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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Cleveland Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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** 2021-2022 School Plan for Student Achievement (SPSA) for Cleveland Elementary School



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Cleveland Elementary School  
**CDS Code:** 1612596001739  
**Principal:** Peter Van Tassel  
**Date of this revision:** 5/19/2021

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: 5/19/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |   |

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

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 and 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:** 5/19/2021

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

- |  |  |  |
|--|--|--|
| <input checked="" 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.) |
|--|--|--|

**Signatures:**

Peter Van Tassel <i>Principal</i>	<i>Peter Van Tassel</i>	Signature	<u>5/23/2021</u> Date
Nicholas LLano <i>SSC Chairperson</i>	<i>Nicholas LLano</i>	Signature	<u>6/1/2021</u> Date
Monica Thomas <i>Network Superintendent</i>	<i>Monica Thomas</i>	Signature	<u>5/27/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/9/2021</u> Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/8/2020	Instructional leadership team	review of current SPSA and school goals, discussion of how to adjust for current context
10/6/2020	ILT	review of current SPSA and school goals, discussion of how to adjust for current context
10/21/2020	SSC	Discussion of current SPSA and data review
10/21/2020	PTA	Discussion of current SPSA and data review
11/3/2020	ILT	review of current SPSA and school goals, discussion of mapping PD
11/18/2020	SSC	Discussion of how we got to our current goals, review of data around goals, plans to use similar goals for coming year
12/16/2020	SSC	Review of data around goals, plans to use similar goals for coming year, discussion of how to support priorities especially in light of retirement of our interventionist
1/12/21	ILT	review of goals from SPSA, discussion of how to support via PD and importance not to shift too greatly for upcoming school year
1/20/2021	SSC & PTA	Review of data around goals, plans to use similar goals for coming year, first look at budget proposals based on assumed projections
2/17/2021 & 3/17/2021	SSC	discussion of SPSA and any possible changes, review budget, adoption of budget for 21-22
5/27/2021	SSC	Approval of SPSA

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## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$70,455.00
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	\$377,670.00

### 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)	\$68,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$24,420.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,830.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$170,850.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (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>\$70,455.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$307,215.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$377,670.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	Many students performnig at grade level	Strong teaching programs, standards aligned tasks
<i>Focal Student Supports</i>	Identification of focal students, strong special education program, strong and dynamic intervention program	Engaged ILT gathering feedback and analyzing data, school vision around supporting students
<i>Student/Family Supports</i>	Engaged parent group, various entry points for parents, including monthly language affinity groups, communication plans in classes	Parents organzied around value of inclusiveness, clear expectations, support from SSC
<i>Staff Supports</i>	Strong cycles of PD based on observed need from teachers	Engaged ILT gathering feedback and analyzing data
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>

<i>College/Career Readiness</i>	Student achievement reflects societal inequities, lack of coherence from classroom to classroom in instructional program	Need for continued focus on traditionally oppressed communities and use of culturally relevant teaching strategies, need for implementation of standards based curriculum with fidelity
<i>Focal Student Supports</i>	Some students receiving supports continue to need intervention, many students needing basic intervention at upper grades.	Need to focus intervention at lower grades, need to expand intensive intervention if possible, need more cohesive curriculum implementation
<i>Student/Family Supports</i>	Meeting the needs of families given the varied needs, limited time, and diverse language needs	Current context constant changing, need to establish enduring parent communication structures
<i>Staff Supports</i>	Differentiating PD needs for staff members in current context, managing change to new curriculum	Varying levels of tech understanding and use, diverse needs and experience of staff

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

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

**School Goal for May 2024:** All students continuously grow towards meeting and exceeding standards, receiving the support and challenge needed

**Instructional Focus Goal:** *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	80.0%	80.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	70.0%	70.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	60.0%	60.0%

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	All Students	+15 points DF3	25.6 (Spring 2019)	n/a	40 DF3
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	Coming soon	50.0%
IAB ELA at or above Standard	All Students	TBD	45.3%	50.0%	50.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	35.0
IAB Math at or above Standard	All Students	TBD	43.2%	30	45.0%
CAST (Science) at or above Standard	All Students	TBD	43.2%	n/a	50.0%

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

**School Goal for May 2024:** Focal students demonstrate accelerated growth to close the equity gap

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-88.6 (Spring 2019)	n/a	-60.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-37.4 (Spring 2019)	n/a	-15.0
IAB ELA at or above Standard	Students with Disabilities	n/a	11.8%	n/a	35.0%
IAB ELA at or above Standard	African-American Students	n/a	28.6%	n/a	35.0%

