

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

June 27, 2018

Legislative File ID No: 18-1430
Introduction Date: 6/27/18
Enactment No.: 18-1153
Enactment Date: 6/27/18
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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 Thornhill 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 Thornhill Elementary Academy.



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

2018-2019 Single Plan for Student Achievement (SPSA)

School: Thornhill Elementary School
CDS Code: 1612596002216
Principal: Steven Daubenspeck
Date of this revision: 5/14/2018

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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: Steven Daubenspeck
Address: 5880 Thornhill Drive
Oakland, CA 94611

Position: Principal
Telephone: 510-339-6800
Email: steven.daubenspeck@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: Thornhill Elementary School

Site Number: 157

- Title I Schoolwide Program
- Local Control Funding Formula (LCFF) Base Grant
- Title I Targeted Assistance Program
- LCFF Supplemental Grant
- After School Education & Safety Program (ASES)
- LCFF Concentration Grant
- 21st Century
- 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: 5/17/18

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: STEVEN DAUBENSPECK
Steven Daubenspeck, School Principal

[Signature]
Signature

5/17/18
Date

Hillary Jurado
Print name of SSC Chairperson

[Signature]
Signature

5/17/18
Date

Sara Stone
Sara Stone, Network Superintendent

[Signature]
Signature

5-17-18
Date

Marla Williams
Marla Williams, Officer, State and Federal Programs

[Signature]
Signature

5-31-18
Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Thornhill Elementary School

Site Number: 157

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 othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/21/2018 + 3/28/2018	Instructional Leadership Team	review and input from leadership team- work with ILT to determine progress monitoring, PD for content and over all culture of mutual accountability
3/29/2018	School Site Council	Overview of school site plans priorities and need to be supported by school PTA. Team review of strategic innitiatives and results orientation.

2018-2019 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	\$68,600.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$56,539.43	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:	\$125,139.43	\$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

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

1A: ABOUT THE SCHOOL

School: Thornhill Elementary School

School ID: 157

School Description

Thornhill Elementary is nestled in the picturesque hills of Oakland, with tree-lined streets and friendly neighbors. Thornhill's students reflect the diversity in our local neighborhood as well as the broader Oakland community. Students thrive in Thornhill's nurturing culture, which is as much a reflection of our approach to education as it is of the care and dedication shown by our administration, staff, teachers and parents. Thornhill is deeply rooted in a tradition of whole mind/whole body education as well as academic rigor. Our emphasis on academics is underscored by our high academic achievement – our 2013 API score was 946 – and we have kept this achievement up while maintaining a class ratio of 25:1, transitional kindergarten through third grade. Our rigorous curriculum is aimed at actively engaging students in the learning process while promoting higher levels of thinking. We believe that the delivery of high-quality curriculum - informed by subject matter knowledge and insight into children's needs – should be enlivened by spontaneity and fun. Educators, parents, and students collectively partake in creating a cohesive and caring environment. Our academic rigor, coupled with our approach to social and emotional well-being makes Thornhill not only a vehicle for education, but an ideal environment where all children matter and succeed.

School Mission and Vision

Mission

Our mission, and that of the district, is to educate all students so as to help them meet or raise their aspirations, to enable them to choose from the widest range of personal and career choices possible, and to prepare them to be effective, contributing citizens to society. A broad based curriculum is offered all students. The needs of targeted students (Underprepared, ELL, RSP, GATE) are met in the classroom through enrichment and differentiation of instructional techniques.

Vision

Our guiding vision is to ensure that all students have equal access to our core program within the context of the heterogeneous classroom. We attempt to balance classes equitably, based on gender, ethnicity, and academic achievement. We believe that such classrooms provide a rich learning and social environment for all students. Our rigorous curriculum is aimed at actively engaging students in the learning process, while promoting higher levels of thinking. We believe that the delivery of high-quality curriculum will be informed by knowledge of subject matter and insight into the needs of children while enlivened by spontaneity and fun.

