OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
           Allen Smith, Chief of Schools
           Vernon Hal, Senior Business Officer
           Ruth Alahydoian, Chief Financial Officer
           Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Montclair 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 2016-2017 Single Plan for Student Achievement (SPSA) for Montclair Elementary School.

2016-2017 Single Plan for Student Achievement (SPSA)

School:	**Montclair Elementary School**
CDS Code:	1612596002083
Principal:	Nancy Bloom
Date of this revision:	5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact:	Nancy Bloom	**Position:**	Principal
Address:	1757 Mountain Blvd.	**Telephone:**	510-339-6100
	Oakland, CA 94611		nancy.bloom@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

School Site: Montclair Elementary School   **Site Number:** 143

☐ Title I Schoolwide Program	☒ Local Control Funding Formula (LCFF) Base Grant
☐ Title I Targeted Assistance Program	☒ LCFF Supplemental Grant ☐ 21st Century
☐ After School Education & Safety Program (ASES)	☐ 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: 5/16/2016

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

   ☒ Fliers in students' home languages   ☒ Announcement at a public meeting   ☐ Other (Notices, Media Announcements, etc.)

Signatures:

Nancy Bloom		
Print name of School Principal	Signature	Date
Shauna Handrahan		5/26/16
Print name of SSC Chairperson	Signature	Date
Kyla Trammell		
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian		5-31-16
Ruth Alahydoian, Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: Montclair Elementary School   **Site Number:** 143

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description

2016-2017 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**	$19,759.07	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$62,089.82	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program (FTE Only **… ASES #6010**	$0.00	TBD
TOTAL:	**$81,848.89**	**$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 (FTE only) **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$0.00**	**$0.00**

ABOUT THIS SCHOOL

School Description

Montclair Elementary is a school that exemplifies the best aspects of a town that embodies the future of America in all its rich possibilities. Montclair's embrace of students from every background and every part of Oakland captures the essence of one of America's most diverse cities. Forty-seven percent of Montclair's students hail from outside the neighborhood. Yet, regardless of zip code or origin, students thrive in Montclair's inclusive environment, one that is tightly integrated with the community and representative of a broad-service community school model. Montclair is synonymous with academic excellence, as demonstrated by its 2013 API score of 954 and its designation as a 2010 and 2014 California Distinguished School. While expanding from 342 students in 2006 to its current population of 610, Montclair has maintained an intimate culture characterized by high parent involvement, support of the whole child, and development of multiple intelligences through kinesthetic, interpersonal, linguistic, mathematical, intrapersonal, visual-spatial, musical, and naturalistic approaches. Montclair prioritizes the emotional, social, and physical well being of students. This emphasis results in an enriched curriculum with offerings in drama, art, music, technology, physical education, gardening, and foreign language—in addition to robust programs in ELA, math, science, history, and social science. Montclair also hosts a variety of before and afterschool programs, enriching the academic culture while creating a social climate that fosters lasting friendships. Parents, educators, and children all share in the responsibility of creating an open and caring environment, making Montclair Elementary School a fantastic place to learn and grow."

School Mission and Vision

Montclair endeavors to support the whole child with strong foundational skills in an inclusive setting where everyone belongs, their needs are met, and contributions valued.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	**Culturally Relevant Practices**
Major Improvement Priority #2:	**Data Driven Collaboration**
Major Improvement Priority #3:	**Small group instruction/differentiation.**

MAJOR IMPROVEMENT PRIORITY #1:   Culturally Relevant Practices

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Greater diversity in student demographics adding to the richness of our school community	Students entering Montclair after Kindergarten or first grade frequently experience challenges integrating into the social fabric of the school community

	Overall Montclair School enjoys a very stable student population with more than 3/4 of our students having been together since preschool, including extracurricular activities. Being the "new kid on the block" sometimes results in frustration at not being immediately accepted and welcomed which can play out in inappropriate responses toward other students and adults on campus.
	In addition, frequently new students do not come into the school with a solid foundation of academic skills necessary to be successful in our accelerated environment.

