

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

Legislative File ID No: 18-1308  
Introduction Date: 6/27/18  
Enactment No.: 18-1113  
Enactment Date: 6/27/18 er

June 27, 2018

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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.

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Kaiser Elementary School.

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## 2018-2019 Single Plan for Student Achievement (SPSA)

**School:** Kaiser Elementary School  
**CDS Code:** 1612596001895  
**Principal:** Dennis Guikema  
**Date of this revision:** 5/16/2018

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:

<b>Contact:</b> Dennis Guikema	<b>Position:</b> Principal
<b>Address:</b> 25 South Hill Court Oakland, CA 94618	<b>Telephone:</b> 510-549-4900 <b>Email:</b> dennis.guikema@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 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"/> 21st Century                   |
| <input type="checkbox"/> Title I Targeted Assistance Program            | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   |   |

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:

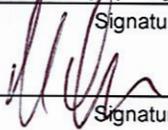
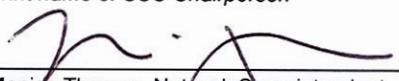
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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: May 17, 2018

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:

	<u>Dennis Guikema</u>	<u>5-17-18</u>
Dennis Guikema, School Principal	Signature	Date
<u>Michael Loudon</u>		<u>5/17/2018</u>
Print name of SSC Chairperson	Signature	Date
	<u>Monica Thomas</u>	<u>5/18/2018</u>
Monica Thomas, Network Superintendent	Signature	Date
<u>Marla Williams</u>		<u>6/1/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 SPSA ENGAGEMENT TIMELINE**

**School Site:** Kaiser Elementary School

**Site Number:** 171

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/26/2018	Faculty	Review of 2017-18 SPSA. Brainstorm session to create recommendations for 2018-19 SPSA. 1 hour session in professional development "Buy Back Day".
2/14/2018	Faculty	Additional
2/14/2018	School Site Council (SSC)	Review of 2018-19 SPSA draft.

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$47,600.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$56,594.97	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$104,194.97</b>	<b>\$0.00</b>

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

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Kaiser Elementary School

**School ID:** 171

#### 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 set high expectations for all students and we work together 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 we cultivate the skills required of well-rounded, reflective, socially aware individuals. We are a small and tight-knit community, and our small size allows us to better know, respect, and support one another.

#### 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 We do this by providing a place where:

- Home cultures are honored, celebrated, and woven into the fabric of the school community;
- Academic excellence and creativity are fostered through reflective teaching which engages students in actively acquiring new knowledge and skills;
- Students are given the tools necessary to succeed as self-motivated, independent learners, as well as well-rounded, reflective, socially aware individuals;
- Students grow and learn in a safe and aesthetically stimulating environment that encourages curiosity and learning through inquiry.

#### Family & Student Engagement

There is a very high level of student and family engagement, including regular volunteerism both in and out of the classrooms (i.e. garden education, library volunteers, academic mentorship, etc.). The PTA is very supportive of the school's goals and mission and helps fund a robust music and arts program, field trips, etc. There is consistent parent communication via our bi-monthly school newsletter, Konstella membership for online communication, our school website, and classroom newsletters. Despite being a commuter school, the PTA and school collaborate to hold several fundraising and community-building events (i.e.: Walk-a-thon, family math and science night, potlucks, evening performances, etc.) throughout the school year.

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	<p>Cross-curricular reading instruction is integrated daily, with a focus on assessment-based differentiation and intervention. There is alignment between grades and consistent PD around vertical articulation through grade level planning sessions. Teachers are able to collect and provide diagnostic data and have been trained on Balanced Approach to Literacy. Our reading specialist coaches teachers and pulls students for targeted intervention. Students are also supported by academic mentors and parent volunteers. At-risk students are identified and provided a small-group or individual setting for test administration. All classrooms have leveled-libraries and regular library visits scheduled throughout the week. Kaiser has a school-site subscription to Raz-Kids (an online reading program) which is implemented both for classroom instruction and homework. Regular communication between families and faculty is facilitated by classroom teachers and school-wide means of communication.</p>	<p>One challenge to supporting students in their reading growth is ensuring regular practice outside of the school day. Students and families often have difficulty providing opportunities for regular and consistent reading practice into their daily schedules. Our efforts to meet this challenge include regular communication with families, students are familiar with their reading levels, books are available for students to take home both from classroom libraries and the school library, and home use of Raz-Kids is encouraged. Limited time and staffing is another challenge. Our reading specialist is very successful with the students she works with, but her caseload is limited to only the most at-risk students.</p>	<p>Budgeting constraints limit the degree to which we can provide reading intervention provided by a specialist, fund and maintain after-school supports (such as a homework club or tutoring services), and additional support from academic mentors.</p>