Family & Student Engagement

Thornhill has historically had multiple ways for parents to be involved. There is the school site council and PTA. The school's PTA meets monthly and all members are included. There are lead roles such as Walkathon, Auction, School Carnival, Fall and Summer Cleanup etc. Some events are community building opportunities and others are for fundraising. Other opportunities to parents to participate are in the Dad's Club, Science Engineering Night and Science Night. While there are many events to participate, the monthly PTA meetings could use more parent participation. The PTA strives to be welcoming and inclusive of all cultures regardless of socio economic status. This year we will be hosting conversations on race and privilege in a concerted effort to address transparently our equity issues that are evident in our state and nation. Thornhill works hard to create that welcoming environment needed for students to thrive.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	All Staff attend PD in ELA, ELD, SCIENCE WRITING, DIFFERENTIATION PRACTICES-- AA, Latino and Title I, ELD, Foster and gate students are accelerating at least 1 grade level per year--	Multi Tiered Support are limited for pull out interventions and acceleration for struggling students is slow for students that are behind and new to the school.	Entering 4th or 5th graders reading and writing far below grade level

<p>STANDARDS-BASED INSTRUCTION <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</i></p>	<p>Science Instructional Practices and PLCs are beginning to take root</p>	<p>Next Generation Science Standards adaptation to daily practices in Science instruction</p>	<p>New Common Core SS and NGSS is still in process on understanding standards for teaching practice. As we provide more time and professional development opportunities for NGSS teachers will be able to implement standards and use FOSS KITS with more frequency and rigor.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>Strong culture and protocols around differentiation of instruction and mtss- Teachers and support staff have a been trained in on going targeted results oriented intervention systems. Professional Development looks and whole school data and approaches data via collective responsibility.</p>	<p>Funding for support staff. Title I \$ do not follow most vulnerable students.</p>	<p>structure of funding unequal across schools</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p>	<p>Strong culture of assessing needs of students that are English Language Learners. Teachers are using differentiated instruction protocols meet the needs of English Language Learners. ELL students have strong support both at home and school and students are meeting reclassification rates.</p>	<p>Additional Interventions before and after school require funding to support ELLs. Need to translations services in all home languages. Especially, Mandarin, Cantonese and Arabic.</p>	<p>Home language is still dominant language for most ELLs at Thornhill.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Thornhill Elementary School

School ID: 157

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Writing	All students will write Grade Level Writing in three genres: Narrative, Non- Fiction, Persuasive, as measured by performance on the SBAC ELA, with a goal of 80% of students meeting or exceeding standards by June 2018, 84.1% of all students meeting or exceeded the standard by June 2019, and 90% of all students meeting or exceeding standards by June 2020.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	62.9	70.4	77.9
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Writing assessments Lucy Caulkins, On Demand Writing Assessments, SIRA Writing				
Theory of Action for Language & Literacy Priority:	Reading Instruction and Writing instruction are intertwined with Reader's Work Shop and Writers Workshop instruction daily. Good Readers become Good Writers. If we continue to focus on writing as a high leverage critical thinking/metacognitive strategy, we will improve our students' writing outcomes and increase the college readiness of our students. If we offer PD year-round in all three writing genres, teachers will be able to understand the Common Core writing strategies as they pertain to college and career readiness and will be able to develop PLCs around writing to improve our writing outcomes by sharing and implementing best practices.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	All teachers will have an Organized Writers Workshop Model to differentiate writing instruction to address the needs of low-performing students as well as high-performing GATE students. These programs will strengthen the instructional core and ensure that it will support all students. Student Writing is calibrated using the same rubric in each grade level. This is done by Grade Level PLCs every trimester. Develop Student Writing Portfolios that showcase expectations for writing and allow for differentiation, both for students with disabilities and GATE students. Student Writing is calibrated using the same rubric in each grade level. This is done by Grade Level PLCs every trimester.	Regular Observations and Feedback to teachers. Offer Multi Tiered Supports for Academic Intervention- Provide PD in Data around writing- Provide Achieve the core support. Aligning Expectations around scoring using rubrics. Support and materials for teachers to develop Portfolios.	Portfolios observable- Writing exemplars- Writers Workshop Schedules and observable writing instruction. Evidence of calibration with exemplars. SIRA WRITING TASK
1-2	Students present their writing with oral presentations. (PPT, Authors Chair, etc) Giving Students more opportunities to read in public.	Regular Observations and Feedback to teachers Parent Engagement Opportunities to showcase student writing through Author's Chair. Parents are invited to hear and read student writings and participate in the writing process.	Author's Chair Schedules.
1-3	Teachers and principal will hold focal student conference three times a year to monitor progress of students below grade level proficiency in order to accelerate student progress, focusing on student subgroups where achievement gaps exist: in particular with African American students, Latino students, and Special Education students.	PD on Confering and Goal Setting- observe confering schedules, DATA conferences with teachers Grade Level Data Conferences	Conference schedules submitted, PD is held, observations-- AA and Low income student's interventions in class and out of class
1-4	Reading Instruction and Interventions for low performing African American and Latino Readers. Implementation of Focal Student Protocols. Clear Reading Instruction Interventions.	Provide Teachers with Professional Development to Understand Data and Implement High Leverage Interventions and Acceleration Common Planning Time and PLC for teachers	Data conferences. 3 Yearly focal students data conferences with Principal and Teacher

