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

# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Cleveland Elementary School

**Ask of the Board** Approve the 2025-2026 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)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Cleveland Elementary School



## 2025-26 School Plan for Student Achievement (SPSA)

**School:** Cleveland Elementary School  
**CDS Code:** 1612596001739  
**Principal:** Peter Van Tassel  
**Date of this revision:** 4/16/2025

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:

<b>Contact:</b> Peter Van Tassel	<b>Position:</b> Principal
<b>Address:</b> 745 Cleveland Street Oakland, CA 94606	<b>Telephone:</b> 510-874-3600 <b>Email:</b> peter.vantassel@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/16/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 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:** 4/16/2025

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

- ☐ Flyers in students' home languages ☒ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Peter Van Tassel

*Principal*

Colin Dentel-Post

*SSC Chairperson*

*SELLS Representative (optional)*

Monica Thomas

*Network Superintendent*

Lisa Spielman

*Director, Strategic Resource Planning*

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

*Monica Thomas*  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Signature

4/18/2025

Date

4/22/2025

Date

Date

4/22/25

Date

4/23/25

Date

**2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
8/27/2024	Instructional Leadership Team (ILT)	Review current school plan
8/27/2024	School Culture Team	Review current school plan
11/20/2024	School Site Council (SSC)	Review current school plan
12/17/2024	ILT	review progress towards annual goals
12/18/2024	SSC	Review of school plan in regards to budget
1/6/2025	Teaching staff	Review of progress towards annual goals
1/7/2025	ILT	Review of progress towards annual goals
1/9/2025	ILT, teaching staff, district staff	Review of progress towards annual goals and strategies
1/15/2025	SSC	Review of progress towards annual goals and strategies, discuss and vote on budget priorities

## 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 students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### Transitional Students and Families Unit

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

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

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$77,700.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$438,360.22

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$75,600
Title I, Part A Parent & Family Engagement (#3010)	\$2,100
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$77,700</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$438,360.22</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$21,600
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$56,027
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$360,660</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Cleveland Elementary School</b>		<b>School ID: 108</b>
<b>CDS Code: 1612596001739</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
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.		
<b>Resource Inequities</b> (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, 2023-24

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

### 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	By May 2026, 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
<b>Identified School Need:</b>	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
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	51.7%	49.2%	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	59.1%	62.5%	not available until fall 2025	65.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	77.6%	66.2%	not available until fall 2025	75.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	27.3	21.5	not available until fall 2025	30.0
SBAC ELA Participation	All Students	98.2%	97.9%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	59.4%	62.0%	not available until fall 2025	65.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC Math Distance from Standard Met	All Students	12.0	8.0	not available until fall 2025	20.0
SBAC Math Participation	All Students	97.9%	97.9%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	45.2%	44.7%	not available until fall 2025	55.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	51.1%	48.3%	not available until fall 2025	60.0%
California Science Test (CAST) Participation	All Students	100.0%	96.7%	not available until fall 2025	95.0%



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

<b>School Goal:</b>	By May of 2026 - 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
<b>Identified School Need:</b>	- 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 - Small group interventions with prep teacher

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-28.9	-76.9	not available until fall 2025	30.0
SBAC ELA Distance from Standard Met	English Learners	-76.2	-84.6	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	39.1%	46.7%	not available until fall 2025	20.0%
SBAC Math Distance from Standard Met	Special Education Students	-53.0	-71.9	not available until fall 2025	20.0
SBAC Math Distance from Standard Met	English Learners	-78.4	-53.1	not available until fall 2025	-50.0

**Reclassification Measures & Targets***\*Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	40.0%	13.8%	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	100.0%		not available until fall 2025	100.0%

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified School Need:</b>	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. 3. Consistently taught and supported playground and recess expectations and supervision 4. Small group experiences with eco-literacy team to develop academic skills 5. Therapist interns to support students with needs

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	76.7%	55.7%	not available until fall 2025	77.0%
Out-of-School Suspensions	All Students	0.3%	0.2%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.7%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	46.9%	13.5%	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	42.3%	20.8%	not available until fall 2025	10.0%

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

<b>School Goal:</b>	By May 2025, 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.
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<b>Identified School Need:</b>	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
One-Year School Teacher Retention Rate	All Teachers	89.3%	88.8%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <li><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i></li> </ul>	<p><i>Strong iReady performance and growth in math and English language arts across subgroups, including Black/African American, English Learners, and low income students.</i></p> <p><i>Ample opportunities in class to develop academic English leading better test results.</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <li><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> </ul>	<p><i>Strong iReady performance and growth in math and English language arts across subgroups, including Black/African American, English Learners, and students that receive special education support.</i></p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i></li> <li><i>2. An annual suspension rate below 2%</i></li> </ol>	<p><i>Strong attendance team with school wide rewards for increases in attendance</i></p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, 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.</i></p>	<p><i>A strong and professional staff that reflects the diversity of the community, including many who grew up in Oakland, have held multiple positions at the school, and many that currently have students in the school.</i></p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	Stubborn disparity in academic outcomes for subgroups
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	Stubborn disparity in academic outcomes for subgroups

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>We have been especially challenged to support the chronic absenteeism for the following 4 student groups: African American, Latino/a, Multiracial, and Special Education. This is primarily based on our lack of supports for attendance and need for outreach and translation provided by trusted school staff.</p>
LCAP Goal 4:	<p>By May 2025, 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.</p>	<p>Collaboration time limited in new teacher contract and due to budget constraints</p>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Cleveland Elementary School

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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.