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Montclair enjoys a strong culture of teacher collaboration with all grade level teams meeting at least twice monthly for half day or weekly after school for 1 - 1.5 hours. Where this interaction can be stronger is by making the time spent more data driven while looking at student work and structuring lessons and interventions accordingly. In addition, teachers will discuss behavioral expectations and ways to support students new to Montclair in realizing Montclair norms for behavior. Our parent community takes the lead in integrating new families into the fabric of our community. Another strength is teacher lead professional development centering on topics reflective of teacher needs and based on what is happening in classrooms. One draw back to this is the time it takes the presenting teacher to prepare for the PD session. Currently teachers assuming leadershiop roles receive a stipend for this work however funding to continue this structure is questionable.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Students new to school in upper grades unfamiliar with Montclair norms. Teacher are not well versed in data driven instruction.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal *(required)*	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	95% of our students will learn to self monitor and let go of frustration when challenges arise.	Culture/ Climate: Student	All Students	90%	93%	95%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals *(optional)*	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	95% of our students will learn appropriate strategies for dealing with conflict.	Culture/ Climate: Student	All Students	92%	93%	95%	5: Students are engaged in school everyday.

Climate & Culture	Students will internalize school-wide expectations and norms for behavior.	Culture/ Climate: Student	All Students	90%	92%	95%	5: Students are engaged in school everyday.
Social/Emotional	100% of classrooms 3 - 5 will participate in a pre and post survey to access acceptance of inner Explorer mindfulness	Culture/ Climate: Student	All Students	n/a	n/a	100%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	*Social Emotional Learning*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices *People I Teams I Time I Resources*
Teachers will implement Caring School Communities curriculum with fidelity.	Appropriate School leadership will model and facilitate strategies for dealing with conflict.	Observe classes for evidence of CSC lessons being taught and give feedback.
Teachers will model and facilitate appropriate strategies for dealing with conflict.	Deepen school commitment to CSC through OUSD supplied site based professional development.	Consistent implementation and use of URF especially the Pre Referral Interventions.
	Continue Kindergarten transition activities, i.e. Play Dates in the Park, sponsored by PTA , to introduce and intergrate incoming kinder families into our school community. These are traditionally held the three Wednesdays in August before school begins for the new term.	Provide PD to strengthen adult understanding of Pre Referral Interventions.
	Continue hosting New Parent Mixer, at the home of the principal, sponsored by PTA and Dad's Club, to acquaint new families with all the structures, procedures, players, groups and possibilities that make Montclair a wonderful place for students to grow and learn.	Develop, implement and post school-wide expectations and norms for behavior.
	Continue to host, through PTA, Open House for incoming Kinder Families the last week of May.	Continue to fund (through PTA) Positive School Climate Consultant to work with families and teachers to support SEL growth within our community.

	Continue to host, through PTA, potential incoming families tours from the first Wednesday in November through the first Wednesday in January, including one Saturday and one week night tour, to appropriately show the school to potential families.	Continue to fund .2 School Psychologist to provide individual and small group counseling for students in need.
90% of teachers will impliment innerExplorer mindfulness program for 1 trimester with fidelity	institute inner Explorer mindfulness program in each classroom for at least 10 minutes a day	school site will pay for program for all classrooms to participate and have access.
Teachers will develop classroom management goals that support mindfulness practices	Provide PLC time so teachers can meet with cohorts to implement goals. Provide time to attend necessary trainings or PD's.	Provide funds to cover substitutes so teachers can have PLC time between the bells. Provide funding to attend training or PD's related to classsroom management.

MAJOR IMPROVEMENT PRIORITY #2:   Data Driven Collaboration

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
SBAC ELA 6.0, SBAC MATH 6.0, SRI overall 4.75 as shown on SPF.	On SRI low income students performance is 1 as shown on SPF
Chronic absence rate is 5.53, as shown on SPF	SWD rate 3 as shown on SPF
Culture and climate as ranked by students and parents is 4.75 and 5.38, respectively, as shown on SPF.	Culture and climate as ranked by staff is 2.25, as shown on SPF.

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Our currrent successes with student acheivement can be attributed to a culture of high expectations, a strong intervention model including between the bells supports and frequent check ins with staff, teachesr and families. Challenges arrise when we get students new to Montclair who are not at grade level when entering. The older the student and the later in the year they arrive add to the challenge of getting them to grade level before promotion out at the close of 5th grade. Our practices include early identification, immedite and timely communication with families, targeted intervention and frequent monitoring of progress toward goals. Our leadershiop team meets twice monthly to assess current needs as well as analysis of data from current programs and explore possible additions/changes to what we are using.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

