

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



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Thornhill Elementary School
CDS Code: 1612596002216
Principal: Steve Daubenspeck
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: Steve Daubenspeck
Address: 5880 Thornhill Drive
Oakland, CA 94611

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

Site Number: 157

- | | | |
|---|---|---------------------------------------|
| <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: 4/26/16

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:

<u>STEVEN DAUBENSPECK</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>4/26/16</u> Date
<u>VICKY GRIFFIN</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>4/26/16</u> Date
<u>Sara Stone</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>5/25/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>[Signature]</u> Signature	<u>5-26-16</u> Date

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

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 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
April 26th, 2016	School Site Council	SSC meeting to review and approve the 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 ... General Purpose Discretionary #0000	\$37,634.63	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$40,132.36	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:	\$77,766.99	\$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

Thornhill Elementary School is nestled in the picturesque hills of Oakland, California, with tree-lined streets and friendly neighbors. Painted murals cover the playground area, as each graduating class gifts their artistic expression to inspire students for years to come. In the 1950s our low-density neighborhood hosted one of the many cherry orchards that served the local area; Thornhill was built in 1958 to accommodate the growing population in Montclair village. Thornhill 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. In addition to educating our children, our school serves as a community space/play ground after hours and on weekends.

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.

MAJOR IMPROVEMENT PRIORITIES

<i>Major Improvement Priority #1:</i>	Standards-Based Planning (Writing)
<i>Major Improvement Priority #2:</i>	PERSONALIZED LEARNING
<i>Major Improvement Priority #3:</i>	CULTURE OF MUTUAL ACCOUNTABILITY/DATA-DRIVEN COLLABORATION

MAJOR IMPROVEMENT PRIORITY #1: Standards-Based Planning (Writing)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
SBAC ELA WHOLE SCHOOL- 74.1%	Gap- AA 55% SBAC COMPARED TO 74 %
SBAC MATH 76.4 %	Gap - Low Income 53.3% SBAC COMPARED TO 74%
SRI 80%	GAP- SWD- 47.8 % SBAC COMPARED TO 74%
	CHRONICS- AA 5.6 % SWD 7.3 %

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?
Root causes of Chronic absences vary from student living far from school to parents taking students on extended vacations without principal approval or independent study. Gap in achievement are primarily due to new students in 4th and 5th grade arriving significantly below grade level. Underperforming students receive multi-tiered support upon arrival to Thornhill.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Need for additional Intervention and Acceleration supports. Our tiered intervention systems work although can only serve about 35 percent of our struggling students. Additional resources for Multi-tiered Supports would create more improved educational outcomes for all students.

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	All students will write Grade Level Writing in three genres: Narrative, Non-Fiction, Persuasive, as measurable by performance on the SBAC ELA, where 84.1% of all students will have met or exceeded the standard by June 2017.	SBAC ELA	All Students	74.1%	79.1%	84.1%	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	All students will understand and implement the writing process and make significant gains in writing.	SBAC ELA	African- American Students	55.0%	60.0%	65.0%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

<p>Major Improvement Strategy for this priority:</p>	<p><i>Teachers design or implement Depth of Knowledge 2-4 that requires students to read, WRITE and discuss across the curriculum.</i></p> <p><i>All students will be writing every day using Lucy Caulkins writing program. The three genres of writing are Narrative, Non-Fiction and Persuasive. Each teacher will teach using the writer's workshop model and differentiate instruction accordingly and conferencing regularly. All students have an student writing portfolio with one example of each genre. Student are expected to present their writing oral and in some cases electronically with power point and oral presentation. Students are expected to update their portfolio every trimester and participate in author's chair.</i></p>
---	---

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
<p>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.</p> <ol style="list-style-type: none"> 1. Daily Writer's Workshop (Writing) 2. Conferencing with with students weekly. 3. Authors Chair- 4. Teacher Host End of Year Writer's Portolio Presentation & Author's Chair <p>-EOY Writer's Choice of 1 genre with peer feedback loop.</p>	<p>Provide Professional Development on Writer's Workshop Monthly</p> <ul style="list-style-type: none"> · Anne Diskin/ Writers · ILT ELA leads for Reader's Workshop Ellyn Holman and Writer's Workshop Jeanne Young <p>Observations Weekly and Evaluations (at least 1) of the Writing Process. Feedback provide via feedback form and teacher conference</p> <p>Student Writing is calibrated using the same rubric in each grade level. This is done by Grade Level PLCs every trimester.</p>	<p>All students will have :</p> <p>Writing Portfolios- All teachers will have writing portfolios in class with samples of writing in all three genres.</p> <p>Aligning Expectations around scoring using rubrics.</p>
<p>Teacher will use California Common Core State Standards will use standards with writing process in Lucy Caulkin's model</p>	<p>Professional Development in Common Core Writing Standards with Anne Diskin</p>	<p>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.</p>
		<p>Offer After School Creative Writing opportunities for students</p>
		<p>Offer Multi Tiered Supports for Academic Intervention</p>