<p style="text-align: center;"><b>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</b></p>	<p>Our math program is designed around the common core curriculum. Teachers employ group work, constructivist learning, peer support, and a focus on using academic language (both in written work and in academic discussions) to support and explain ideas and concepts. Intervention and enrichment opportunities are available and are supported by academic mentors and parent volunteers in the classroom. Our Instructional Leadership Team plans professional development to go deeper into data analysis, to provide opportunities for vertical alignment of the curriculum so that teachers understand the learning trajectory both below and above their grade level, and grade-level planning time to design assessment-driven instructional units. Furthermore, our ILT plans for inquiry cycles to look more closely at science instruction, science writing, and how to effectively incorporate best practices for reading and writing throughout the curriculum.</p>	<p>Creating practice situations where students may become better acquainted with the testing format of the SBACs is a challenge. Instructional minutes are precious, however it is crucial that we provide our students ample time to learn basic keyboarding skills and engage in practice testing situations so that they become more comfortable with the online testing format that they will be exposed to. More collaboration to weave this into students' weekly computer instruction plus using the Chromebooks in the classrooms more regularly will be helpful.</p>	<p>Technology in the classroom is lacking. While we have a computer lab and two shared Chromebook carts, teachers are limited to the amount of time they can provide every student with a computer. Classroom sets of Chromebooks would provide more targeted access to reading materials and also allow for more practice-test scenarios throughout the year.</p>
<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE &amp; CLIMATE)</b></p>	<p>Our staff regularly meets to discuss school-wide expectations, always reflecting on current practices, what is working, what is not working, and implementing changes to meet current needs. Our site has a strong Instructional Leadership Team which, along with professional development cycles focused on reading, writing, science writing, and math, planned an opening cycle of professional development at the start of the 2017-18 school year which was dedicated to developing a plan for a positive climate. Expectations and school policies are clearly and consistently communicated to students, families, and other members of the school community. Our counseling interns provide support to individual students and facilitate school-wide programs for positive culture and climate (i.e. Kindness Challenge Week).</p>	<p>Challenges include mid-year transfer students who often arrive as a result of having experienced difficulties at other school sites, limited staff to provide SEL support and conflict resolution, time constraints (i.e. conflict resolution competing with instructional minutes), limited information available about additional supports outside of school that may be available for students and families, inadequate training for yard supervisors, and limited opportunity for structured play (a junior coaches program would help, but again there are time and personnel constraints which make this difficult to put into place).</p>	<p>Budgeting constraints limit the amount of support we are able to provide to tier 2 and 3 students. Intervention and support for these students often is provided by the classroom teacher or other staff who are trying to balance this need with the instructional needs of their students. More staff that are dedicated to providing support and intervention for tier 2 and 3 students would take the pressure off the classroom teachers and allow for more focus on delivering instruction.</p>

<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b></p>	<p>87.5% of Kaiser students are English only speakers. Kaiser has a small number of English Language Learners. English Language Learners are supported in the classroom by teachers who use best practices to differentiate instruction for all learners; instructional modifications and accommodations benefit not just ELL students, but all students. Project-based learning, use of realia, scaffolding, frontloading vocabulary and concepts, and a focus on academic language and discourse can be observed in all classrooms at Kaiser.</p>	<p>Non-English (or limited English) speaking families of English Language Learners may struggle to support their students around homework and home reading practice. Pairing these families with a buddy family in the same classroom should be a positive and helpful support. We will work with parent volunteers to put together and regularly update a "parent resource binder" to help families locate services like tutoring, childcare, access to technology, etc. Ideally, we will have a designated 30 minutes for specific ELL time. All of our ELLs are almost fluent, per their testing in February and March.</p>	<p>Some of our families do not feel able to adequately support their students academically, and they do not know where to go for support.</p>
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## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

