all subject areas. Our high expectations are supported with structured interventions and academic acceleration for all students, including language learners and students with special needs. Our positive behavior systems are specifically designed to facilitate social and emotional well being and maintain a very safe campus so that all students can access our curriculum. All students have weekly enrichment experiences including expert instruction in eco-literacy, art, music, and physical education, as well as access to our library and class sets of chromebooks. When an entire community comes together to support their children, a transformational education experience takes place. Come visit Cleveland and see the magic in action!

**School Mission and Vision**

At Cleveland school we will provide the foundational academic and social emotional skills needed for our students to have a successful academic experience from kindergarten to college, and become contributing community members when their academic careers are complete. We will do this by meeting the needs of our student and parent community as well as supporting each individual student.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	61.2% of students achieving above grade level in ELA, 61.2% of students achieving above grade level in math per SBAC	Strong Language Arts and Math teaching, students arriving at or near grade level.
<i>Focal Student Supports</i>	Well developed tiered intervention plan	TSA managing interventions, effective COST team
<i>Student/Family Supports</i>	Multiple parent engagement opportunities including SSC, PTA, equity committee, arts committee, and after school programs, as well as values night, literacy night, engineering night, open house, and back to school night.	Prioritization of community needs when building our events with PTA and SSC, need to provide translation at all events as well as how to best provide academic support at home.
<i>Staff Supports</i>	Needs-based professional development emphasizing equity, teaching strategies, and analysis of student work, adjusted based on observation and feedback from staff	Consistent observation and feedback, gathering of feedback from community groups
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>

<i>College/Career Readiness</i>	Academic growth has not met district targets	Need for consistent standards-based instruction across classrooms to ensure that tasks match standards. Not enough rigorous questioning about high level texts
<i>Focal Student Supports</i>	Growth has not met targets for subgroups, especially African American students	Tier 1 instruction not standards based, Not clear intervention system across school, AA students specifically are underperforming. Lack of cultural competence and focus on meeting all kids needs. Need specific focus on equity and support for subgroups.
<i>Student/Family Supports</i>	Identifying and meeting the needs of families to support their children academically and socially at home	Subgroups are varied and have different needs, including the opportunity to give feedback to the school
<i>Staff Supports</i>	Staff not engaged in consistent reflective practice regarding impact of instructional practices and strategies for building relationships across cultures	Staff culture not focused on reflection and improving practice, lack of urgency to change, not consistent culture of collaboration across the school. Difficult to differentiate for staff

### 1C: 20-21 STUDENT GOALS & TARGETS

#### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

<b>School Goal for May 2023:</b>	Students will be on their way to being college and community ready by establishing strong elementary skills as demonstrated by SBAC scores and k-1 benchmarks
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**Instructional Focus Goal:** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	84.3%	n/a	80.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	80.6%	n/a	80.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	25.6	n/a	30.6

Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	50.8%	n/a	55.8%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	20.2	n/a	25.2
CAST (Science)	All Students	TBD	43.2%	n/a	54.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

**School Goal for May 2023:** Students who have been traditionally underserved by our school systems will demonstrate consistent growth per the SBAC, SRI, and reclassification

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-88.6	n/a	-78.6
SBAC ELA	African-American Students	+20 points DF3	-37.4	n/a	-27.4
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	15.6%	n/a	5.60%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-73.9	n/a	-63.9
SBAC Math	African-American Students	+20 points DF3	-39.6	n/a	-29.6
<b>Instructional Focus Goal:</b> English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	37.3%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	50.0%	n/a	5.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**



School Goal for May 2023:		We will build a community school where all stakeholders feel safe, included, and connected.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	73.7%	n/a	74.7%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	16.7%	n/a	10.0%
Chronic Absence	African-American Students	-2pp	21.7%	n/a	10.0%

#### 1D: IDENTIFIED NEED

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

#### 1E: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Cleveland Elementary School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority: Literacy</b>	
<b>Theory of Change:</b>	If we continue to develop a strong balanced literacy and reader's and writer's workshop model in classrooms, including collaborative plannings and regular data analysis and calibration by teachers, then there will be an increase in SRI scores, F&P reading levels, and SBAC reading scores.
<b>Related School Goal:</b>	Improve language arts outcomes schoolwide to 40 points above benchmark.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Within this goal, we specifically focussed on unpacking sentences and answering text dependent questions.	
<b>What evidence do you see that your practices are effective?</b>	
IAB scores suggest growth in the ELA scores.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
n/a	
<b>19-20 Standards-Based Instruction Priority: Math</b>	
<b>Theory of Change:</b>	If we continue to focus on backwards planning and developing math tasks that reflect Common Core standards, Standards for Mathematical Practice, and deeper knowledge per DOK, then we will see increases on the SBAC math scores as well as interim assessments including the IAB and End of Unit assessments.
<b>Related School Goal:</b>	All Students continuously grow towards meeting or exceeding standards in math.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Within our math goal, we specifically focussed on creating a growth mindset amongst students and staff, implementing standards aligned tasks, and building conceptual understanding of the math work based on the research of Jo Boaler.	
<b>What evidence do you see that your practices are effective?</b>	
IAB scores suggest growth in math scores	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
n/a	
<b>19-20 Conditions for Student &amp; Adult Learning Priority: Multi-Tiered Systems of Support</b>	