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	15.6%	Coming soon	12.0%
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**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-73.9 (Spring 2019)	n/a	-50.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-39.6 (Spring 2019)	n/a	-15.0
IAB Math at or above Standard	Students with Disabilities	n/a	29.4%	n/a	35.0%
IAB Math at or above Standard	African-American Students	n/a	22.9%	n/a	35.0%

**Instructional Focus Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	37.3%	16.0%	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	50.0%	25.0%	25.0%

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

**School Goal for May 2024:**

Cleveland will become an identity safe community, welcoming, connecting, and meeting the needs of all members of the community

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	73.7%	n/a	80.0%
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	8.5%	n/a	10.0%
Chronic Absence	African-American Students	-2pp	6.0%	n/a	10.0%
UCP Complaints	All Students	n/a	n/a	3	2

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

<b>School Goal for May 2024:</b>		Provide quality timely PD for teachers that emphasizes collaboration and can directly improve student outcomes			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	75.0%	75.0%
Teacher Retention	All Teachers	n/a	90.2% (Fall 2020)	75.0%	75.0%

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, 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.

School: Cleveland Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning Priority: Building relationships through out the entire community**

**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 School Goal:**

All students build relationships to feel connected and engaged in learning.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We struggled to maintain attendance at our electives and whole school activities in the pandemic, but put a number of new opportunities in place as well.

**What evidence do you see that your practices are effective?**

Students have been attending our "lunch breaks" as well as whole school assemblies

**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.**

We'll build more cross classroom gathering opportunities, as safety guidelines allow.

**20-21 Standards-Based Instruction Priority:**

**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.**

**Theory of Change:**

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.

**Related School Goal:**

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.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Much of math practice shifted to the iReady program per the district plan

**What evidence do you see that your practices are effective?**

Math scores showed modest gains in the IABs and iReady assessments

**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.**

We will continue to look for opportunities for effective math intervention and support

<b>20-21 Language &amp; Literacy Priority:</b>		<b>Consistent culturally responsive standards-based ELA instruction across K-5</b>
<b>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 School Goal:</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>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
We did not implement the EL pilot as envisioned		
<b>What evidence do you see that your practices are effective?</b>		
Huge decrease in the gap in assesment scores between African American students and other groups!		
<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>		
Focus on phonics implementation and implementing new ELA curriculum next year		
<b>20-21 Conditions for Adult Professional Learning Priority:</b>		<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>
<b>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 School Goal:</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>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
There has been a great amount of focus on implementing technology and changes based on our context		
<b>What evidence do you see that your practices are effective?</b>		
Observational data about teachers implementing distance learning strategies, data from exit tickets after PD		
<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>		
Increase in use of restorative practices and active movement away from white supremacy culture in PD design.		
<b>20-21 Conditions for English Language Learners Priority:</b>		<b>Develop and maintain in and out of classroom supports for language learners, including designated and integrated ELD in every classroom</b>

<b>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 School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Retirement of our bilingual IA, hence the break in our out of classroom interntions	
<b>What evidence do you see that your practices are effective?</b>	
Presence of designated and integrated ELD, parent engagement	
<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>	
Redesign of out of classroom ELA supports to be more in line with our other interventions	
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b>	
Due to the retirement of Ms. Choy, we used funds to support parnet communication and the hiring of three academic mentors.	

**2021-22 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 in the process of creating identity safe classrooms that support students from every background

**School Theory of Change:**

If we focus on our school values to create and maintain structures that support relationship building between students through the process of developing identity safe classrooms, students will report increased connectedness on the California Healthy Kids Survey, continue to avoid chronic absense, and conduct themselves in ways that avoid suspension.

**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-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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		Tier 1
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, CHKS survey		Tier 1

1-3	Support and help create leadership opportunities for students, such as schoolwide leadership, classroom jobs and regular school beautification excercises	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.		Tier 1
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.		Tier 1
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		Tier 1
1-6	Actively taking steps to implement classroom practices identified as ways of creating identity safe classrooms	Providing professional development on identity safe classroom and culturally responsive teaching	Classrom observations, teacher reflection, CHKS survey, fall mini CHKS survey		Tier 1

**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>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	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		Tier 1
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		Tier 2
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	Some students receiving supports continue to need intervention, many students needing basic intervention at upper grades.	Tier 2

<b>District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum</b>					
<b>School Priority ("Big Rock"):</b>		Consistent culturally responsive standards-based ELA curriculum implemented 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>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	Provide PD curriculum implementation, observation & feedback on classroom practice Ensure teachers participate in PD on protocols and conversation cues Provide weekly PLC to analyze student language progress and plan ILT plan PD	Student making meaning around the text, students actively having academic discussions during reading and before writing, lesson plans, observation tracker, coaching, SIPPS assessments		Tier 1
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	Student achievement reflects societal inequities, lack of coherence from classroom to classroom in instructional program	Tier 2
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		Tier 1

