

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1680
Introduction Date	8/24/22
Enactment Number	22-1452
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Cleveland Elementary School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Cleveland Elementary School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Cleveland Elementary School



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Cleveland Elementary School  
**CDS Code:** 1612596001739  
**Principal:** Peter Van Tassel  
**Date of this revision:** 4/20/20

**Board Office Use: Legislative File Info.**  
**File ID Number:** 22-1680  
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Peter Van Tassel

**Position:** Principal

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

**Telephone:** 510-874-3600

**Email:** peter.vantassel@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/20/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

**2022-2023 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         | <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      |
| <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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/20/2022

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, ParentSquare blasts, etc.) |
|--|--|--|

**Signatures:**

Peter Van Tassel  
Principal

  
Signature

4/21/2022  
Date

Angelica Jongco  
SSC Chairperson

  
Signature

5/6/22  
Date

Monica Thomas  
Network Superintendent

  
Signature

5.19.2022  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

5/19/22  
Date

## 2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/8/2021	PEACE equity initiative (parents, staff and teachers)	Initial conversations about developing an equity focussed school plan
11/15/2021	PEACE equity initiative (parents, staff and teachers)	second conversation about developing equity focussed school plan
12/6/2021	PEACE equity initiative (parents, staff and teachers)	Third conversation about developing equity focussed school plan
12/15/2021	SSC	Budget forecast, initial converstaion around changes
1/5/2022	SSC	Budget vote
1/18/2021	Instructional Leadership Team	Conversation about PD work and effectiveness
2/1/2022	Instructional Leadership Team	Exploration of English Language Learner supports and next steps
2/14/2022	Staff	Review and feedback on part 1 and part 2 of SPSA
2/15/2022	ILT	Review and feedback on part 1 and part 2 of SPSA, begin section 3
2/16/2022	SSC	Review and feedback on part 1 and part 2 of SPSA, begin section 3
3/22/2022	Equity Champions	Review of section three, feedback
3/29/2022	ILT	Review of section three, feedback
4/20/2022	SSC	Review and further feedback of section three, vote to approve!

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

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

### Early Childhood Education Program

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

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. 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. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

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

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$71,225.00
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	\$363,338.77

### 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)	\$69,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,240.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,850.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$139,730.00	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)	\$131,143.77	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>\$71,225.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$292,113.77</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$363,338.77</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 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: STUDENT GOALS & TARGETS**

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

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	80%	<i>not available until Fall 2022</i>	85%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	65%	<i>not available until Fall 2022</i>	75%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	53%	<i>not available until Fall 2022</i>	65%

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	25.6	n/a	<i>not available until Fall 2022</i>	25%
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	46%	<i>not available until Fall 2022</i>	55%
<b>Mathematics/Science Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	20.2	n/a	<i>not available until Fall 2022</i>	20
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	55%
CAST (Science) at or above Standard	All Students	43%	n/a	<i>not available until Fall 2022</i>	50%

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

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-88.6	n/a	<i>not available until Fall 2022</i>	-80.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-37.4	n/a	<i>not available until Fall 2022</i>	-30.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	28%	<i>not available until Fall 2022</i>	35%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-73.9	n/a	<i>not available until Fall 2022</i>	-70.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-39.6	n/a	<i>not available until Fall 2022</i>	-30.0

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	21%	11%	<i>not available until Fall 2022</i>	10%

LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	0%
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	0%	79%	<i>not available until Fall 2022</i>	80%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	9%	2%	<i>not available until Fall 2022</i>	10%
Chronic Absenteeism	African American Students	6%	4%	<i>not available until Fall 2022</i>	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Strong iReady scores at lower grades	Coherent and consistent early literacy curriculum across grade levels
<i>LCAP Goal 2: Focal Student Supports</i>	Improving scores for focal students compared to years past	Coherent curriculum across grade levels
<i>LCAP Goal 3: Student/Family Supports</i>	No suspensions, relatively strong sense of connectedness	Strong school culture based on restorative practices and positive behavior systems

<i>LCAP Goal 4: Staff Supports</i>	Coherent professional development plan	Strong ILT guidance and teacher feedback as to data based needs of staff
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College/Career Readiness</i>	declining percentage of students reading at or above grade level	Lack of curricular coherence and practices across grade levels
<i>LCAP Goal 2: Focal Student Supports</i>	Large difference between focal student groups and other groups in assessment scores	Need for culturally relevant practices and timely intervention in all curricular areas
<i>LCAP Goal 3: Student/Family Supports</i>	Opportunity to increase feelings of connectedness	Need more opportunities for more student leadership, cross grade and cross classroom relationship building
<i>LCAP Goal 4: Staff Supports</i>	Adjusting to a new curriculum and scheduling	Balancing scheduling changes, curricular needs, and reacting to pandemic related staffing issues.

#### **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.

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Cleveland Elementary School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 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.**

Great amount of staff turnover and hiring difficulties led to us implementing some things later than anticipated, and ongoing pandemic increased attendance and logistical challenges. Many cuts needed to be made due to reduced enrollment.