<b>Theory of Change:</b>	If we continue to offer targeted and robust Tier 1, 2, and 3 academic and social emotional supports, then there will be an increase in student feelings of connectedness and belonging as measured by the California Healthy Kids Survey, as well a decrease in suspensions and out of class referrals. There will also be a continued high rate of redesignation of English Language Learners, as well as accelerated growth for students who receive tier two and three academic interventions.	
<b>Related School Goal:</b>	Students will report "connectedness" at 75% as measured by CHKS	
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
With a different method of ELA intervention, we have seen increased efficiency and consistency for students. Currently working on collecting data around recess and connectedness from our students to support our school plan for next year. Our COS Team has been disrupted as our school psychologist and resource specialist were both reassigned partway through the year.		
<b>What evidence do you see that your practices are effective?</b>		
Our COS team operated efficiently and students received the services required. Initial reading data for students in reading intervention shows growth.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
n/a		
<b>19-20 Conditions for English Language Learners Priority:</b>		English Language Development
<b>Theory of Change:</b>	If we provide integrated and designated English Language Development in every classroom, as well Tier I and II interventions for EL students, we will see growth in our ELCAP and continued strong reclassification data.	
<b>Related School Goal:</b>	English Learners continuously develop their language, reaching fluency before leaving Cleveland	
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
Within this goal, we focussed on breaking down juicy sentences as a way to implement designated ELD.		
<b>What evidence do you see that your practices are effective?</b>		
Our reclassification rate remains high.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
We will need to continue to support teachers to implement designated and embedded ELD in every class.		
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>		
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>		
n/a		

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Cleveland Elementary School			School ID: 108	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Building relationships through out the entire community			
School Theory of Change:	If we focus on our school values to create and maintain structures that support relationship building between students and through out our community while also supporting student leadership development, students will report increased connectedness on the California Healthy Kids Survey, continue to avoid chronic absense, and conduct themselves in ways that avoid suspension.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students, especially focussed on outcomes for African American students.			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	Regular schoolwide teaching of values and expectations, providing mediation support and restorative justice training for teachers and staff. Provide restorative justice trainings to all staff within three years.	Regular schoolwide rewards, daily classroom circlces	
1-2	Teachers intentionally create opprtunities to build community witin the classroom and with families through daily class meetings, daily mindfulness, and a clear communications policy and plan for parents identifying best ways to support at home.	Professional development and translation support for parent communication, schoolwide community building events (ie Cub Week, values night), and academic support nights (math night, litercay night)	Regular parent communication, daily mindfulness and class meetings, regular schoolwide events that focus on building relationships	Identifying and meeting the needs of families to support their children academically and socially at home

1-3	Support and help create leadership opportunities for students, such as classroom jobs and regular school beautification exercises	Support and help create leadership opportunities for students such as junior coaches, collect data from students about their experience to raise student voice and input.	Clear student leadership opportunities, cleaner campus, opportunities for student input.	
1-4	Explicit teaching of school values and modelling and reteaching classroom expectations, use of reward systems at recess	Hiring and training a school culture coach responsible for recess trainings, schoolwide rewards systems and celebrations, student leadership opportunities, and restorative justice training and systems	Data collection of recess conflicts, equitable use of games, number of teachers trained on restorative justice.	
1-5	Opportunities for parents to give feedback to teachers about best ways to communicate and needs they may have at home	Identifying and meeting the needs of families to support their children academically and socially by creating multiple opportunities to participate in, and provide feedback to the school	Completed SPSA, regular SSC & PTA meetings with high participation levels. Parent participation in various community events	

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Consistent standards-based instruction in Math with a focus on conceptual understanding. Ensuring students face tasks that are high rigor and reflect common core standards.			
<b>School Theory of Change:</b>	If all TK-5 students face daily math tasks that are standards-based and focus on building their conceptual understanding of math standards and are supported with differentiated teaching strategies that develop independence and fluency with Math concepts, SBAC and assessment scores will increase, especially for our African American students.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students, especially focussed on outcomes for African American students.</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