1-5	Fifth grade teachers will use ELA software to differentiate instruction in reading comprehension, critical thinking, and writing with evidence. This differentiation will specifically address the needs of low-performing students reading below grade level and high-performing GATE students reading above grade level by providing reading instruction at each student's level.	Personalized Learning Team and ILT will plan professional development in Personalized Learning and develop a Personalized Learning Plan for grades 1 and 3. Teacher Development will focus on Reading Instruction, particularly in Reading and Comprehension Data Analysis. Data Driven PLCs	Reports on ELA software usage. Achieve the Core Assessments.
1-6	Deepen understanding of Common Core Standards using strategies for success on state testing indicators (SBAC)	Common Core Planning Time provided by principal with Training in Common Core Standards	Walk throughs - PLC notes-- Individual and grade level conferences with teachers
1-7	Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	Notes from meetings between Resource Specialists and teachers are uploaded to google docs and show evidence of this practice

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics & Science	All students will achieve grade-level mathematical understanding by using number talks and personalized learning, as measured by performance on the SBAC Math, with a goal of 90% of students meeting or exceeding standards by June 2019, 95% of all students meeting or exceeded the standard by June 2020, and 100% of all students meeting or exceeding standards by June 2021. SBAC SCIENCE TEST - 75% of our students will be proficient on SBAC science.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SIRA	All Students	n/a	TBD	90.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SIRA - SCIENCE PLCS< SCIENCE SURVEYS< SCIENCE WALK THROUGHS - SCIENCE JOURNALS--- SMI<SBAC MATH< CEOU				
Theory of Action for Standards-Based Instruction Priority:	NGSS- In order to develop a key understanding of Next Generation Science Standards and alignment to Common Core WRTINTG standards provide teachers with exemplary science professional development and professional learning communities protocols, supports and time. MATHEMATICS- DEVELOP STUDENTS ACADEMIC LANGUAGE IN MATHEMATICS BY IMPLEMENTING NUMBER TALKS.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

2-1	Teachers will teach science writing, reading and FOSS kits 150 minutes each week. Teachers will participate in monthly science professional development and PLCs using data to inform instruction in science writing, reading, and implementation of FOSS.	Schedule will include additional science collaboration time through monthly PLCs. Thornhill will use a modified instructional schedule to create additional professional development time to focus on science. Teachers will engage in a yearlong book study of science writing implementation.	Science PLC agendas and notes, classroom science instructional schedules
2-2	Teachers will share with parents what students are learning in class and communicate student goals and progress to parents.	School will host academic-based events such as Science Night and Science Engineering Night.	Event flyers, conference notes, report card comments
2-3	Teachers will integrate writing standards during science instruction.	School will offer professional development on science writing and support with the SIRA.	PD agendas, classroom observations, monitoring bulletin boards and examples of student work
2-4	Teachers will engage a in a yearlong cycle of inquiry regarding science writing and implementation of the scientific inquiry cycle.	Science Leadership Team will meet regularly to plan yearlong professional development and deliverables for inquiry cycles, read and implement Next Generation Science Standards, and support implementation of the new FOSS kits.	Science Leadership Team agendas and notes, PLC agendas and notes, end-of-year grade-level shareouts, student writing exemplars- SCIENCE PLC TEAM DRIVE
2-5	Teachers will plan field trips connected to NGSS standards.	School will seek PTA or other funding for science field trips and will provide resources on local destinations. School will ensure that low-income students have funding to participate in all field trips and school activities.	Number of science-based field trips offered
2-6	Teachers will engage in Mathamatics planning of Academic Language with protocols from Number Talks	Principal will provide Mathmatics PD and planning time for number talks.	Lesson Plans, PLC notes, Walk throughs by ILT and principal

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	PBIS	By June 2021, Thornhill will have consistent procedures and expectations in the cafeteria, hallways, and playground. Staff will consistently use URFs and pre-referral interventions. Staff and students will follow the three foci: safe, mindful, and respectful.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:

