

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Kaiser Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

➤ N/A

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Kaiser Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Kaiser Elementary School
CDS Code: 1612596001895
Principal: Dennis Guikema
Date of this revision: 6/5/2017

The Single 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: Dennis Guikema
Address: 25 South Hill Court
Oakland, CA 94618

Position: Principal
Telephone: 510-549-4900
Email: dennis.guikema@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Kaiser Elementary School

Site Number: 171

- | | | |
|---|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single 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: 5/3/2017

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Dennis Guikema

School Principal


Signature

5/3/17
Date

Michael Louder

Print name of SSC Chairperson


Signature

5/3/2017
Date

Alicia Bowman


Network Superintendent


Signature

5/9/2017
Date

Marcus Silvi

Coordinator, Office of Accountability Partners


Signature

5/25/17
Date

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$45,675.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$47,578.47	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$93,253.47	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Led by a dynamic leader and a veteran staff of dedicated teachers, Henry J. Kaiser, Jr. Elementary provides a unique arts-integrated academic program where all students feel respected, valued, safe and supported. Often referred to as a “hidden gem”, Kaiser Elementary is located in the Hiller Highlands area of Oakland and was recognized as a California Distinguished School in 2012. We celebrate and nurture children from all of Oakland’s neighborhoods, socioeconomic levels, and cultural backgrounds. A true “school of choice,” over 90% of our students commute to our school because we welcome children from diverse family structures—foster, adoptive, LGBT, single parent, and mixed-race. Our staff of life-long learners works closely with our families and students to create a welcoming, supportive learning environment where we strive to meet our goals. We foster academic excellence and creativity through reflective and inspired teaching, which engages students in actively acquiring new knowledge and skills. We also provide the tools necessary for self-motivated and independent learners, and skills required of well-rounded, reflective, socially aware individuals. This has to be the happiest school in the district; our staff and students smile as they walk through the halls!

School Mission and Vision

Our staff of life-long learners works closely with our families and students to create a welcoming, supportive learning environment where we all strive to meet our goals:

- Providing a place where home cultures are honored, celebrated, and woven into the fabric of the school community.
- Fostering academic excellence and creativity through reflective and inspired teaching which engages students in actively acquiring new knowledge and skills.
- Imparting tools necessary for self-motivated and independent learners, and skills required of well-rounded, reflective, socially aware individuals.
- Providing and maintaining a safe and aesthetically stimulating environment which allows student interaction within a unique ecological community.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Reading

SCHOOL GOAL for Reading:

90% of students (2nd-5th grade) will make 1-1.5 years growth on reading as measured by SRI, so that 78% of students will be at grade level by June 2018, 84% by June 2019, and 90% by June 2020..

SCHOOL TARGETS for Reading:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	African American Students	48.00%	53.00%	58.00%

Other Leading Indicators for Reading:

F&P, walkthroughs, readers workshop

NEEDS ASSESSMENT for Reading:

STRENGTHS	CHALLENGES
<p>Reading instruction is strong on campus, being taught by veteran teachers. There is alignment between grades and consistent PD around vertical articulation through grade level planning sessions. Teachers are able to provide diagnostic data and have been trained on BAL; reading intervention teacher at school is able to coach teachers and is able to also pull students for targeted intervention. All classrooms have leveled-libraries and volunteer library technician that helps with students picking library. Pink Panther notes go home and talk about student achievement, with weekly discussions of progress.</p>	<p>Haven't yet had a family literacy engagement. Teachers, while planning alone or in PLC's have not had consistency in using the standards to determine the task that students will be involved in. Structures have begun to be put in place around mini-lessons, conferring, guided reading, and academic discussions. The tasks during these structures were not consistently aligned. Significant achievement gaps persist. The recent focus has been around practices such as Balanced Literacy and academic discourse structures, rather than a focus on planning around Common Core standards.</p>

ROOT CAUSE ANALYSIS

Root Cause: Inconsistent use of data to inform instruction; data culture isn't yet manifested through the school.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

60% of students taking SBAC will be at proficient or advanced in Math by June 2020, 54% of students will be proficient in June 2019, and 48% of students will be proficient by June 2018.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	African American Students	5.88%	8.94%	12.00%

Other Leading Indicators for Mathematics:

SMI, end of unit assessments, walkthroughs

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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Veteran teachers use the mathematics curriculum and there is a math lead that provides work with students. On the SPF, Kaiser is in the 5th Tier or "Blue" for overall academic achievement.

