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Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 24, 2020
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Kaiser Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Kaiser Elementary School



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

2019-2020 School Plan for Student Achievement (SPSA)

School: Kaiser Elementary School
CDS Code: 1612596001895
Principal: Dennis Guikema
Date of this revision: 1/8/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Dennis Guikema
Address: 25 South Hill Court
Oakland, CA 94618

Position: Principal
Telephone: 510-549-4900
Email: dennis.guikema@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 1/8/2020

The District Governing Board approved this revision of the SPSA on: 6/24/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Kaiser Elementary School

Site Number: 171

- | | | |
|--|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: 1/8/2020

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

Dennis Guikema



Principal

Signature

1-8-2020

Date

Linda Handy



SSC Chairperson

Signature

1-8-2020

Date

Monica Thomas



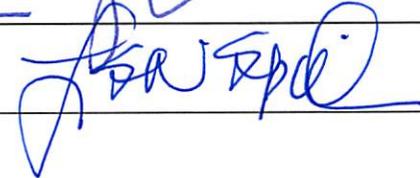
Network Superintendent

Signature

1-9-2020

Date

Lisa Spielman



Officer, State and Federal Programs

Signature

1/10/2020

Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Kaiser Elementary School**Site Number:** 171

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/14/2018	SSC	Reviewed Mission & Vision; Goals for Language and Literacy; Goals for Math Instruction; and Goals for Climate and Culture
1/9/2019	SSC	Update and input on revisions based on inupt from 11/14/18 meeting
3/11/2019	Faculty	Teacher engagement in final revisions of SPSA
4/10/2019	SSC	Final read of 2019/20 SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$123,313.80

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$31,005.00	\$31,005.00
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$82,800.00	\$82,800.00
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$18,479.00	\$18,479.00
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$132,284.00	\$132,284.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$132,284.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	\$132,284.00

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Kaiser Elementary School

School ID: 171

School Description

Guided by a dynamic leader and a veteran staff of dedicated teachers, Henry J. Kaiser, Jr. Elementary provides a unique arts-integrated academic program where all students feel respected, valued, safe and supported. Often referred to as a “hidden gem,” Kaiser Elementary is located in the Hiller Highlands area of Oakland and was recognized as a California Distinguished School in 2012. We celebrate and nurture children from all of Oakland’s neighborhoods, socioeconomic levels, and cultural backgrounds. A true “school of choice,” over 90% of our students commute to our school because we welcome children from diverse family structures—foster, adoptive, LGBT, single parent, and mixed-race. Our staff of life-long learners works closely with our families and students to create a welcoming, supportive learning environment where we set high expectations for all students and we work together to meet our goals. We foster academic excellence and creativity through reflective and inspired teaching, which engages students in actively acquiring new knowledge and skills. We also provide the tools necessary for self-motivated and independent learners, and we cultivate the skills required of well-rounded, reflective, socially aware individuals. We are a small and tight-knit community, and our small size allows us to better know, respect, and support one another.

School Mission and Vision

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

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

82% of students feel connected to Kaiser Elementary (according to the 2018 California Healthy Kids Survey)

Art, music, family engagement, experienced staff, classroom expectations, expanded opportunities for student leadership, small school community

Low suspension rate (1 or 2/year for last several years.)

Restorative Justice, SEL practices in all classrooms, consistent schoolwide expectations, Positive Behavior Intervention Support (PBIS), Toolbox