	Percent of URFs with three pre-referral interventions	All Students	n/a	n/a	80%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Observations of lunch monitors supporting PBIS practices, observations of student adherence to PBIS volume chart, PRIMB forms submitted- School Office Referral Tracker. Office Data of students out of class.				
Theory of Action for Conditions for Student & Adult Learning Priority:	To Improve school culture of cafeteria, hallways and classroom expectations by adhering to a consistent set of pre referral interventions and to continue to educate students and families of our three foci: SAFE, MINDFUL and RESPECTFUL- Beyond adapting a school culture that is conducive to student learning, the overall equity theory is students have not lost instructional time and teachers are positively working with their students using the PBIS protocol and more instructional time is given to students.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Teachers and staff will follow the three foci: safe, mindful, and respectful. Teachers will complete PRIMB forms prior to submitting a URF. Teachers will use consistent procedures and expectations in the cafeteria, hallways, and classrooms. Teachers will reflect on schoolwide data and their own practices.	Lead teachers will attend District PBIS training to learn PBIS practices and then lead this training for their colleagues. The PBIS team will review observations of implementation of PBIS with District PBIS coach. School PBIS team of teachers will meet regularly with district coach.		PD agendas, PRIMB and URF monitoring, observations and recording of hallways and other school spaces	
3-2	Office staff and shared teachers will also follow the three foci and school procedures for PRIMB and URFs.	PBIS training will be provided for office staff and shared teachers.		Observations, PRIMB and URF monitoring, PD agendas	
3-3	Use transitional kindergarten/kindergarten playdates and transition events to ensure that students and families understand behavioral expectations and procedures as they enter Thornhill.	Hold support meetings and planning opportunities for incoming kinder nights Family night, teachers to visit and support engagement.		Flyers for TK/K transition events, presentation content	
3-4	Encourage after-school program staff to become familiar with PBIS procedures and practices used during the school day.	Share PBIS procedures and three foci with after-school program staff to encourage alignment of practices during and after the school day. Ensure that all students have access to after-school programming, regardless of income level.		Materials on PBIS and school procedures	

3-5	Teachers and staff will work with the administration to identify and provide support for students in transition or in unstable home environments, including foster and homeless youth.	Support students in transition or in unstable home environments by ensuring that they build strong relationships with adults through the Wright Institute program and other resources.	Check-ins with teachers, office staff, and adults involved with the child.
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	English Learner Progress	All ENGLISH LANGUAGE LEARNERS will progress at an accelerated rate in both oral language development and written language development. Students will have multiple opportunities for differentiated instruction in English. Including regular goal setting with student and parents.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	n/a <i>(too few to report)</i>	n/a <i>(too few to report)</i>	n/a <i>(too few to report)</i>
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F& P-----SRI-----				
Theory of Action for English Language Learners Priority:	By learning about our students' academic english development needs, we can address ELD differentiated instructional practices as well a balanced literacy approach to students linguistic needs.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Targeted ELL Pull out interventions and Newcomers.	ELD Instruction/ PD Align resources for English Language Learners		On going F& P and SRI Data conferences	
4-2	Daily ELD instruction by classroom teacher.	Progress monitor ELD instruction and DATA		DATA conference schedule and TGSD observations	
4-3	Daily Oral Language Development Opportunities for ELL students	Training Teachers on Language Acquisition Theory and the need for students to have oral ELD opportunities.		Observable practices of students speaking English with supportive partnerships.	

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 157

School: Thornhill Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$23,993.64	General Purpose Discretionary	Supplies	Writing	A2.3 Standards-Aligned Learning Materials	4310				157-1
\$6,000.00	General Purpose Discretionary	Copier	Writing	A2.1 Implementation of the CCSS & NGSS	5610				157-2
\$300.00	General Purpose Discretionary	Postage	PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	5910				157-3
\$6,378.00	General Purpose Discretionary	STIP	English Learner Progress	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0494	0.17	157-4
\$6,599.98	General Purpose Discretionary	Noon Supervisors	PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0186	0.27	157-5
\$6,922.15	General Purpose Discretionary	Noon Supervisors	PBIS	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0087	0.27	157-6
\$18,406.23	General Purpose Discretionary	STIP	English Learner Progress	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0751	0.37	157-7
\$173.88	LCFF Supplemental	Supplies--Writing supplies	Writing	A3.2 Reading Intervention	4310				157-8
\$6,467.06	LCFF Supplemental	STIP-- Academic Intervention in Reading for all ELLs	English Learner Progress	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0751	0.13	157-9
\$23,636.11	LCFF Supplemental	STIP-- Academic Intervention in Reading for all ELLs	English Learner Progress	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0494	0.63	157-10
\$26,262.38	LCFF Supplemental	STIP-- Academic Intervention in Reading for all ELLs	English Learner Progress	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0661	0.70	157-11
\$18,299.01	PTA Donation	Supplies	Writing	A3.2 Reading Intervention	4310				157-12

\$62,700.99	PTA Donation	EEIP	PBIS	A2.2 Social Emotional Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0164	0.60	157-13
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2017-2018
School Site Council Membership Roster – Elementary

School Name: _____

Chairperson :
Vice Chairperson:
Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	
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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