Though Kaiser is listed in the overall blue tier with 39% achieving proficiency, only 6% of AA students achieved grade level proficiency on the SBAC. Concepts and procedures is the lowest claim of the 3 tested for SBAC, with a drop in grade 4 (consistent with district data). Mastery is not well-understood. This year, Kaiser shifted the PD focus from mathematics to reading and only completed one math cycle. Though PD has been done at site, there is not yet universal understanding of how the SBAC is aligned to Common Core and the differences between grade-level standards, the CSTPs, and how mastery looks over time.

ROOT CAUSE ANALYSIS

Universal understanding of the Common Core Standards and CSTPS have yet to be mastered by teachers. The root cause for this is a lack of time spent to unpack and align the standards.

CULTURE & CLIMATE PRIORITY: Culture & Climate

SCHOOL GOAL for Culture & Climate:

When asked "Do you feel like you are part of this school?" 85% of fifth graders will respond "yes, most of the time" or "yes, all of the time" by June 2020.

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	72.40%	77.00%	82.00%

Other Leading Indicators for Culture & Climate:

PBIS data, observations, professional development

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
There is high fidelity of PBIS at site, during the first planning session, district assessors noted that we consistently achieved fidelity through OUSD spot-checks. Culture and climate has seen considerable growth and staff, students, and parents are all aware of PBIS at site. This was achieved through consistent PD at the start of the year, a strong climate plan, buy-in from all major parties (as evidenced by our expectation rotation), and communication to parents via the Pink Panther Newsletter.	SEL practices at a Tier 1 level were not consistently implemented in classrooms. The entire staff had used 2nd Step for a number of years prior to 2014, but program was not universally implemented. The SEL consultant was available to students, but SEL was not embedded in all Tier 1 classrooms. We did not have mental health counseling resources for students who needed Tier 2 or 3 support.

ROOT CAUSE ANALYSIS

Root Cause: Lack of developed tier 2/tier 3 supports. We opted to move to train staff and students on using the Tool Box (12 tools) and students have begun to identify tools to support their SEL needs. We have identified the need to have a mental health counselor on site for students who need extra SEL support, who will ensure that students feel as though they are included in the school.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Student and Family Engagement

SCHOOL GOAL for Student and Family Engagement:

By June 2019, we will reduce our chronic absence rate to 5%, 7% in 17-18 . (Please note that 16-17 Baseline data are higher)

SCHOOL TARGETS for Student and Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	6.77%	6.27%	5.77%

Other Leading Indicators for Student and Family Engagement:

NEEDS ASSESSMENT for Student and Family Engagement:

STRENGTHS	CHALLENGES
There is a very high level of student engagement, lots of parent/family volunteers in classrooms and those that help out in a variety of capacities that impact the experience at school (like garden education and the library and academic mentorship). In addition, the PTA is very supportive of the school's goals and mission and we can fund a robust music and arts program for all of our students, field trips, etc. There is consistent parent communication to and from site	There is inconsistent degrees of engagement by families, and it is unclear if all families feel equally included. Kaiser is a commuter school and it can be challenging for all families to attend. Extended period of time for vacation and non-OUSD religious holidays. Have not yet begun to SARB or SART.