2-1	Use of strategies that support conceptual understanding of math, specifically the consistent use of three reads, math talks, and participation quizzes: Model mathematical understanding in multiple ways	observation and feedback of teaching by principal Math professional development developed by ILT/teacher leaders in six week cycles according to teacher need	Observation and feedback notes	
2-2	Teachers identify focal students to track through out math units	Provide observation and feedback around focal student behaviors in class as well as teacher moves in regards to these students	Observation and feedback notes, data from focal students	
2-3	Use of small group instruction to support students who need reteaching	Professional development that supports teaching strategies and differentiation.	Observation and feedback notes, data from focal students	

*District Strategy:* Developing **LANGUAGE AND LITERACY** Across the Curriculum

<b>School Priority ("Big Rock"):</b>	Consistent culturally responsive standards-based ELA instruction across K-5			
<b>School Theory of Change:</b>	If our language arts units and lessons meet state standards utilizing culturally responsive materials and strategies, we will increase language arts proficiency and will shrink the gap in scores between African American students and other subgroups.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

3-1	Implement Expeditionary Learning Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	Provide PD curriculum implementation, observation & feedback on classroom practice Ensure teachers participate in PD on protocols and conversation cues Provide weekly PLC to analyze student language progress and plan ILT plan PD	Student making meaning around the text, students actively having academic discussions during reading and before writing, lesson plans, observation tracker, coaching	Growth has not met targets for subgroups, especially African American students
3-2	Intervention that prioritizes students in historically underserved groups, in class and out of class interventions for students who qualify per in-class assessments	Provide intervention staffing for students who are reading more than one year below grade level, support for teachers to implement interventions in class	observation notes, PD plan, COST and intervention rosters	Growth has not met targets for subgroups, especially African American students
3-3	Focus on exposure and analysis of grade level texts, text dependent questions	Professional development and feedback on these strategies for teachers	observation notes, PD plan	
3-4	Regular non fiction writing through the use of science journals	Provide PD and support for science journals	Science journals present in classroom, science instruction present in classrooms, observations	
3-5				
3-6				
3-7				
3-8				

**District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Provide professional learning experiences that support our teachers and improve their practice, especially in the area of working toward equity and supporting our neediest students.
<b>School Theory of Change:</b>	If we build an adult community that focusses on equity and student outcomes, we will build collective efficacy and improve outcomes for all students while decreasing gaps between outcomes of student subgroups.



<b>Related Goal(s):</b>		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers will spend time in structured professional learning communities discussing student work and the strategies that were used during lessons leading up to the work.	Provide clear expectations and opportunities for PLCs, as well as support in developing these teams	Professional development calendar with regular PLC collaboration time, notes and agendas from PLCs	Staff not engaged in consistent reflective practice regarding impact of instructional practices and strategies for building relationships across cultures
4-2	Engaging in monthly equity work to support subgroups traditionally outside the sphere of success	Organize and support trainings around equity, implicit bias, support for various subgroups, and trauma informed practices. Support professionals holding each other accountable for equitable practices and behaviors. Engaging parents representing various subgroups for feedback.	Professional development calendar with regular trainings, co-development of practices and priorities with community. Culturally relevant teaching strategies and materials present in classrooms. Observational data and student shadowing data reflecting students being engaged and challenged across backgrounds.	Staff not engaged in consistent reflective practice regarding impact of instructional practices and strategies for building relationships across cultures
4-3	Engage with peers in coaching, observation, or co-planning cycles.	Provide opportunities, structures, and time for coaching observation, and co-planning cycles with support of TSA.	Professional development calendar with regular coaching, peer observation, and co-planning cycles	

#### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	Develop and maintain in and out of classroom supports for language learners, including designated and integrated ELD in every classroom
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<b>School Theory of Change:</b>		If we develop and maintain in and out of classroom supports for language learners, including designated and integrated ELD in every classroom, our redesignation rates will remain above 30%		
<b>Related Goal(s):</b>		English Learner students continuously develop their language, reaching English fluency in six years or less.		
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Provide designated and integrated ELD in every class in every day	Support pull out ELD support through designated staff member and dynamic student list	Intervention and classroom observation	Academic growth has not met district targets
5-2	Use proven strategies such as sentence unpacking to support language development	Provide professional development on effective ELD strategies and standards, provide feedback to teachers	Classroom observation	