**District Strategy: Cultivating 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-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will spend time in structured professional learning communities discussing student work and the strategies that were used during lessons leading up to the work.	Provide clear expectations and opportunities for PLCs, as well as support in developing these teams	Professional development calendar with regular PLC collaboration time, notes and agendas from PLCs	Differentiating PD needs for staff members in current context, managing change to new curriculum	Tier 1
4-2	Engaging in monthly equity work to support subgroups traditionally excluded from success, specifically implementing practices aligned with identity safe classrooms and culturallu responsive pedagogy.	Organize and support trainings around equity, implicit bias, support for various subgroups, and trauma informed practices. Support professionals holding each other accountable for equitable practices and behaviors. Engaging parents representing various subgroups for feedback.	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.	Student achievement reflects societal inequities, lack of coherence from classroom to classroom in instructional program	Tier 1
4-3	Engage with peers in coaching, observation, or co-planning cycles.	Provide oportunities, 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		Tier 1

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	Implement and maintain in and out of classroom supports for language learners, including designated and integrated ELD in every classroom
<b>School Theory of Change:</b>	If we implement 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-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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		Tier 1
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		Tier 1

PROPOSED 2021-22 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
After school contract	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.	108-1
Certificated teacher stipends	\$3,857	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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	108-2
supplies	\$10,007	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	108-3
copier maintenance	\$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)	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	108-4
therapists	\$6,642	General Purpose Discretionary	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	108-5
computer software	\$1,920	General Purpose Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Focus on exposure and analysis of grade level texts, text dependent questions	108-6
STIP sub	\$18,570	LCFF Supplemental	1105	Certificated Teachers' Salaries	0560	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	108-7
TSA	\$81,173	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7133	TSA 10 Pay	0.64	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Intervention that prioritizes students in historically underserved groups, in class and out of class interventions for students who qualify per in-class assessments	108-8
To be allocated in Fal 2021.	\$13,911	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	108-9
therapists	\$13,357	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)	Use of small group instruction to support students who need reteaching	108-10
Culture coach	\$52,500	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

TSA	\$20,293	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7133	TSA 10 Pay	0.16	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	108-12
Extended time	\$46,504	Title I: Basic	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Use of small group instruction to support students who need reteaching	108-13
Academic Mentors	\$1,828	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Professional development and translation support for parent communication, schoolwide community building events (ie Cub Week, values night), and academic support nights (math night, literacy night)	108-14
Translation	\$1,830	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Opportunities for parents to give feedback to teachers about best ways to communicate and needs they may have at home	108-15



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Cleveland Elementary School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

- Regular parent meetings, staff office hours, parent trainings

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, staff office hours, parent trainings

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

- Annual title 1 meeting
- Monthly SSC meetings

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

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

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

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

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

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

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

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

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

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

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



- Title 1 meeting, SSC meetings, office hours

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

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

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

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

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

- Regular parent meetings, trainings, and SSC meetings.

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

**Adoption**

This policy was adopted by the Cleveland Elementary on Sept 10, 2020 and will be in effect for the period August 10, 2020 through May 31, 2021.

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

Peter Van Tassel  
**Name of Principal**

*Peter Van Tassel*  
**Signature of Principal**

9/10/2020

**Date**

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



Strategic Resource Planning (SRP)

**Template ELEMENTARY SCHOOL  
School Site Council Membership Roster  
2020-2021**

**SSC - Officers**

Chairperson:	Nic LLano
Vice Chairperson:	Shelley Morris
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
Kathleen Byrnes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristin Burke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jason Dowd	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelley Morris	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nicholas LLano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Angelica Jongco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MacDara Bohan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shamieka Preston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mike Vista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Peter Van Tassel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Wednesdays at 4:30 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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



## **School-Parent Compact**

### **Cleveland Elementary School**

### **2020-21**

*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 2020-21 school year.*

#### **School Responsibilities**

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

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

Provide interventions for students who are below grade level in reading and for students who are language learners.

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

In our current distance learning context, parent/teacher conferences are always available during office hours or by appointment.

- 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.**

Per weekly updates, office hours, emails, feedback via google classroom and seesaw, and by appointment

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

Staff can always be reached via email and during office hours. 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.**

Families are invited to every class via Zoom, volunteers can always contact the office or PTA for volunteer opportunities.

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

Regular parent engagement opportunities, weekly principal office hours, district wide literacy summit, teacher office hours, biweekly parent support group

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

Regular PD and training around contacting families.

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

Regular office hours for teachers, principal, and other staff members with translation available.

This Compact was adopted by Cleveland Elementary School on August 10, 2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

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 10, 2020).

*Peter Van Tassel*

**Peter Van Tassel, Principal**

**September 3, 2020**