

**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 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 2016-2017 Single Plan for Student Achievement (SPSA) for Kaiser Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Kaiser Elementary School  
**CDS Code:** 1612596001895  
**Principal:** Catherine McLane (Acting)  
**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:** Catherine McLane (Acting)  
**Address:** 25 South Hill Court  
Oakland, CA 94618

**Position:** Principal  
**Telephone:** 510-549-4900  
catherine.mclane@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**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Kaiser Elementary School

**Site Number:** 171

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

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:** 5/4/2016

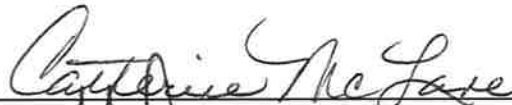
6. The public was alerted about the meeting(s) through one of the following:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|---|--|--|

**Signatures:**

Catherine McLane, acting principal

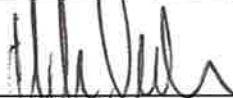
Print name of School Principal

  
Signature

5/23/16  
Date

Michael Louden


Print name of SSC Chairperson

  
Signature

5/23/16  
Date

Sara Stone

Print name of Network Superintendent

  
Signature

5/25/16  
Date

Ruth Alahydoian  
Ruth Alahydoian, Chief Financial Officer

  
Signature

5-26-16  
Date

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

**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 SPSA. Include ILT, SSC, staff, faculty, students, and others 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
3/14/2016	Faculty/staff	Reviewed budget developed following meeting with the budget analyst, supervisor and HR rep.
4/5/2016	ILT	Conducted ILT work session to review/give feedback for the teacher, leadership and organization practices aligned to school goals
4/11/2016	Faculty/staff	Reviewed the highlights and proposed changes to the SPSA and sought approval from staff re. changes
4/27/2016	PTA	SSC Chair shared the SPSA with the PTA board
5/4/2016	School Site Council	Reviewed and offered three wording changes to the SPSA plan
5/11/2016	School Site Council	Finalized and approved the 2016-2017 SPSA

## 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 ... <b>General Purpose Discretionary #0000</b>	\$33,253.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$38,014.50	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$71,267.50</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
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 (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Henry J. Kaiser, Jr. Elementary School provides a unique arts-integrated academic program where all students feel respected, valued, safe and supported. Always referred to as a “hidden gem” among the public schools in Oakland, Kaiser Elementary was recognized as a California Distinguished School in 2012. We celebrate and nurture children from all of Oakland’s neighborhoods, socio-economic 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.

### School Mission and Vision

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

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

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>Standards Driven Planning: Teachers will implement key components of Balanced Literacy and the Math curriculum aligned to Common Core State Standards to increase achievement for all students while decreasing the achievement gap.</b>
<b>Major Improvement Priority #2:</b>	<b>Provide PD and planning time</b>
<b>Major Improvement Priority #3:</b>	<b>Build an incentive program to value the progress students are making in monitoring their behaviors and solving their own problems.</b>

### MAJOR IMPROVEMENT PRIORITY #1:

**Standards Driven Planning: Teachers will implement key components of Balanced Literacy and the Math curriculum aligned to Common Core State Standards to increase achievement for all students while decreasing the achievement gap.**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
Overall SBAC Math achievement - 50.4% met/exceeded standards	Overall achievement of our African Americans in literacy (SBAC and SRI) - SBAC: 78% standards nearly/not met - SRI: 55% one/multiple years below grade level
SBAC math achievement for low income students 27.1% met/exceeded standards	Overall achievement of our ELLs and Students with Disabilities in literacy (SBAC and SRI) - Sped SBAC: 100% standards nearly/not met - Sped SRI: 82.4% multiple years below grade level
Overall SBAC ELA - 38.7% met or exceeded standards	Overall SRI achievement - 39% below grade level

ROOT CAUSE ANALYSIS for Priority #1
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
The recent focus has been around practices such as Balanced Literacy and academic discourse structures, rather than a focus on planning around Common Core standards. The Spring 2015 pilot SBAC was designed to test the program as well as assess how the students were understanding the Common Core standards. We realize the importance of needing more planning time using the Common Core standards.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
Teachers, while planning alone or in PLC's have not had consistency in using the standards to determine the task that students will be involved in. Structures have begun to be put in place around mini-lessons, conferring, guided reading, and academic discussions. The tasks during these structures were not consistently aligned.