**School:** Kaiser Elementary School

**School ID:** 171

### 2: SCHOOL PRIORITIES, GOALS & PRACTICES

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	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.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	All Students	66.00%	71.00%	76.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	F&P assessments are given to all students and provide important information at all grade levels. RAZ-Kids is now being used in all classrooms and is another source of immediate data. There are multiple forms of formative assessment in all classes.				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	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				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	Teachers will implement OUSD Balanced Literacy Curriculum in all grade levels and classrooms.	On-going professional development. Observation and feedback. Instructional Leadership Team development.		Growth will be evident in SRI, F&P, Raz-Kids, and SBAC as well formative classroom assessments.	
1-2	Teachers work collaboratively across grade levels to analyze student writing and vertically align expectations and instruction.	Leverage STIP sub to release teachers to observe. ILT will develop protocols for observation and feedback.		Growth will be evident in SRI, F&P, Raz-Kids, and SBAC as well formative classroom assessments. Vertical alignment chart.	
1-3	Teachers will differentiate instruction to support all students to close achievement gaps and move students below or multiple years below grade level to grade level.	Professional development and partner teacher planning time dedicated to analyzing the needs of struggling students and interventions to support them.		Closure of achievement gaps and movement of students below or multiple years below grade level to grade level.	
1-4	Academic Mentors will provide push-in support to support students struggling in math.	Partner with PTA to fund academic mentor roles.		Reduction in the number of students "multiple years below" in F&P and SRI.	

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 Gifted and Talented Education (GATE) students, to have personalized challenges.	Profesional development opportunities. Availability of arts supplies. Art educator funded by PTA.	High levels of engagment and improved quality of work. Ample and current evidence of student work in hallways and classrooms.
1-6	Teachers employ differentiated instructional strategies, which include conferring, guided reading, and stragegy lessons to meet the needs of targeted student group ELL's/Newcomers	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.
1-7	Use Common Core State Standards (CCSS) backward mapping and Design for Learning (UDL) strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group - African American.	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.
1-8	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student Title 1 Low-Income.	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	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.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-13.3	-3.3	6.7
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Cummulative End of Unit Math assessments. Daily formative assessments in all classes.				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	If we increase teachers understanding of Common Core Math Assessments and OETFs, then we will see teachers implementing stronger grade-appropriate tasks that yield to higher achievement in math as measured by the SBAC.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Teachers will use Common Core Standards to create multiple forms of assessment including formative and summative assessments (including CeOU, SMI and SBAC) to monitor student growth.	On-going professional development in standards based instruction and alignment. Observation and feedback. Teacher leadership and Instructional Leadership Team development.		Growth will be evident in CeOU, SMI, SBAC as well as formative assessments.	
2-2	To strengthen vertical alignment in math, teacher peer observation will be an integral part of Professional Development.	Leverage STIP sub to release teachers to observe. ILT will develop protocols for observation and feedback.		Vertical alignment will be "mapped" and visible. A cohesive progression of standards and particies across the grades will be evident in lesson and unit plans.	
2-3	Teachers will backwards plan from their CeOU	Professional development and partner planning time to support this.		Teaching will be better aligned with district math goals and common common core standards. Growth in CeOU	
2-4	Academic Mentors will provide push-in support to support students struggling in math	Partner with PTA to fund academic mentor roles.		Reduction in the number of students multiple years below in math.	
2-5	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.	Profesional development opportunities. Availablity of arts supplies. Art educator funded by PTA.		High levels of engagment and improved quality of work. Ample and current evidence of student work in hallways and classrooms.	

2-6	Differentiation of math instruction will support all students, including students with disabilities.	Special education teacher and resource teacher will partner with all teachers in the development and implementation of curriculum to differentiate for the learning needs of all students, including students with disability.	Unit lesson plans show evidence of differentiation. Implementation will be observable during classroom walk-throughs. Impact on individual students will be assessed in Individual Education Plan meetings for each student with a disability or in reviews of 504 Plans.
2-7	Adventure Time and dozens of after school enrichment options will provide extended learning opportunities to increase amount and quality of instruction. Financial support is available to ensure that these opportunities are accessible to all.	Partnership with teachers, administration, Adventure Time staff, and PTA to continue to provide these supports.	Daily Adventure Time programming. Schedule of enrichment programs at <a href="http://www.KaiserElementary.org">www.KaiserElementary.org</a> . Family surveys and feedback to help gauge efficacy.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	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.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	California Healthy Kids Survey	All Students	83.3%	84.0%	85.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Office referrals (URF forms); PBIS data; classroom observations; walkthroughs of yard, cafeteria, etc; feedback from students, staff, and families; minor discipline and conflict resolution incident tracker.				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If we implement PBIS to fidelity and increase our Tier 2 and 3 supports, then all students will feel an important part of the school community.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Clear school wide "safe, mindful, responsible" expectations	Start of year "expectation rotation" and mid-year reteaching. Posters in all areas with specific expectations for these areas.		Reduction of safety incidents, student conflicts, and office referrals.	
3-2	Classroom expectations and routines set for all classrooms	Staff have time at the start of the year to plan for the establishment and maintenance of these practices and to share best practices.		Higher levels of student engagement and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals.	