ELA growth: SRI, 13.9% growth from Spring '17 to '18. SBAC, 16% growth in "met or exceeded" over 3 years. 22 points DF3 growth in one year.	A literature-rich environment in all grades. Classroom libraries in all classes. All students access school library weekly with an average of 21 books checked out per student in 2017-18. Family engagement/Raz Kids. Growth of data driven culture w/ deeper understanding of assessments.
Math growth: SBAC, 10.6% (1 yr) 19.1 (2 yrs) growth in the # of students who met or exceeded.	Professional development in math standards alignment. Improved engagement/leadership of ILT. Growth of a data driven culture w/ deeper understanding of assessments.
High reclassification rate for English Language Learners	Strong partnership b/w reading intervention specialist and classroom teachers, along with support of PTA-paid academic mentors and volunteers.
Priority Challenges	Root Causes of Challenges
As of 12/2018, 11.9% chronic absent rate of African-American students	This represents 7 students. We are working closely with each family to improve attendance.
Achievement gap in reading, as measured by (Scholastic Reading Inventory) SRI, persists b/w lowest and highest ethnic subgroups. (67.5% Af-Am & 97.7% white at or above grade level, Spring 2018)	Although still a significant gap, it is closing. While white students had an 11.2% gain, Af-Am students had an 18.7% gain from Spring 2017 to Spring 2018. This validates a continued approach to individualized support for any student below grade level. We have not spent (Professional Development) PD significant time investigating the impact of our pedagogical practices on our Af-Am students.
70% of all (Universal Referral Forms) URFs in 2017-18 were written for just 5 students.	We have noticed that the 5 students who recieved the most URFs are all boys. We have not spent significant PD time investigating the impact of our pedagogical practices specific to the needs of boys. We have also noticed that 10 of 11 classroom teachers are female.
80% (representing 12 students) of Special Education students were below grade level in reading, as measured by the Spring 2018 SRI	There is a need for a better understanding of how to modify instruction for each student with specific learning disability.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	82.25%	87.00%	92.00%
Suspensions	African-American Students	-2pp	1.45%	0.00%	0.00%

Suspensions	Students with Disabilities	-2pp	7.41%	5.41%	0.00%
Chronic Absence	African-American Students	-2pp	10.77%	1.00%	1.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All students continuously grow towards meeting or exceeding standards in English Language Arts.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	0.6	15.6	20
ELA SBAC	Students with Disabilities	+20 points DF3	-119.5	-99.5	-90
ELA SBAC	African-American Students	+20 points DF3	-47.7	-27.7	-20

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	All students continuously grow towards meeting or exceeding standards in math				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-6	11	16
Math SBAC	Students with Disabilities	+20 points DF3	-127.7	-107.7	100
Math SBAC	African-American Students	+20 points DF3	-60	-40	-35

District Goal: English Language Learner (ELL) students continuously develop their language, reaching English fluency in six years or less. (Linked to Local Control and Accountability Plan, LCAP, Goal 4)

School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	16.67%	20%	20%%
(Long Term ELL) LTEL Reclassification	Long-Term English Learners	25%	#N/A	n/a	n/a

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	All students grow a year or more in reading each year.				
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Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	60.15%	65.10%	70.10%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	10.87%	5.90%	5.00%
K at or above Benchmark	All Kindergarten Students	+5pp	74.00%	79.00%	80%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	66.67%	71.67%	80.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Kaiser Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Reading			
June 2021 Language & Literacy Goal:		90% of students (2nd-5th grade) will make 1-1.5 years growth on reading as measured by SRI, so that 78% of students will be at grade level by June 2018, 84% by June 2019, and 90% by June 2020.			
Theory of Action for Language & Literacy:		If we norm on the collection, use, and application of student data (both formative and summative assessments like F&P and SRI) to drive instruction, then there will be more growth for all students and a higher rate of growth for our underperforming students			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		71.0%	80.40%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Our data-driven approach is showing strong results in increased numbers of students reading at or above grade level.					
What evidence do you see that your practices are effective?					
Near 100% participation in SRI assessment. Reading professional development cycle of inquiry. Balanced Approach to Literacy (BAL) across all 3-5th classes.					
What are some possible implications for your 2019-20 SPSA?					
Stay the course.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		60% of students taking SBAC will be at proficient or advanced in Math by June 2020, 54% of students will be proficient in June 2019, and 48% of students will be proficient by June 2018.			
Theory of Action for Standards-Based Instruction:		If we increase teachers understanding of Common Core Math Assessments and OETFs, then we will see teachers implementing stronger grade-appropriate tasks that yield to higher achievement in math as measured by the SBAC.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		All Students		-3.3	-6
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We had gains in both 3rd & 4th, but 5th slid significantly We have changed the structure and staffing of our 4th/5th program, ending departmentalization of math.					
What evidence do you see that your practices are effective?					
3rd grade gains show evidence of data driven approach. Teachers collaborate to "reteach" key objectives strategically.					