New students not at grade level upon entering. Late identification of students with needs.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	90% of students in grades 2-5 will be reading at grade level as measured by year-end SRI data.	SRI	All Students	85%	87%	90%	3: Students are reading at or above grade level.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	70% of underperforming students will score proficient on SBAC MATH., an increase from 46.5%.	SBAC Math	African- American Students	46.5%	70%	80%	2: Students are proficient in state academic standards.
Academic	95% of underperforming students will increase by at least one grade level in reading as measured by F & P data.	F&P	All Students	85%	90%	95%	3: Students are reading at or above grade level.
Academic	75% of underperforming students will score proficient on SBAC ELA, an increase from 46.5% currently.	SBAC ELA	African- American Students	46.5%	70%	75%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	*Establish data driven practices within PLCs.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices *People I Teams I Time I Resources*
Plan in PLCs topics for academic discussion that take the conversdation deeper.	Model participation in academic discussion in visits to classrooms. Observe classrooms and provide teacher feedback.	Continue focused and directed PLC time between the bells or stipend time after hours for grade level teams to develop consistent practice across grade levels.
Teachers will develop and use appropriate questions to facilitate deeper conversations between students. Grade level teams will use PLC time to deveop and calibrate questions.	Provide opportunities for academic discussion learning imbedded in curricular area PD. Observe classrooms and provide teacher feedback.	Provide opportunities for observation by grade level teams of other schools with proficiency in use of academic discussion.
Teachers will identify students for inclusion in LLI intervention.	Protect and maintain LLI time . Observe LLI groups and provide feedback.	Provide LLI reading intervention for struggling 3rd - 5th grade students

Teachers will develop appropriate lesson plans and structures to maxumize effective use of SGS time and talents.	Observe classrooms and provide teacher feedback.	Provide small group specialists to all classrooms to support small group differentiated instruction, including struggling readers
Teachers will identify interested students and encourage their participation in Otter Tales student newspaper.	Observe classrooms and Otter Tales meetings at lunch and provide feedback.	Continue Otter Tales, the student newspaper, to differentiate instruction. This program addresses all learning modalities.
Teachers will learn to use Illuminate to develop formative assessments aligned to ELA and MATH units and analyze student work in PLCs.	Leadership team will provide PD for PLC development.	Provide time for PLCs to develop common lessons, formative assessments and analyze student data.

MAJOR IMPROVEMENT PRIORITY #3:   Small group instruction/differentiation.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
Students thrive in individualized environment.	SGS are only in classroom 100 minutes per week.
Historically students advance one grade level in ELA each year they are in this structure.	Morning acceleration for K-2 is dependent on adults getting students to school on time.
Anacdotally student, families and teachers note increased confidence in classroom participation.	

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Many of our earliest EL Learners come to us with limited educational experiences. ELL students come to Kindergarten with limited basic skills in phonemic awareness and number sense. In additon, students who have attended preschool in a play based environment as opposed to an academic based environment also lack basic academic skills. It becomes the duty of the kinder and first grade teachers to bring these students up to speed in terms of academic and frequently, social performance. This can be a tremendous challenge when, in any given classroom, the variation of ages as well as academic readiness varies by about two years.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Expand TSA time for supporting ELL students. Increase collaboration time between classroom teachers and support providers. Provide increased opprotuinites for social engagement between students to support language development. Continue and expand SGS time in clasrooms to support struggling learners as well as address needs of those requiring acceleration.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	85% of all students grades 3-5 will score proficient or above in ELA and math as measured by SBAC.	SBAC ELA	All Students	73.1%	80%	85%	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Reclassification rates will increase by 10%.	EL Reclassification	English Learners	93%	95%	98%	4: English learners are reaching English fluency.
Academic	Students who are far below grade level will increase their F & P reading level 3 or more reading levels per trimester.	SBAC ELA	All Students	85%	90%	95%	3: Students are reading at or above grade level.
Academic	Students who are approaching or at grade level will increase their F & P reading level by 2 or more reading levels per trimester.	SBAC ELA	All Students	73.2%	80%	90%	3: Students are reading at or above grade level.
Academic	Student in 2nd - 5th grades will increase their at or above grade level band by 5 percentage points in SRI.	SBAC ELA	All Students	73.2%	80%	90%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:	*Maintain our intervention strategy of the first 1/2 hour of every morning being dedicated to small group instruction. Every morning from 8:30 - 9:00 every kinder, first grade, and second grade teacher pulls a small group of 4-6 students to work closely with. The balance of their classes remain on the playground for structured PE activities (to help meet the requirement) and unstructured play that supports their social & emotional competencies.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices *People ǀ Teams ǀ Time ǀ Resources*
Reader's workshop and Writer's Workshop implementation school-wide.	Leadership team provides PD for workshop implementation.	Learn and understand Reader's Workshop structure.
Guided reading groups school-wide to support underperforming subgroups--Title I and ELL students	Observe and give feedback.	Time for teachers to plan in PLCs
Individual conferencing with students	Work with our Teacher Leader , Julie Chanter, to plan, structure and lead PD	Observe schools demonstrating proficiency in BAL.
Teachers come to PLCs prepared with student data.	Attend all PD dates to assess and monitor teacher learning.	School site will continue to pay for PD oppurtunities ourside of the district