3-3	"Toolbox Project" Toolkit	The "Toolbox Project" is in place in all classes, teaching students a variety of skills for academic and life success	Higher levels of student engagement and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals.
3-4	"Panther Paw" school wide incentives	A PBIS influenced positive incentive plan is in place for all staff to recognize "safe, mindful, and responsible" choices students make.	3,754 Panther Paws given out during the 2016-17 school year! Higher levels of student engagement and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals.
3-5	Classroom incentives	All classroom have incentives in place, such as "marble jars", "clip charts", etc.	Higher levels of student engagement and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals.
3-6	Conflict resolution and "good choices" coaching	PTA pays for the additional support of Issere Christopher, a noon supervisor, who also provides conflict resolution and coaching for students to make positive and healthy choices	Reduction of conflicts and disruptive behavior. Tracked by internal Google Doc spreadsheet
3-7	All kindergarten and 1st grade families will be encouraged to enroll in the Oakland Promise "Kindergarten to College" program.	Partnership with Oakland Promise. Teacher lead assigned.	Kindergarten to College meetings and info. Number of students whose families have signed them up for a college savings plan.
3-8	We will maintain our high level of parent and family engagement through a multitude of ways, including: frequent communication from classroom, admin, and PTA via Konstella, newsletter, etc; Family learning activities; volunteer opportunities; and plays and music performances; social activities.	<i>Communication recourses are in place (Konstella for email, volunteer newsletter editor, etc). PTA Executive Board meets with principal and teacher representative monthly.</i>	<i>Konstella email messages; Pink Panther newsletters; high rate of volunteerism; frequent academic, arts, and social events.</i>
3-9	Students who need further support will get COST referral, specifically identifying the needs of students who may need special education services or who are below grade level academically, as well as students who need social emotional support, including homeless families.	Provide time and space for Coordination of Services Team (COST) team to meet weekly COST team lead by school psychologist to provide feedback to teachers and next steps	COST team meeting agenda and tracker.

3-10	Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for foster youth	Provide resources for support for tier I, II, III students	Intervention rosters, improved student achievement data for students identified as below grade level
3-11	Incoming new families, including the families of all transitioning preschoolers, will be invited to all Spring school events. We will have 3 "summer play dates" scheduled for families. We will provide all families with "kindergarten readiness resources.	Principal, kindergarten teachers, current kinder family volunteers will partner to reach out to incoming kinder families	Notices, emails, and phone logs

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 171

**School:** Kaiser Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE
\$3,875.59	General Purpose Discretionary	Supplies	Culture & Climate	A2.1 Implementation of the CCSS & NGSS	4310			
\$7,000.00	General Purpose Discretionary	Copier	Culture & Climate	A2.1 Implementation of the CCSS & NGSS	5610			
\$18,000.00	General Purpose Discretionary	Mental Health Interns	Culture & Climate	A2.2 Social Emotional Learning	5739			
\$18,724.41	General Purpose Discretionary	Contract to support reading intervention	Reading	A3.2 Reading Intervention	5825			
\$11,275.59	LCFF Supplemental	Contract to support reading intervention	Reading	A3.2 Reading Intervention	5825			
\$45,319.38	LCFF Supplemental	STIP to support professional development focused on literacy	Reading	A3.4 Teacher Professional Development focused on Literacy	1105	TEACHER STIP	TCSTIP0675	1.00

<b>BUDGET ACTION NUMBER</b>
171-1
171-2
171-3
171-4
171-5
171-6



**2017-2018**  
**School Site Council Membership Roster – Elementary**

School Name: Kaiser

<b>Chairperson :</b> Michael Louden
<b>Vice Chairperson:</b> Amelia Bailey
<b>Secretary:</b> Mary Grace McGhee

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Dennis Guikema	X			
Amelia Bailey		X		
Mary Grace McGhee		X		
Rebekah Vinas		X		
Gayle Peterson			X	
Michael Louden				X
Samantha Blanchard				X
Tane Ross				X
Sandra Litchy				X
Linda Handy				X

Meeting Schedule (day/month/time)	<b>2nd Wednesday each month at 4:00pm</b>
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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;
4. Parent/community members cannot be OUSD employees at the site.

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