STUDENT PERFORMANCE GOAL(S) for Priority #1							
Goal Area	Main Goal <i>(required)</i>	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 (2nd-5th grade) will make 1-1.5 years growth on reading as measured by SRI	SRI	All Students	At grade level: 73% Below grade level: 27%	At grade level: 81% Below grade level: 22%	At grade level: 88% one year growth. Below grade level 18%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	Increase by 20 percentage points the percent of 2nd - 5th graders who grow a year or more on SRI: Students at or above grade level will grow at least one year. Students below grade level will grow at least 1.5 years.	SRI	All Students	At grade level: 73% Below grade level: 27%	At grade level: 81% one year growth. Below grade level: all will grow 1- 1.5 years growth.	At grade level: 88% one year growth. Below grade level: all will make 1- 1.5 years growth.	3: Students are reading at or above grade level.
Academic	All Kinder and 1st graders will read at or above grade level as measured by F+P running records.	F&P	All Students	Kinder - At or above grade level: 80% 1st - At or above grade level: 59.1%	87% of Kinder and 1st graders at or above grade level	94% of Kinder and 1st graders at or above grade level	3: Students are reading at or above grade level.
Academic	All students will know their independent reading level and know how to select "just right" books	F&P	All Students	When asked, not all students know their reading level or how to choose a just right book.	When asked, any student at Kaiser will be able to share their F and P level and how to chose a just right book.	When asked, any student at Kaiser will be able to share their F and P level and how to chose a just right book.	3: Students are reading at or above grade level.
Academic	60% of students taking SBAC will be at proficient or advanced in Math.	SBAC	All Students	unavailable	50% students proficient or advanced in math on SBAC	60% students proficient or advanced in math on SBAC	2: Students are proficient in state academic standards.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:**

*Teachers will use the Common Core State Standards to plan for implementing standards aligned lessons which use the key components of Balanced Literacy and the Math curriculum aligned to Common Core State Standards to increase achievement for all students while decreasing the achievement gap.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will use multiple forms of assessment including formative assessments to monitor student growth.	Professional development will study and implement the use of a variety of formative assessments.	ILT, Principal and PD consultant and PD calendar



Teachers will implement all components of BAL and use the district's curriculum, with care to identify low performing students to get intervention.	Teachers will work in PDs to study theory and practice to plan instruction to reflect on their practice. Professional development will be chunked by areas: a month of BAL (Balanced Approach to Literature) , a month of SEL (Social Emotional Learning) that will include training in Mindfulness, a month of Math Common Core strategies, and a month of Science Common Core strategies, then repeated.	ILT, Principal, PD consultant and PD calendar
Teachers will administer F & P running records to all students a minimum of 3 times per year and regular formative assessments to monitor students' growth.	Set up minimum day calendar to allow for assessments in the beginning of the year; provide release time for teachers to assess students. PD will include formative assessments.	ILT, Principal, Grade Level Team
Teachers will implement Reader's Workshop and will confer with individual students and pull guided reading groups several times per week..	Provide PD on BAL/Reading/Writing best practices; provide time for PLCs to score assessments and study the resulting data.	ILT, Principal, PD calendar, Principal walkthroughs and formal observation cycle
Teachers will implement BAL and use formative assessments in their practice	Teachers will receive continued training on BAL and formative assessments.	ILT, Principal
Consultant will establish, implement, and lead a Multi-tiered Support System (MTSS) team for ELA and Math	SST meetings, PD around differentiation and small group instruction	ILT, Principal
Consultant will provide individualized and small group acceleration for Top Tier 2 and Tier 3 students	COST and SST meetings, PD around differentiation and small group instruction, LLI training	ILT, Principal, MTSS Consultant, LLI kits, schedule for small group acceleration
Academic Mentors will provide push-in support to support Balanced Literacy and Math	Teacher referral and SST meetings, PD for academic mentors	Create schedule for Academic Mentors to assist during BAL/Reader's Workshop and when possible, math workshops.
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.	Encourage applications for arts related grants that support our diverse population and address their artistic spirits.	Materials and supplies to support curriculum and continued support of the art and music program by the district and the PTA, supported by grants, whenever possible.
Academic Mentors will provide push-in support to support Balanced Literacy and Math	Provide PD and planning time	ILT, Principal, Grade Level Team
Teachers will implement math curriculum and use district guide to plan instruction.	Provide PD and planning time	ILT, Principal
Teachers will provide lists of the independent reading levels to the library coordinator to assist students in selecting books from the library.	Provide lists of the appropriate reading levels for each class as they visit the library.	Teachers and library volunteers