What are some possible implications for your 2019-20 SPSA?			
More focus and time needed for math from our Instructional Leadership Team. Math specific cycles of inquiry.			
18-19 Conditions for Student & Adult Learning Priority:	Culture & Climate		
June 2021 Conditions for Student & Adult Learning Goal:	When asked "Do you feel like you are part of this school?" 85% of fifth graders will respond "yes, most of the time" or "yes, all of the time" by June 2020.		
Theory of Action for Conditions for Student & Adult Learning:	If we implement PBIS to fidelity and increase our Tier 2 and 3 supports, then all students will feel an important part of the school community.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
California Healthy Kids Survey	All Students	84.0%	85.70%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Consistent schoolwide expectations; "Toolbox" (Socio Emotional Learning) SEL lessons across all grade levels			
What evidence do you see that your practices are effective?			
Lower URF and buddy room referral rates.			
What are some possible implications for your 2019-20 SPSA?			
Improved structured/cooperative play opportunities at recess. More robust and consistent SEL curriculum, supported by counseling interns.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
N/A			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Kaiser Elementary School

School ID: 171

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Culture & Climate
School Theory of Action:	If we implement (Positive Behavior Interventions and Supports) PBIS to fidelity and increase our Tier 2 and 3 supports, then all students will feel an important part of the school community.
Related School Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Clear school wide "safe, mindful, responsible" expectations	Start of year "expectation rotation" and mid-year reteaching. Posters in all areas with specific expectations for these areas.	Reduction of safety incidents, student conflicts, and office referrals.
1-2	Classroom expectations and routines set for all classrooms	Staff has time at the start of the year to plan for the establishment and maintenance of these practices and to share best practices.	Higher levels of student engagement and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals.
1-3	"Toolbox Project" Toolkit	The "Toolbox Project" is in place in all classes, teaching students a variety of skills for academic and life success. PD time for additional collaborative mixed grade lesson planning.	Higher levels of student engagement and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals.
1-4	"Panther Paw" school wide incentives	A PBIS influenced positive incentive plan is in place for all staff to recognize "safe, mindful, and responsible" choices students make. Modification of plan in response to staff feedback.	Higher levels of student engagement and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals.
1-5	Classroom incentives	All classrooms have incentives in place, such as "marble jars", "clip charts", etc.	Higher levels of student engagement and better learning outcomes. Reduction of safety incidents, student conflicts, and office referrals.

1-6	Conflict resolution and "good choices" coaching	PTA pays for the additional support of Issere Christopher, a noon supervisor, who also provides conflict resolution and coaching for students to make positive and healthy choices	Reduction of conflicts and disruptive behavior. Tracked by internal Google Doc spreadsheet
1-7	All kindergarten and 1st grade families will be encouraged to enroll in the Oakland Promise "Kindergarten to College" program.	Partnership with Oakland Promise. Teacher lead assigned.	Kindergarten to College meetings and info. Number of students whose families have signed them up for a college savings plan.
1-8	We will maintain our high level of parent and family engagement through a multitude of ways, including: frequent communication from classroom, admin, and PTA via Konstella, newsletter, etc; Family learning activities; volunteer opportunities; and plays and music performances; social activities.	Communication recourses are in place (Konstella for email, volunteer newsletter editor, etc). PTA Executive Board meets with principal and teacher representative monthly.	Konstella email messages; Pink Panther newsletters; high rate of volunteerism; frequent academic, arts, and social events.
1-9	Students who need further support will get COST referral, specifically identifying the needs of students who may need special education services or who are below grade level academically, as well as students who need social emotional support, including homeless families.	Provide time and space for Coordination of Services Team (COST) team to meet weekly COST team led by school psychologist to provide feedback to teachers and next steps. Added a teacher representative to the COST team this year.	COST team meeting agenda and tracker.
1-10	Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for foster youth	Provide resources for support for tier I, II, III students	Intervention rosters and improved student achievement data for students identified as below grade level
1-11	Incoming new families, including the families of all transitioning preschoolers, will be invited to all Spring school events. We will have 3 "summer play dates" scheduled for families. We will provide all families with "kindergarten readiness resources.	Principal, kindergarten teachers, current kinder family volunteers will partner to reach out to incoming kinder families	Notices, emails, and phone logs