ROOT CAUSE ANALYSIS

The root cause for this would be a stronger partnership between parents and the school and understanding the importance of attendance and hasn't yet been prioritized.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Reading:	If we norm on the collection, use, and application of student data (both formative and summative assessments like F&P and SRI) to drive instruction, then there will be more growth for all students and a higher rate of growth for our underperforming students
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SCHOOL THEORY OF ACTION for Mathematics:	If we increase teachers understanding of Common Core Math Assessments and CSTPs, then we will see teachers implementing stronger grade-appropriate tasks that yield to higher achievement in math as measured by the SBAC.
SCHOOL THEORY OF ACTION for Culture & Climate:	If we impliment PBIS to fidelity and increase our Tier 2 and 3 supports, then all students will feel an important part of the school community.
SCHOOL THEORY OF ACTION for Student and Family Engagement:	If we have increased communciation between site and parents that may have chronic absence or tardy problems, then we will be able to decrease the chronic absence rate.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Standards-Driven Instruction: Teachers will use the Common Core State Standards to plan for implementing standards aligned lessons which use the key components of Balanced Literacy and the Math curriculum aligned to Common Core State Standards to increase achievement for all students while decreasing the achievement gap.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will use Common Core Standards to create multiple forms of assessment including formative and summative assessments (including F&P, SRI, CeOU, SMI and SBAC) to monitor student growth.	Professional development will study and implement the use of a variety of formative assessments and how they are aligned to Common Core Standards	ILT will create a PD calendar that prioritizes Common Core Standards and the use of formative assessments to drive learning.
1-2	Teachers will implement OUSD Curriculum and know how these curriculums are used to support mastery of the Common Core	Teachers will receive continued training on OUSD Curriculums (Writing, Reading, Math, ELD, and Science) and complete unpacking protocols to dive deeper into understanding of the curriculum and how it is aligned to standards.	ILT will create a PD calendar that prioritizes Common Core Standards and the understanding of how curriculum supports student learning of standards
1-3	Teachers will be able to support an MTSS model and accurately determine students with Tier 2 and Tier 3 needs for ELA and Math.	SST meetings, PD around differentiation and small group instruction	There will be an MTSS Consultant and LLI kits that schedule for small group acceleration. The ILT and leadership team will norm around Tier 2 and Tier 3 students, so that students are accurately identified and supported.
1-4	Academic Mentors will provide push-in support to support Balanced Literacy and Math	Teacher referral and SST meetings, PD for academic mentors	Create schedule for Academic Mentors to assist during BAL/Reader's Workshop and when possible, math workshops.

1-5	The arts will continue to be integrated into the curriculum throughout the grades to support the school focus of an arts-integrated school. which allows all students, including GATE students, to have personalized challenges.	Principal will encourage applications for arts related grants that support our diverse population and address their artistic spirits.	Materials and supplies to support curriculum and continued support of the art and music program by the district and the PTA, supported by grants, whenever possible.
1-6	Teachers will provide lists of the independent reading levels to the library coordinator to assist students in selecting books from the library.	Provide lists of the appropriate reading levels for each class as they visit the library and continue to communicate reading level to families.	Teachers and library volunteers

Improvement Strategy #2:	PBIS: Through the deepening of Restorative Justice and such practices as Caring School Community and/or Mindfulness, Kaiser will be a welcoming school for families and a place where students have the tools they need to manage and self regulate their own social emotional learning skills in order to reach expectations.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Behavior expectations will be explicitly taught and retaught throughout the school year with continued focus on implementing PBIS with fidelity.	PBIS PD will be built into the PD calendar and a 6 week culture plan will be created.	ILT, Principal, staff, MSW interns to help provide support. Use of URF to track referrals
2-2	Teachers will continue to use SEL tools in all classrooms in order to help students self-regulate their own behavior	PD time to plan SEL and restorative justice	ILT, Principal, consultant; schoolwide recognition ceremonies; positive behavior reinforcers
2-3	Teachers will continue to help create a safe, inclusive environment in which all students and families feel welcomed and valued. Additional outreach will be made to families of African American Students, ELLS, and Foster Youth	Principal will create a monitoring system to ensure that there is a proactive outreach to families that have had absences and tardies to ensure that they feel included in the community.	ILT, Principal, MSW interns, SEL materials for all classrooms; and SEL methods will be communicated to parents via newsletters home monthly.
2-4	Set up community meetings to review school discipline plan, lunch/recess rules, and how to resolve bullying issues.	SEL PD will be built into the PD calendar	ILT, Principal, Consulant, classroom walkthrough, formal observation cycle
2-5	All kindergarten and 1st grade families will be encouraged to enroll in the Oakland Promise program.	Families will be engaged from the beginning of their partnership with Kaiser.	Principal and K teachers and designated support persons will facilitate
2-6	Kindergarten families will be invited to new-family picnics and summer activities prior to beginning of 2016 academic year.	Welcome packets to all incoming families to invite them to Kaiser events.	Principal, K teachers and PTA reps will facilitate.