Social/ Emotional Domain	100% students will internalize school-wide expectations and norms for behavior.	SEL	All Students	72.5%	84%	100%	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	Staff and students will learn SEL skills to peacefully resolve conflicts and help self-regulate	Culture/ Climate: Student	All Students	N/A	N/A	N/A	5: Students are engaged in school everyday.
Social/Emotional	Students will use their SEL skills to meet the Common Core State Standards (CCSS) in the academic setting such as collaboration, negotiation, asking questions, seeking feedback, and taking responsibility for their own learning	Culture/ Climate: Staff	All Students	N/A	N/A	N/A	5: Students are engaged in school everyday.
Climate & Culture	We will maintain our suspension rate and office referrals	Suspensions	All Students	1 suspension (African American male), office referrals not tracked	0 suspensions, 25 office referrals	0 suspensions, 15 office referrals	5: Students are engaged in school everyday.
Climate & Culture	We will reduce the incidents of pushing/hitting, gossip, and rumors at school	Culture/ Climate: Student	All Students	N/A	N/A	N/A	5: Students are engaged in school everyday.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *Through the deepening of Restorative Justice and such practices as Caring School Community and/or Mindfulness, Kaiser will be a welcoming school for families and a place where students have the tools they need to manage and self regulate their own social emotional learning skills in order to reach expectations.*

## KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Behavior expectations will be explicitly taught and retaught throughout the school year	SEL PD will be built into the PD calendar	ILT, Principal, staff, MSW interns to help provide support. Use of URF to track referrals
Teachers will positively reinforce behavior using SEL practices/strategies	Principal will monitor its implementation	Principal, classroom walkthroughs, formal observation cycle

Teachers will continue to use SEL tools in all classrooms in order to help students self-regulate their own behavior	PD time to plan SEL and restorative justice	ILT, Principal, consultant; schoolwide recognition ceremonies; positive behavior reinforcers
Teachers will continue to help create a safe, inclusive environment in which all students and families feel welcomed and valued. Additional outreach will be made to families of African American Students, ELLS, and Foster Youth	SEL PD will be built into the PD calendar	ILT, Principal, MSW interns, SEL materials for all classrooms; and SEL methods will be communicated to parents via newsletters home monthly.
Set up community meetings to review school discipline plan, lunch/recess rules, and how to resolve bullying issues.	SEL PD will be built into the PD calendar	ILT, Principal, Consultant, classroom walkthrough, formal observation cycle
Community events such as potlucks, cultural celebrations, and musical events highlighting the students' art, dance, drama and musical achievements.	SEL PD will be built into the PD calendar	ILT, Principal
Eligible kindergarten families will be encouraged to enroll in the Oakland Promise program.	Families will be engaged from the beginning of their partnership with Kaiser.	Principal and K teachers and designated support persons will facilitate
Kindergarten families will be invited to new-family picnics and summer activities prior to beginning of 2016 academic year.	Welcome packets to all incoming families to invite them to Kaiser events.	Principal, K teachers and PTA reps will facilitate.
Maintain zero rate of suspensions for students with disabilities.	Work closely with families to provide support for our students with emotional or other disabilities.	Suspensions of our SWD's: 0 suspensions 2015-2016
Maintain zero rate of suspensions for African American and English language learners.	Build an incentive program to value the progress students are making in monitoring their behaviors and solving their own problems.	Suspensions of AA's and ELL's: 0 suspensions 2015-2016
A fund will be designated to offer partial or full scholarships to our After-School enrichment programs.	PTA and/or grant money will be solicited to provide equal access to children to extended day enrichment programs.	PTA, fundraiser, community outreach