1-12	Restorative Justice practices are being expanded.	Restorative Justice practices are being implemented in a number of ways: 1.) all students who join the school mid-year (and their families) are introduced to the class through a "welcome circle"; 2.) circles are increasingly used to address issues or concerns in a classroom; 3.) circles are increasingly used for conflict resolution with students as well as to support family concerns.	Reduction of URF office referrals
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Mathematics
School Theory of Action:	If we increase teachers understanding of Common Core Math Assessments and (Oakland Effective Teaching Framework) OETFs, then we will see teachers implementing stronger grade-appropriate tasks that yield to higher achievement in math as measured by the SBAC.
Related School Goal(s):	All students continuously grow towards meeting or exceeding standards in math
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will use Common Core Standards to create multiple forms of assessment including formative and summative assessments (including CeOU, SMI and SBAC) to monitor student growth.	On-going professional development in standards based instruction and alignment. Observation and feedback. Teacher leadership and Instructional Leadership Team development.	Growth will be evident in CeOU, SMI, SBAC as well as formative assessments.
2-2	To strengthen vertical alignment in math, teacher peer observation will be an integral part of Professional Development.	Leverage STIP sub to release teachers to observe. ILT will develop protocols for observation and feedback.	Vertical alignment will be "mapped" and visible. A cohesive progression of standards and practices across the grades will be evident in lesson and unit plans.
2-3	Teachers will backwards plan from their CeOU (Cummulative End of Unit) assessments	Professional development and partner planning time to support this.	Teaching will be better aligned with district math goals and common core standards. Growth in CeOU
2-4	Academic Mentors will provide push-in support to support students struggling in math	Partner with PTA to fund academic mentor roles.	Reduction in the number of students multiple years below in math.

2-5	The arts will continue to be integrated into the curriculum throughout the grades to support the school focus of an arts-integrated school. which allows all students, including GATE students, to have personalized challenges.	Profesional development opportunities. Availability of arts supplies. Art educator funded by PTA.	High levels of engagment and improved quality of work. Ample and current evidence of student work in hallways and classrooms.
2-6	Differentiation of math instruction will support all students, including students with disabilities.	Special education teacher and resource teacher will partner with all teachers in the development and implimentation of curriculum to differentiate for the learning needs of all students, including students with disability.	Unit lesson plans show evidene of differentiation. Implementation will be observable during classroom walk throughs. Impact on individual students will be assessed in Individial Education Plan meetings for each student with a disability or in reviews of 504 Plans.
2-7	Adventure Time and dozens of after school enrichment options will provide extended learning opportunities to increas amount and quality of instruction. Financial support is available to ensure that these opportunities are accessible to all.	Partnership with teachers, adminstration, Adventure Time staff, and PTA to continue to provide these supports.	Daily Adventure Time programing. Schedule of enrichment programs at www.KaiserElementary.org . Family surveys and feedback to help gauge efficacy.

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Reading		
School Theory of Action:	If we emphasize the collection, use, and application of student data (both formative and summative assessments like F&P and SRI) to drive instruction, then there will be more growth for all students and a higher rate of growth for our underperforming students		
Related School Goal(s):	Increase Pacing (coverage of standards by end of year), Progress (opportunities for access to curriculum within weekly schedule), and Practice (within lesson)		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will implement OUSD Balanced Literacy Curriculum in all grade levels and classrooms.	On-going professional development. Observation and feedback. Instructional Leadership Team development.	Growth will be evident in SRI, F&P, Raz-Kids, and SBAC as well formative classroom assessments.