Teachers identify students requiring extra support in reading.	Observe and give feedback.	Continue to fund TSA to work with primary remedial readers and EL students.
Teachers will implement math program with fidelity.	Observe and give feedback.	Leadership team will provide PD to increase teacher understanding of math program.
Teachers will devote 45% of PLC time to address student capacity in math.	Observe and give feedback.	Protect PLC time for grade level teams.
		Continue Homework Heros program in AT after school to extend the learning time.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$5,996.09	General Purpose Discretionary	leveled library books	Teachers will develop and use appropriate questions to facilitate deeper conversations between students. Grade level teams will use PLC time to deveop and calibrate questions.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	143-1	143
$8,762.98	General Purpose Discretionary	Books, conferences and supplies	Continue to augment classroom resources to enrich learning	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	143-2	143
$5,000.00	General Purpose Discretionary	instructional materials for classrooms	Teachers will develop appropriate lesson plans and structures to maxumize effective use of SGS time and talents.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	143-3	143
$2,586.44	LCFF Supplemental	Noon supervisor	Keeping playground safe and students properly supervised.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0125	0.1	143-4	143
$14,000.00	LCFF Supplemental	teacher collaboration focused on DDI practices; release time for TGDS/peer observations and small group instruction with LLI	Provide time for PLCs to develop common lessons, formative assessments and analyze student data.	A2.9: Targeted School Improvement Support	1120	n/a	n/a	n/a	143-5	143
$25,000.00	LCFF Supplemental	teacher collaboration focused on DDI practices; release time for TGDS/peer observations and small group instruction with LLI	Continue to fund .2 School Psychologist to provide individual and small group counseling for students in need.	A2.9: Targeted School Improvement Support	1150	n/a	n/a	n/a	143-6	143
$17,003.38	LCFF Supplemental	Materials to support tch/learning	Standards aligned materials in all classrooms.	A3.2: Reading Intervention	4310	n/a	n/a	n/a	143-7	143
$3,500.00	LCFF Supplemental	professional learning for school leader to refine leadership practices	Appropriate School leadership will model and facilitate strategies for dealing with conflict.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5220	n/a	n/a	n/a	143-8	143
$5,996.09	Measure G (TGDS)	Salaries for teachers	A highly qualified teacher in every classroom.	90% of teachers will impliment innerExplorer mindfulness program for 1 trimester with fidelity	n/a	TEACHER STIP	TCSTIP0599	0.5	143-9	143
$11,000.00	Measure G (TGDS)	teacher collaboration focused on DDI practices	Provide PLC time so teachers can meet with cohorts to implement goals. Provide time to attend necessary trainings or PD's.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	143-10	143
$232.41	Measure G (TGDS)	Materials to support tch/learning	Standards aligned materials in all classrooms	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	143-11	143
$1,300.00	Program Investment	Materials to support tch/learning	Standards align materials in every classroom	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	143-12	143
$24,260.00	Program Investment	small group instruction and 1:1 counseling focused on SEL/mental health	Continue to fund .2 School Psychologist to provide individual and small group counseling for students in need.	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	143-13	143

School Site Council Membership Roster – Elementary

School Name: _____   **School Year:** _____

Chairperson :	**Vice Chairperson:**
Secretary:	***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.

Meeting Schedule (day/month/time)	

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
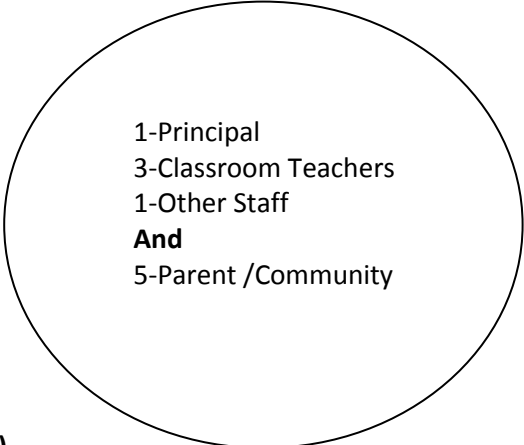
(Once filled, this document can be placed on your school site's letterhead)