MAJOR IMPROVEMENT PRIORITY #2:

PERSONALIZED LEARNING

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Student Performance Strengths	Student Performance Challenges
Students are integrating technology in all grade level and using school approved software outside of the school. 70 % of our students use Achieve 3000 at home.	30% of our student are not using achieve 3000 at home.
We strenghten teacher Technology Literacy Skills through Tech Saturdays and paid opportunities to learn software best practices with Personalized Learning.	We have a wide range of lexile levels.

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?
We offer parent nights with specific software being used to support our home school connection and to have parents understand this differentiated approach using technology.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Different Levels of parent buy in. Some parents prefer less screen time. Some parents do not have technology or internet service at home. There is a lack of culture of using technology as a differentiated support at home.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
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 will be reading at or above grade level by June 2017 as measured by SRI.	SRI	All Students	80%	85%	90%	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	80% of students will use Achieve 3000 at home.	Achieve 3000	All Students	n/a	70%	80%	3: Students are reading at or above grade level.
Academic	Students will gain 60 lexile points over the year as measured in Achieve 3000.	Achieve 3000	All Students	n/a	46.1%	60%	3: Students are reading at or above grade level.

Academic	There will be consistent use of Achieve 3000 across all grade levels, as measured by the percent of classrooms where use is over 80%.	Achieve 3000	All Students	n/a	50%	100%	3: Students are reading at or above grade level.
----------	---	--------------	--------------	-----	-----	------	--

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Teachers use technology to differentiate instruction, monitor progress of every student, and engage students and their parents/guardians. All grades use technology. ADD: language around small group/personalized learning around literacy*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers in grades 3 and 1 will integrate technology embeded in mathematics, ELA, Science and Social Studies using Technology Standards to support differentiation of instruction, including instruction tailored for English learners.	Principal and Personalized Learning Team/ILT will attend additional professional development on Blended / Personalized Learning strategies and other Blended Learning Pilot Trainings. In turn as a result of this learning Teachers will have additional opportunities to participate in a Personalized Learning PLCs.	Personalized Learning PLC will meet Monthly. Need for Achieve 3000/Kid Biz Software for technology integration in grades 3-5.
Teachers will differentiate instruction for students reading below grade level with both guided reading and personalized learning through technology. Teachers will track student data and use data to inform instruction.	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
		School Psychologist Services to Support Student Readiness to Learn
		Mathmatics Professional Development and Professional Learning Communities in Mathematics
		Parent involvement opportunities to learn about Personalized Learning and Technology Intergration through parents volunteering in technology integration classes and Science and Technology Night

		Tech Night for Parent: Opportunities for parents to learn about Personalized Learning and Technology Integration with Achieve 3000 and STMATH
		Offer a TK/K summer playdate to help engage new families.

MAJOR IMPROVEMENT PRIORITY #3: CULTURE OF MUTUAL ACCOUNTABILITY/DATA-DRIVEN COLLABORATION

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Building a DATA Driven Culture	Loss of funding through chronic absences.
Successful agreement with teachers to have PLCs meet 1 hour a month in addition to monthly Wednesday PD/PLCful	Time constraints make it challenging to address all content areas through monthly PD.
	Chronic Absences

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?
PLCs are developing in each grade level. Teachers meet for PLCs 3 times a month: Twice a month for before Wednesday Professional Development and one Wednesday Professional Development Day is dedicated to DATA: Focal Student Plan. Teachers then meet with principal to review plans and meet regularly on the progress of Focal Student Plans.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Disproportionate number of chronics students coming from out of catchment area. Some families have transportation issues. The lack of sufficient time before school opens in the fall through out the year impacts the PLCs due to competing agenda in Content Area Professional Development and Operational Staff Meetings.