**MAJOR IMPROVEMENT PRIORITY #3:**

**Build an incentive program to value the progress students are making in monitoring their behaviors and solving their own problems.**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #3**

Student Performance Strengths	Student Performance Challenges
Average daily attendance is high (approx. 96%)	Many students are tardy, but less than 15 minutes.
Chronic absence rate has been less than 5% for past 4 years.	Students identified as chronically absent or at risk of being chronically absent are disproportionately African American, and come from farther distances to attend Kaiser.

Some families utilize independent study so that they can take their students on vacations/experiences.

### 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?**

With the change in leadership this year, we did not implement all of the areas outlined in previous plan, but we have engaged with our families to understand the reasons why they are habitually late and we have made an effort to connect them with other families who live near them for possible car-pooling. We are also implementing a program that will award improvement for those families that are making sincere efforts to get their children to school on time. At this point in the year, April 1st, 2016, if we had met our 20% reduction of tardies, we would still have 1890 tardies. Our actual average rate of tardies is 13 per day.

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

The Kaiser community has worked hard to create a safe and nurturing environment in which all students are valued and included. Families come from all over Oakland because Kaiser has a reputation for being able to meet the needs of non-traditional students and families. Since families have chosen to be here, they make a conscious effort to come to school daily. However, since families must come from all over Oakland to get here, they commute and many families arrive to school late regularly. The distance from the school and the traffic on Hwy. 13 and 24 frequently contribute to tardies to school.

### STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Maintain chronic absence rate at 5% or below	Chronic Absence	All Students	4.4% moderate or severe	5%	4.75%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce the number of students tardy to school daily	Attendance Rate	All Students	2741- average of 15 tardies per day	2420 - average of 13 tardies per day	decrease by 25%	1: Graduates are college and career ready.
Climate & Culture	Maintain our positive attendance rate	Attendance Rate	All Students	95.6%	96%	96.1%	5: Students are engaged in school everyday.
Climate & Culture	Reduce the number of unexcused absences during the school year	Attendance Rate	All Students	15%	13.2%	13%	6: Parents and families are engaged in school activities.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *Kaiser will partner with parents to create a culture of college readiness and lifelong learning. On-time attendance will be a focus for all students. Improvements in attendance will be celebrated regularly.*

**KEY PRACTICES FOR PRIORITY #3**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will plan instruction and learning activities from bell to bell so that students and families begin to understand that school starts promptly at 8:45	PD and outreach to families about the importance of regular, on-time attendance	Principal, teachers, PTA, SSC
Teachers will communicate with families of students with chronic tardies and/or absences at start of year and through the year.	Teachers will be provided time to make phone calls, send emails, and conference with families.,	Principal, teachers
Teachers will acknowledge progress in reducing chronic tardiness	ILT will meet monthly to analyze data and plan professional learning	Principal, teachers
Staff and principal will review attendance data at Back to School Night and all other parent engagement nights	Principal will communicate with families of students who are chronically tardy and absent	Use of Attendance Counts toolkit
Teachers, attendance clerk and principal will monitor student attendance.	School attendance team will meet monthly to analyze attendance data and study the correlation between academic achievement and tardiness.	Principal will relay importance of being to school on time.
School team will be pro-active in promoting ontime attendance.	Incentives will be provided for students and classes that increase the number of on time arrivals to school	Principal, attendance clerk and staff
Teachers will direct families to the attendance clerk when they know of illness or reasons for absence.	Attendance clerk will call home regularly to clear absences and tardies	Principal, attendance clerk and staff
Teachers will challenge students to increase their on-time attendance .	Attendance data will be communicated with parents via newsletters and robocalls monthly	PTA newsletter, principal