2-7	A fund will be designated to offer partial or full scholarships to our After-School enrichment programs.	PTA and/or grant money will be solicited to provide equal access to children to extended day enrichment programs.	PTA, fundraiser, community outreach
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Improvement Strategy #3:	Family Engagement: Kaiser will partner with families to create a culture of college readiness and lifelong learning. On-time attendance will be a focus for all students. Improvements in attendance will be celebrated regularly.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will communicate with families of students with chronic tardies and/or absences at start of year and throughout the year.	Teachers will be provided time to make phone calls, send emails, and conference with families.,	Principal, teachers
3-2	Teachers will acknowledge progress in reducing chronic tardiness by celebrating students that have increased their attendance rate and have perfect attendance.	ILT will meet monthly to analyze data and develop appropriate next steps for follow-up	There will be celebrations of attendance
3-3	Staff and principal will review attendance data at Back to School Night and all other parent engagement nights	Principal will communicate with families of students who are chronically tardy and absent	Use of Attendance Counts toolkit
3-4	Teachers, attendance clerk and principal will monitor student attendance.	School attendance team will meet monthly to analyze attendance data and study the correlation between academic achievement and tardiness.	Principal will relay importance of being to school on time.
3-5	Teachers will challenge students to increase their on-time attendance .	Attendance data will be communicated with parents via newsletters and robocalls monthly	PTA newsletter, principal

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

171

School:

Kaiser Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$15,537.76	General Purpose Discretionary	Supplies for overall school operation and academic programs	Teachers will use multiple forms of assessment including formative assessments to monitor student growth.	A2.1: Implementation of CCSS & NGSS	4310				171-1
\$7,000.00	General Purpose Discretionary	Copier maintenance agreement to support overall school operation and academic programs	Teachers will implement math curriculum and use district guide to plan instruction.	A2.1: Implementation of CCSS & NGSS	5610				171-2
\$8,797.24	General Purpose Discretionary	Interprogram Mental Health Provider Intern	ILT, Principal, staff, MSW interns to help provide support. Use of URF to track referrals	A5.2: Health and Wellness (Mental & Physical Health)	5739				171-3
\$14,340.00	General Purpose Discretionary	Contract for reading intervention consultant	Consultant will establish, implement, and lead a Multi-tiered Support System (MTSS) team for ELA and Math	A3.2: Reading Intervention	5825				171-4
\$9,202.76	LCFF Supplemental	Interprogram Mental Health Provider Intern	ILT, Principal, staff, MSW interns to help provide support. Use of URF to track referrals	A5.2: Health and Wellness (Mental & Physical Health)	5739				171-5
\$38,375.71	LCFF Supplemental	STIP substitute to provide teacher release for collaboration to support planning, data analysis, peer observation, and other professional development activities to improve student performance	Teachers will be offered the opportunity to work collaboratively to assess the writing of the summative tasks of the Core Curriculum Guide for Math.	A2.5: Teacher Professional Development for CCSS & NGSS	2400	TEACHER STIP	TCSTIP0675	0.86	171-6
\$3,500.00	Measure G: TGDS	Provide stipends for alternate observers for TGDS.	ILT, Principal, PD calendar, Principal walkthroughs and formal observation cycle	A2.6: Teacher Evaluation	1120				171-7
\$18.03	Measure G: TGDS	Supplies to support TGDS	Principal, classroom walkthroughs, formal observation cycle	A2.2: Social Emotional Learning	4310				171-8
\$6,143.68	Measure G: TGDS	Fund a STIP substitute to provide teacher release for collaboration to support planning, data analysis, peer observation, and other professional development activities to improve student performance	Teachers will be offered the opportunity to work collaboratively to assess the writing of the summative tasks of the Core Curriculum Guide for Math.	A2.8: Data & Assessment		TEACHER STIP	TCSTIP0675	0.14	171-9
\$15,660.00	Supplemental Program Investment	Contract for reading intervention consultant	Consultant will provide individualized and small group acceleration for Top Tier 2 and Tier 3 students	A3.2: Reading Intervention	5825				171-10



School Site Council Membership Roster – Elementary

School Name: Kaiser Elementary

School Year: _____ 2016-17 _____

Chairperson : Michael Louden	Co- Chairperson:
Secretary: Katy Hunter	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Amelia Bailey		X		
Samantha Blanchard				X
Dennis Guikema	X			
Katherine Hunter		X		
Sandra Litchy				X
Michael Louden				X
Liza Lyons				X
Mary Grace McGhee		X		
Hilary Jackson			X	
Tane Ross				X

Meeting Schedule (day/month/time)	2nd Wednesday Each Month
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SSC Legal Requirements: (Ed. Code 52852)

- 1** Members **MUST** be selected/elected by peer groups;
 - 2** There must be an equal number of school staff and parent/community/student members;
 - 3** Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community