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

New ELA curricula has been very effective, and PD and academic mentors to support have been effective in their roles.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

There are not many anticipated changes based on this school year, there are a number of enhancements to our school culture plan.

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	SBAC ELA Distance from Standard Met	Lead professional development and coaching for teachers design and organize small group intervention	PD and coaching is working well, as is small group phonics intervention. SIPPS assessment shows steady growth to grade level for students, evaluations of PD are high, movement towards adoption of new programs with fidelity is steady	We will continue this position as is.
Extended time	SBAC ELA Distance from Standard Met	Meet to plan professional development and support curriculum intervention.	This money was taken from the site due to low enrollment	We will not be able to fund this next year.
Academic Mentors	SBAC ELA Distance from Standard Met	Support and lead small group early literacy instruction	This is working well, providing small group instruction to all students k-2 in early literacy instruction	We will continue these positions as is.
Translation	Student Connectedness to School	Translation for parent events	This is working when translators are available.	We will continue to provide translation for parent meetings and events.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**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**

<b>School Priority:</b>	Building relationships through out the entire community in the process of creating identity safe classrooms that support students from every background
<b>School Theory of Change:</b>	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.
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
<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?
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.	classroom observations, PD agendas		Tier 1
1-2	Teachers intentionally create opprtunities to build community within 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. Teachers will engage every family in a virtual home visit to begin the year.	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).  Hire a family liaison to support family communication and involvement.	classroom observations, PD agendas, family liason position filled		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.	Student surveys, leadership roles on campus		Tier 1
1-4	Explicit teaching of school values and modelling and reteaching classroom expectations, use of reward systems at recess	Identify who is responsible for recess trainings, schoolwide rewards systems and celebrations, student leadership opportunities, and restorative justice training and systems	Monthly award ceremonies, recess trainings, systems shared with community		Tier 1
1-5	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	PD calendar and agendas		Tier 1
1-6	Teachers make use of school wide MTSS to support students with social emotional needs	Ensure teachers are trained on school wide MTSS and COST referral system. Weekly COST team meetings led by school psych, continue to provide therapist interns to support with individual and group needs.	PD calendar and agendas, COST agendas		Tier 2
1-7	Entire school welcomes parents onto campus to support students as volunteers	Hire family liaison or similar position to coordinate volunteers and welcome families.	Volunteer opportunities, family liaison position work		Tier 1

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

<b>School Priority:</b>	Improve academic outcomes for all and reduce disparity in academic outcomes between student subgroups
<b>School Theory of Change:</b>	If we provide foundational professional development and coaching support for the new math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students' to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.

<b>Related Goal(s):</b>		Increase in i-Ready Standards Mastery and Diagnostic Proficiency Increase in SBAC Math proficiency			
<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?
2-1	Teachers backwards planning using new curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level	End of Unit assessments. i-Ready assessment data	Adjusting to a new curriculum and scheduling	Tier 1
2-2	All Teachers attend foundational curriculum training	Schools schedule and advise all teachers of the summer professional development opportunities	Teacher attendance	Adjusting to a new curriculum and scheduling	Tier 1
2-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.  Math teachers meet to vertically align vocabulary and strategy implementation, as well as rigor.	PLC schedules. Students increased participation (percentage) per assessment.	Adjusting to a new curriculum and scheduling	Tier 1
2-4	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Student work Improved i-Ready proficiency Classroom observation	Adjusting to a new curriculum and scheduling	Tier 1

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

<b>School Priority:</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 graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<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	classroom observations, PD agendas	Adjusting to a new curriculum and scheduling	Tier 1
3-2	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at standards, student work, assessments, data, and instruction.	PLC agendas and notes	Adjusting to a new curriculum and scheduling	Tier 1
3-3	Focus on exposure and analysis of grade level texts, text dependent questions	Professional development and feedback on these strategies for teachers	classroom observations, PD agendas		Tier 1
3-4	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	Provide Professional/coaching development for new teachers Observation/Feedback focused on SIPPS	classroom observations, PD agendas	declining percentage of students reading at or above grade level	Tier 1

3-5	Grade levels collaborate to provide in class tier 2 interventions during SIPPS and all blocks, including using student rotation models	Create schoolwide schedule for small group interventions, SIPPS, and ALL block. Hire academic mentors to push into classes to support.	Schoolwide schedules, intervention groups, observations	declining percentage of students reading at or above grade level	Tier 2
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**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority:</b>	Provide professional development that supports teachers in improving practice in academic and social/emotional areas through collaborative practices.
<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>	Our staff are high quality, stable, and reflective of Oakland’s rich diversity.
<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	PLC agendas, notes		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.	PD agendas		Tier 1

4-3	Engage with peers in coaching, observation, or co-planning cycles.	Provide opportunities, structures, and time for coaching observation, and co-planning cycles with support of TSA.	Observation cycles and notes		Tier 1
4-4	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide. To ensure we provide time for teachers to intentionally plan.	Schools provide a schedule for regular planning time for each grade level	Leaders provide teachers with planning time, PLC notes, PD agendas		Tier 1