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	Development of Professional Learning Communities with DATA driven decision making to accelarate all students.	SRI	All Students	80%	85%	90%	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 Reading Achievement for African-American students as measured by F&P.	F&P	African- American Students	60%	65%	70%	3: Students are reading at or above grade level.
Academic	Increase Reading Achievement for low-income students as measured by SRI	SRI	Low- Income Students	53.8	58%	63.8	3: Students are reading at or above grade level.
Climate & Culture	Improve Attendance for Chronically Absent Students	Attendance Rate	All Students	5.7%	5.2%	4.7%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data is used as an on going indicator of progress and supports teachers in developing equity centered solution and students to take charge of their own learning.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Accelerating student achievement through DATA Cycles of Inquiry	Provide Teachers with Professional Development to Understand Data and Implement High Leverage Interventions and Acceleration	Common Planning Time and PLC for teachers
Conferring with Students with DATA	PD on Confering and Goal Setting- observe confering schedules, DATA conferences with teachers	Grade Level Data Conferences
Attendance Monitoring	Attendance Monitoring and SARB	Attendance Team
ELL- Targeted ELL Pull out interventions	ELD Instruction/ PD	Align resouces for English Language Learners
	ILT Team Development Conference	Foster Students and students experiencing homelessness will be supported with the Community Schools Model of wrap around services and advocacy to support Foster Youth needs.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$27,634.63	General Purpose Discretionary	Supplies to support Academic Instructional Program	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. 1. Daily Writer's Workshop (Writing) 2. Confering with with students weekly. 3. Authors Chair- 4. Teacher Host End of Year Writer's Portolio Presentation & Author's Chair -EOY Writer's Choice of 1 genre with peer feedback loop.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	157-1	157
\$10,000.00	General Purpose Discretionary	Surplus funds to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	157-2	157
\$4,319.35	LCFF Supplemental	STMATH licensing	Teachers in grades 3 and 1 will integrate technology embeded in mathematics, ELA, Science and Social Studies using Technology Standards to support differentiation of instruction, including instruction tailored for English learners.	A3.1: Blended Learning	n/a	NOON SUPERVISOR	NOONSV0087	0.167	157-3	157
\$29,061.09	LCFF Supplemental	STIP SUB for Differentiates for LCFF students	Offer Multi Tiered Supports for Academic Intervention	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0494	0.8	157-4	157
\$200.00	LCFF Supplemental	TEACHER STIPEND for INTERVENTIONS	Offer Multi Tiered Supports for Academic Intervention	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	157-5	157
\$3,551.92	LCFF Supplemental	After Hours Academic Interventions for LCFF students in Reading and Mathematics.	Offer Multi Tiered Supports for Academic Intervention	A2.10: Extended Time for Teachers	4310	n/a	n/a	n/a	157-6	157
\$3,000.00	LCFF Supplemental	NATIONAL EQUITY PROJECT TEACHER CONFERENCE	Principal and Personalized Learning Team/ILT will attend additional professional development on Blended / Personalized Learning strategies and other Blended Learning Pilot Trainings. In turn as a result of this learning Teachers will have additional opportunities to participate in a Personalized Learning PLCs.	A4.4: Teacher Professional Development focused on English Learners	5200	n/a	n/a	n/a	157-7	157
\$5,996.09	Measure G (TGDS)	Hire Stip to allow for teacher growth and development through instructional observations and professional learning communities	Accelerating student achievement through DATA Cycles of Inquiry	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP0599	0.5	157-8	157
\$6,033.91	Measure G (TGDS)	Hire Stip to allow for teacher growth and development through instructional observations and professional learning communities	Accelerating student achievement through DATA Cycles of Inquiry	A2.5: Teacher Professional Development for CCSS & NGSS	4399	n/a	n/a	n/a	157-9	157
\$3,300.00	Program Investment	Hire subs for Professional Learning Communities to do inquiry cycle	Common Planning Time and PLC for teachers	A3.2: Reading Intervention	1120	n/a	n/a	n/a	157-10	157
\$27.55	Program Investment	Supplies	All students will have : Writing Portfolios- All teachers will have writing portfolios in class with samples of writing in all three genres. Aligning Expectations around scoring using rubrics.	A3.2: Reading Intervention	4310	n/a	n/a	n/a	157-11	157
\$12,130.00	Program Investment	Hire interprogram school PSYCHOLOGIST	School Psychologist Services to Support Student Readiness to Learn	A5.1: School Culture & Climate (Safe & Supportive Schools)	5734	n/a	n/a	n/a	157-12	157



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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15