Overall the strategies have been implemented as designed except for getting teachers to return to work early to do planning for extra duty pay.

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

Strategies have been very effective when implemented as designed!

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.

Strategies will remain the same or every similar, but the way money is allocated from the district will change how these strategies are funded.

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?  Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.  <b>INCLUDE qualitative or quantitative data.</b>	Based on this evaluation, what will you change, continue, or discontinue? Why?
1120 - Teachers Salaries Stipends	extra duty pay for teachers	i-Ready Reading at or above Mid-Grade	Extra duty pay for planing outside of school hours and before the school year begins	We were not able to get enough staff buy in to bring the staff back early this year. Very effective in getting staff to help with our start of year parent education efforts.	This expense wil continue but be paid from supplemental funds.
TSA 10Pay	Pay for TSA salary to support teacher planning, curriulucm development, and teacher coaching	i-Ready Reading at or above Mid-Grade	support teacher planning, curriulucm development, teacher coaching, ILT leadership	Teachers report satisfaction at depth of planning they can execute, walk throughs show that key strategies are on tthe risein classrooms, 67% of students have made a year growth in reading in just 90 days, remarkable progress towards annual goals.	This service will continue but be paid from district funds



2225 - Classsuppt Salaries Overtime	translation and family outreach	Student Connectedness to School	translation and family outreach	Working well, translation available for 100% of parent conferences. Translation ready consistently for meetings, and other needs. Increase in student positive attendance, 10% increase in attendance at parent and community events	CContinue
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## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b>	Cleveland Elementary School	<b>SCHOOL ID:</b>	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.

<b>School Goal:</b>	By May 2026, 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
<b>Identified Need:</b>	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."

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, 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.

<b>School Goal:</b>	By May of 2026 - 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
<b>Identified Need:</b>	- 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
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		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.**

<b>School Goal:</b>	By May 2025, 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.
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<b>Identified Need:</b>	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.			
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teachers will spend time in structured professional learning communities discussing student work and the strategies that were used during lessons leading up to the work.	All Students	Academic	Tier 1 - Universal
4-2	Engaging in monthly equity work to support subgroups traditionally excluded from success, specifically implementing practices aligned with identity safe classrooms and culturallu responsive pedagogy.	All Students	SEL / Mental Health	Tier 1 - Universal

#### CONDITIONS FOR BLACK STUDENTS

#### Instructions & resources

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-2	Communication plan for African American families in every classroom so families have clear understanding of student progress and how to best support.	African American	SEL / Mental Health	Tier 1 - Universal

#### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

#### Stages and Actions for ELD Implementation

#	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 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Pays for the after school programs which supports students academically and social emotionally meet school academic goals and improve attendance. This will benefit all students and prioritizes admission for non duplicated students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-1
Pays for the after school programs which supports students academically and social emotionally meet school academic goals and improve attendance. This will benefit all students and prioritizes admission for non duplicated students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-2
Pays for staffed teacher preparation periods to allow teachers to plan, implement, and assess using the district adopted curriculum. Will benefit all students.	\$28,585	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10047	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-3
Pays for staffed teacher preparation periods to allow teachers to plan, implement, and assess using the district adopted curriculum. Will benefit all students.	\$7,902	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10417	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.1			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-4
Pays for staffed teacher preparation periods to allow teachers to plan, implement, and assess using the district adopted curriculum. Will benefit all students.	\$8,335	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-5
Pays for art supplies to support the art teacher preparation periods, including materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$11,204	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-6
Pays for the after school programs which supports students academically and social emotionally meet school academic goals and improve attendance. This will benefit all students and prioritizes admission for non duplicated students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, UFLI instruction, and writing with evidence.	108-7

[illegible]



## **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, 2024 and will be in effect for the period August 12 2024 through May 30, 2025.

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

P. Van Tassel

Name of Principal



Signature of Principal

8/28/24

Date



# **Cleveland Elementary School**

## **School-Parent Compact**

**2024-25**

*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 2024-25 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:

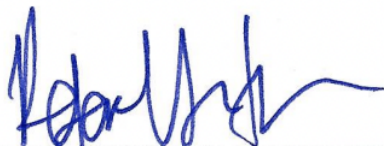
- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.
- 4) Promote our school values of inclusiveness and responsibility

This Compact was adopted by Cleveland Elementary School on August 28, 2024 and will be in effect for the period of August 12, 2024 to May 31, 2025.

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 30<sup>th</sup>** of this current school year.

P. Van Tassel

Name of Principal



Signature of Principal

8/28/24

Date

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



## CLEVELAND ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Colin Dentel-Post
Vice Chairperson:	Brittni Chicuata
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"/>	1st
Kristin Burke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Anabelle Bridgwater	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tony Knight	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Brittni Chicuata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Colin Dentel-Post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Cheryl Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Rawya Elshiekh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sabria Hassan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**  
(Day/Month/Time)

3rd Wednesdays of the month, 4:30 pm via zoom

### 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.