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

<b>School Priority:</b>	Reduce academic disparities between African American and white student groups in reading scores
<b>School Theory of Change:</b>	If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</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	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		Tier 1
5-2	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Task of focal AA students Informal or Formal Learning Walk Data PD		Tier 1

5-3	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data PD		Tier 1
5-4	Communication plan for African American families in every classroom so families have clear understanding of student progress and how to best support.	Specific engagement opportunities of African American families with resources and support information	communication plan from classes, meeting agendas school wide		Tier 1

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

<b>School Priority:</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 Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<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?
6-1	Provide designated and integrated ELD in every class in every day	Provide professional development on ELD lessons aligned with EL curriculum as well as planning time for teachers	PD calendar, classroom observations		Tier 1
6-2	Use proven strategies such as language dives from the EL curriculum to support language development	Provide professional development on effective ELD strategies and standards, provide feedback to teachers	Classroom observations		Tier 1
6-3	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level	End of Unit assessments. i-Ready assessment data		Tier 1

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$98,416	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7133	TSA 10 Pay	0.80	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Explicit teaching of school values and modelling and reteaching classroom expectations, use of reward systems at recess	108-1
10-Month Teacher on Special Assignment (TSA)	\$24,604	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7133	TSA 10 Pay	0.20	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	108-2
academic mentors	\$4,279	LCFF Supplemental	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Engage with peers in coaching, observation, or co-planning cycles.	108-3
academic mentors	\$44,771	Title I: Basic	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	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	108-4
Copier Maintenance	\$2,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	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	108-5
ET/OT Clerical	\$1,850	Title I: Parent Participation	2225	Classified Support Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	108-6

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,648	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8645	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	108-7
Substitute Teacher Incentive Plan (STIP) Teacher	\$27,275	LCFF Supplemental	1105	Certificated Teachers' Salaries	0560	STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers make use of school wide MTSS to support students with social emotional needs	108-8
Supplies	\$9,001	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement district identified standards based curriculum with integrity. Daily practice with complex text, academic conversations, SIPPS instruction, and writing with evidence.	108-9
Teacher	\$75,624	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8646	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers make use of school wide MTSS to support students with social emotional needs	108-10
therapist interns	\$10,239	General Purpose Discretionary	5739	Mental Health Provider		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Grade levels collaborate to provide in class tier 2 interventions during SIPPS and all blocks, including using student rotation models	108-11
therapist interns	\$9,761	LCFF Supplemental	5739	Mental Health Provider		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Grade levels collaborate to provide in class tier 2 interventions during SIPPS and all blocks, including using student rotation models	108-12
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers intentionally create opportunities to build community within 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.	108-13



## **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:

- Caregiver/teacher conferences, parent trainings, regular written updates through ParentSquare

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:

- Caregiver/teacher conferences, parent trainings, regular written updates through ParentSquare

#### **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
- Caregiver/teacher conferences
- regular parent letters and texts through ParentSquare

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, Caregiver/teacher conferences, parent trainings, regular written updates through ParentSquare, SSC meetings.

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 email/text through ParentSquare, 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:

- Through PTA, email or text through ParentSquare, campus visits as permitted by COVID protocols

### **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:

- Report cards, parent conferences, Caregiver/teacher conferences, parent trainings, regular written updates through ParentSquare, SSC meetings.

### **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:

- Report cards, parent conferences, Caregiver/teacher conferences, parent trainings, regular written updates through ParentSquare, SSC 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:

- Report cards, parent conferences, Caregiver/teacher conferences, parent trainings, regular written updates, SSC meetings, PTA meetings, other parent meetings

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

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:

- Report cards, parent conferences, Caregiver/teacher conferences, parent trainings, regular written updates through ParentSquare, SSC meetings, with translation available at all meetings

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

- Report cards, parent conferences, Caregiver/teacher conferences, parent trainings, regular written updates through ParentSquare, SSC meetings 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 SSC on October 20, 2021 and will be in effect for the period August 10, 2021 through May 31, 2022.

**The school will distribute this policy to all parents on or before October 31, of the current school year.**

Peter Van Tassel  
**Name of Principal**

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

10/20/21

**Date**

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



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

## **School-Parent Compact**

### **Cleveland Elementary School**

# **2021-22**

*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 2021-22 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 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.**

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.**

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.**

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.**

Parents are encouraged to volunteer through the PTA and visit school as COVID precautions allow

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

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.**

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.**

Parent conferences, regular email and written communications through ParentSquare

This Compact was adopted by Cleveland Elementary School on October 20, 2021, and will be in effect for the period of August 10, 2021 to May 28, 2022.

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 October 29, 2021).

*Peter Van Tassel*

**Peter Van Tassel, Principal**

**October 20, 2021**



Strategic Resource Planning (SRP)

## Template ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2021-2022**

### SSC - Officers

Chairperson:	Angelica Jongco
Vice Chairperson:	MacDara Bohan
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?)
Anjelica Jongco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
MacDara Bohan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Danielle Alitimirano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Shameika Preston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Jake Tane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Conner Caswell*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Eva Stuart*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Kristen Burke*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Peter Van Tassel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Heather Henry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
	<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> <small>(Day/Month/Time)</small>	3rd Wednesday of the Month 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.