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$3,500.00	General Purpose Discretionary	Books other than text books	Teachers will implement Reader's Workshop and will confer with individual students and pull guided reading groups several times per week..	A3.2: Reading Intervention	4200	n/a	n/a	n/a	171-1	171
\$12,506.64	General Purpose Discretionary	Supplies	Teachers will implement all components of BAL and use the district's curriculum, with care to identify low performing students to get intervention.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	171-2	171
\$6,246.36	General Purpose Discretionary	Copier maintainance	Teachers will implement math curriculum and use district guide to plan instruction.	A2.1: Implementation of CCSS & NGSS	5610	n/a	n/a	n/a	171-3	171
\$11,000.00	General Purpose Discretionary	Mental Health Providers	Maintain zero rate of suspensions for students with disabilities.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	171-4	171
\$1,000.00	LCFF Supplemental	Teacher Stipends	Teachers will offer parent workshops to encourage parent involvement in the math practices, in particular writing in the process of learning.	A3.3: Family Engagement focused on Literacy Development	1120	n/a	n/a	n/a	171-5	171
\$3,000.00	LCFF Supplemental	Substitutes	Provide PD and planning time	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	171-6	171
\$7,460.00	LCFF Supplemental	Mental Health Providers	Work closely with families to provide support for our students with emotional or other disabilities.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5739	n/a	n/a	n/a	171-7	171
\$26,554.50	LCFF Supplemental	MTSS Consultant	Consultant will establish, implement, and lead a Multi-tiered Support System (MTSS) team for ELA and Math	A3.2: Reading Intervention	5825	n/a	n/a	n/a	171-8	171
\$9,769.66	Measure G (TGDS)	Stip Sub	Provide PD and planning time	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.2	171-9	171
\$590.34	Measure G (TGDS)	Supplies	Teachers will plan instruction and learning activities from bell to bell so that students and families begin to understand that school starts promptly at 8:45	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	171-10	171
\$2,200.00	Program Investment	Teacher Extended Pay	Teachers will be offered the opportunity to work collaboratively to assess the writing of the summative tasks of the Core Curriculum Guide for Math.	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	171-11	171
\$2,000.00	Program Investment	Teacher Stipends	Provide PD and planning time	A3.4: Teacher Professional Development focused on Literacy	1120	n/a	n/a	n/a	171-12	171
\$58.70	Program Investment	Supplies	Incentives will be provided for students and classes that increase the number of on time arrivals to school	A5.4: Root Causes of Chronic Absence	4310	n/a	n/a	n/a	171-13	171
\$10,540.00	Program Investment	Mental Health Providers	Teachers will continue to help create a safe, inclusive environment in which all students and families feel welcomed and valued. Additional outreach will be made to families of African American Students, ELLS, and Foster Youth	A5.2: Health and Wellness (Mental & Physical Health)	5739	n/a	n/a	n/a	171-14	171



## School Site Council Membership Roster – Elementary

**School Name:** Kaiser Elementary

**School Year:** 2015-2016

<b>Chairperson :</b> Mike Louden	<b>Vice Chairperson:</b>
<b>Secretary:</b> Katy Hunter	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Kathy Hatzke	x			
Amelia Bailey		x		
Katy Hunter		x		
Margaret Yang		x		
Sheila Loarca			x	
Liza Lyons				x
Mike Louden				x
Angela Romero				x
Tane Ross				x
Suzu Hovland				x
Samantha Blanchard (alternate)				x

<b>Meeting Schedule</b> (day/month/time)	First Wednesday of the month, 4:00 pm
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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

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/15