3-2	Teachers work collaboratively across grade levels to analyze student writing and vertically align expectations and instruction.	Leverage STIP sub to release teachers to observe. The Instructional Leadership Team (ILT) will develop protocols for observation and feedback.	Growth will be evident in SRI, F&P, Raz-Kids, and SBAC as well formative classroom assessments. Vertical alignment chart.
3-3	Teachers will differentiate instruction to support all students to close achievement gaps and move students below or multiple years below grade level to grade level.	Professional development and partner teacher planning time dedicated to analyzing the needs of struggling students and interventions to support them.	Closure of achievement gaps and movement of students below or multiple years below grade level to grade level.
3-4	Academic Mentors will provide push-in support to support students struggling in math.	Partner with PTA to fund academic mentor roles.	Reduction in the number of students "multiple years below" in F&P and SRI.
3-5	The arts will continue to be integrated into the curriculum throughout the grades to support the school focus of an arts-integrated school. which allows all students, including Gifted and Talented Education (GATE) students, to have personalized challenges.	Professional development opportunities. Availability of arts supplies. Art educator funded by PTA.	High levels of engagement and improved quality of work. Ample and current evidence of student work in hallways and classrooms.
3-6	Teachers employ differentiated instructional strategies, which include conferring, guided reading, and strategy lessons to meet the needs of targeted student group ELL's/Newcomers	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.
3-7	Use Common Core State Standards (CCSS) backward mapping and Design for Learning (UDL) strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group -African American.	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Unit lesson plans show evidence of Common Core State Standards/Next Generation Science Standards (CCSS/NGSS) aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.

3-8	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student Title 1 Low-Income.	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	All English Language Learners who are at Kaiser Elementary for 3 or more years will be reclassified as Fluent
School Theory of Action:	As Kaiser has a very small ELL population (currently 5.7%, or 16 students), we can provide differentiation and additional individualized supports for all English Language Learners to maximize learning and academic growth.
Related School Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be Served by these Practices	English Learner students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of English Language Learners.	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	Walkthrough observation notes; teacher/principal conferences; F&P data; SRI data; English Language Proficiency Assessments for California (ELPAC) data; SBAC ELA data.
4-4	All English Language Learners will have access Raz-Kids. Families will be supported so they can receive further support at home as well.	PD and peer support for Raz-Kids. Prioritization of budget needed to pay for licenses.	Raz-Kids sign in and progress data.
4-5	Individual push in and pull out supports provided by reading intervention consultant, academic mentor, volunteers, and (when appropriate) by resource teacher, speech therapist, and resource aide.	Budget prioritization for reading intervention (district funds) and academic mentors (PTA funds). Recruitment, training, and retention of volunteers.	F&P data; SRI data; ELPAC data; SBAC ELA data.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 171

School: Kaiser Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$7,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	171-1
\$500.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Overall support for academic and social-emotional practices	171-2
\$10,000.00	General Purpose Discretionary	Materials	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	171-3
\$10,000.00	General Purpose Discretionary	ILT Ext contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Leverage STIP sub to release teachers to observe. ILT will develop protocols for observation and feedback.	171-4
\$47,813.80	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	Leverage STIP sub to release teachers to observe. ILT will develop protocols for observation and feedback.	171-5
\$8,093.00	LCFF Supplemental	Contract	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Teachers will differentiate instruction to support all students to close achievement gaps and move students below or multiple years below grade level to grade level.	171-6
\$18,000.00	LCFF Supplemental	Counseling intern	Goal 5: Students are engaged in school every day.	5739	Mental Health Provider		n/a		Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	171-7
\$21,907.00	Central Resources	Contract for Intervention	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Tier 1 and 2 social and academic interventions available in every classroom, tier 3 interventions out of class available when needed, for all students but specifically for foster youth	171-8


 Jody London, President, BOE


 Kyla Johnson-Trammell, Superintendent and Secretary,
 BOE



2019-2020

School Site Council Membership Roster – Elementary

School Name: **Kaiser Elementary**

Chairperson : Linda Handy
Vice Chairperson: Loren Olsen
Secretary: Mary Grace McGhee

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Dennis Guikema	X			
Linda Handy				X
Sarah Robinson				X
Corey Dishmon				X
Marin Moran				X
Tamila Jackson		X		
Kelly Thomas		X		
Elizabeth Tinoco			X	
Mary Grace McGhee		X		
Loren Olsen				X
**Corey Dishmon- Parliamentarian				

Meeting Schedule (day/month/time)	2nd Wednesday @ 4:00
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups;
- There MUST be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community Members