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number: 108**
**School: Cleveland Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Fund after school program to support students with extended learning opportunities, specifically focussed on families with demonstrated need.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	108-1
Purchase school supplies for student and teacher use in classrooms	\$13,810	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Use of strategies that support conceptual understanding of math, specifically the consistent use of three reads, math talks, and participation quizzes: Model mathematical understanding in multiple ways	108-2
Maintenance agreement for copiers so all staff and students have access to needed supports	\$2,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Use of strategies that support conceptual understanding of math, specifically the consistent use of three reads, math talks, and participation quizzes: Model mathematical understanding in multiple ways	108-3
Money to pay for transportation to field trips to deepen conceptual understanding and expose students to real life use of vocabulary	\$4,000	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Regular non fiction writing through the use of science journals	108-4
Money to pay for transportation to field trips to deepen conceptual understanding and expose students to real life use of vocabulary	\$4,000	General Purpose Discretionary	5829	Admission Fees	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Regular non fiction writing through the use of science journals	108-5
Provide small group intervention for students not reading at grade level	\$17,893	LCFF Supplemental	1105	Certificated Teachers' Salaries	560	STIP Teacher	0.40	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Intervention that prioritizes students in historically underserved groups, in class and out of class interventions for students who qualify per in-class assessments	108-6
Provide small group intervention for students not reading at grade level and coaching for teachers	\$54,211	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7133	TSA 10 Pay	0.61	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Intervention that prioritizes students in historically underserved groups, in class and out of class interventions for students who qualify per in-class assessments	108-7

pay teachers extra duty for curriculum development and instructional leadership	\$6,295	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement Expeditionary Learning Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	108-8
Substitutes to support teacher peer observation and feedback about best practices for accelerating growth.	\$3,594	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Engage with peers in coaching, observation, or co-planning cycles.	108-9
pay for therapist interns to support our neediest students	\$18,000	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Intervention that prioritizes students in historically underserved groups, in class and out of class interventions for students who qualify per in-class assessments	108-10
Partner with EBAYC to support school culture goals through the hiring and training for school culture coach.	\$50,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teaching of school values, modelling and reteaching classroom expectations, use of reward systems	108-11
purchase computer programs to support blended learning	\$12,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Use of strategies that support conceptual understanding of math, specifically the consistent use of three reads, math talks, and participation quizzes: Model mathematical understanding in multiple ways	108-12
Provide small group intervention for students not reading at grade level and coaching for teachers	\$16,764	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7133	TSA 10 Pay	0.19	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Intervention that prioritizes students in historically underserved groups, in class and out of class interventions for students who qualify per in-class assessments	108-13
Provide small group intervention for students not at grade level in speaking academic english	\$50,926	Title I: Basic	2105	Classified Instructional Aide Salaries	341	IA Bilingual	0.80	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Intervention that prioritizes students in historically underserved groups, in class and out of class interventions for students who qualify per in-class assessments	108-14

provide translation for families as needed	\$1,384	Title I: Basic	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Identifying and meeting the needs of families to support their children academically and socially by creating multiple opportunities to participate in, and provide feedback to the school	108-15
To be allocated in Fall 2020	\$52	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	108-16



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## **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:

- Providing trainings to parents in the areas of literacy, math, school values, and science/engineering.

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 trainings, School Site Council meetings, text messages, parent conferences and PTA meetings

#### **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 School Site Council and Parent Teacher Association meetings

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

- Annual Title 1 meeting, school site council 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:

- Annual parent/teacher conferences, regular parent communication, 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:

- Translation of all parent meetings, written and phone communication translated into parent language

### **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:

- Contacting the main office to volunteer in the office, library, eco-literacy classroom, or other classrooms

### **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:

- Regular parent trainings in various academic areas as well as in social/emotional support

### **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:

- Regular professional development and providing translation support

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:

- Scheduling parent teacher conferences and providing text message communication opportunities for all teachers.

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:

- Regular PTA and SSC meetings, gathering information from parents to develop school plan



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:

- Providing translation of all meetings and communication to our major languages.

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

- Providing trainings and space for meetings as requested.

#### **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:

- Scheduling regular meetings and providing many opportunities to communicate with office staff and principal

#### **Adoption**

This policy was adopted by the Cleveland Elementary School Site Council on November 20 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

PETER VAN TASSEL

**Name of Principal**



**Signature of Principal**

11/20/19

**Date**

*Please attach the School-Parent Compact to this document.*





OAKLAND UNIFIED  
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## **School-Parent Compact**

### **Cleveland Elementary**

### **2019-20**

*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 2019-20 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. We will provide interventions as needed to support students academic learning as well as social emotional needs.**
- 2) Hold parent-teacher conferences each Fall during which this compact will be discussed as it relates to the individual child's achievement.**
- 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. Parents can expect three report cards and regular communication from teachers on student progress.**
- 4) Provide parents reasonable access to staff, specifically through parent conferences, email, and other regular methods as described the teacher.**
- 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.**

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

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

### **Parent Responsibilities**

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Ensure my child's regular timely attendance

This Compact was adopted by Cleveland Elementary School on November 20th, 2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

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 November 22nd 2019.



**Signature of Principal**

**November 20, 2019**

**2019-2020****School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

Chairperson :

Vice Chairperson:

Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule  
(day/month/time)**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