

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Joaquin Miller Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Joaquin Miller Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Joaquin Miller Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Joaquin Miller Elementary

6001945

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

Joaquin Miller Elementary is a public K-5 school, in the Oakland Unified School District. JM is located in the Piedmont Pines Neighborhood off Highway 13. Each of our 410 students receives a caring, rigorous and meaningful educational experience. We also provide an excellent learning and socio-emotional program to our students in the Autism Spectrum Intervention Program and in the Special Day Class. Our students are a mosaic of engaged, intellectual, and culturally diverse community of learners. Our demographic data shows that 90% of our students live in the neighborhood, and the remainder of our students join us from all over Oakland. When you visit our school you will be amazed by how inclusive and safe our school feels to all students, regardless of race, religion, gender, economics, and language. Joaquin Miller has a wonderful team of highly qualified staff including 15 Classroom teachers, 2 Special Education Teachers, 7 Instructional Aides, 2 Therapists, 2 Academic Mentor Tutors, 6 Teacher Assistants, 1 Librarian, 1 Computer Lab Instructor and 1 PE Instructor. We have an awesome COST Team of leaders: Speech Therapist, Occupational Therapist, and School Psychologist who work tirelessly on the behalf of children. We pride ourselves on authentic and meaningful collaboration to support all students. As a result, our AYP and AMO have increased over the past two years to a score of 920 on the California State Standardized Test. Additionally, we have strategically closed the achievement gap for our subgroup populations through data analysis, targeted interventions, and socio-emotional support. Our teachers are vanguards in Math and Science Instruction at both our school and in the District. Our students are immersed in math content that is both challenging and engaging. Three times a year our entire school participates in The Problem of the Month, an open ended math problem that has multiple academic levels for students to solve as individuals and in teams. Our science curriculum is FOSS, a hands on learning module which allows students to learn through trial and error and the scientific method. All of our students are required to maintain science journals to show their thinking and reflection on what they learned. In addition, each grade level immerses students in a Living History Cultural Experience that is unique to Joaquin Miller and a long tradition. We also integrate technology across the content areas and as a result, students are building their knowledge of 21st Century skills. Principal Smith has worked with the community to

build a culture of trust and collaboration. She has created a safe space for all through her anti-bullying initiatives, open door policy, and community building events. Principal Smith reaches out to every child and knows them by name, personality and academic progress. This personal touch ensures that every child feels loved and respected. New intervention programs are available for free, and are open to all students. For example, JM now has a before and after school tutoring program taught by teachers for targeted students, and a computer based program called Success Maker, which differentiates Math and ELA for both struggling students and advanced learners. Students are also challenged through programs like Odyssey of the Mind, projects in Science and Social Science, the Oratorical Fest, the Spelling Bee, Science Fair and the Math Competition. Principal Smith encourages her staff to participate in professional development, collaboration, and ongoing lesson study opportunities. The Joaquin Miller Parent-Teacher Association rounds out our school program. Families of JM students are dedicated to ensuring that every child receives a well-rounded education. JM Families work hard to raise the needed funds to support key components of our school's programs including: School Librarian, Computer Lab Instructor, Rhythm and Moves Physical Education, and teacher assist

VISION

Our school's motto is "Joaquin Miller PRIDE: Persistent, Responsible, Intellectual, Diverse, and Environmentally Friendly for all." The students and adults of the Joaquin Miller School Community proactively work together to empower a thoughtful, interconnected and rigorous educational framework in math, language arts, science and social science. We purposely engage all students in an additional layer of learning that revolves around cultural diversity, the arts, ecological sustainability and social equity. Joaquin Miller Elementary is committed to providing our students with the tools they need in order to act locally and globally with pride, innovation, and academic excellence.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

School Site Council and English Language Advisory Council will meet monthly to monitor the progress of the CSSSP 2012-2013 according to the indicators of success. Both parent/staff bodies will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress for all students. Throughout the year teachers use authentic, formative, performance and benchmark assessments to inform instruction. Within the classroom teachers set up peer tutoring situations, group-work, partner work and engagement strategies for students to participate fully in classroom expectations.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

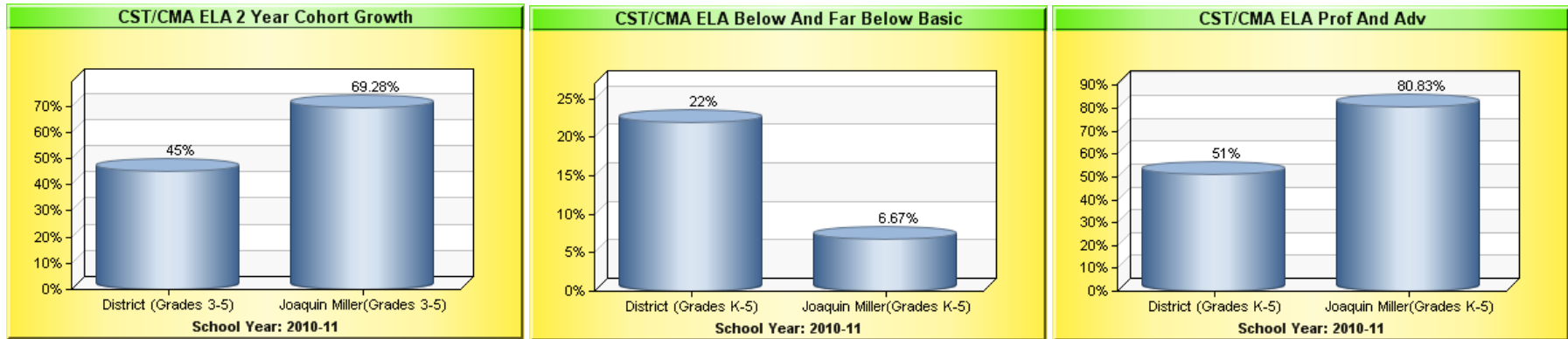
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- The data indicates that 89% of the total 166 students who completed the ELA portion of the 2010 and 2011 CST scored proficient or advanced, with a 10% slide.
- On the Fall SRI Screening, 90% of our students performed Proficient and Advanced across the grade levels.

Data Analysis

- As a result of our rigorous reading program, parent support, academic tutoring, and homework support for targeted students, our students excel in ELA and Writing.
- Success Maker is an intervention computer-based program used to provide differentiated instruction in reading to our targeted students in grades 2-5.

Theory Action

- If our reading program includes Balanced Literacy Instructional Practices and our core curriculum is aligned to the Common Core Standards in ELA,
- If grades 3-5 include additional programs and strategies such as Scholastic Reading Counts, reading for content and silent reading on a daily basis,
- If each classroom has an extensive fiction and non-fiction class library, weekly library sessions,
- If JM hosts a Family Reading Night each year to promote reading and writing for all families, and
- If our teachers lead a parent education workshop on reading and writing, with specific support for our African American and ELL families, then all of our students will excel in ELA, Reading, and Writing.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher Leads will provide Professional Development on Common Core Standards in ELA with a focus on science literacy.	Increased literacy skills as measured by the CST/Benchmarks	All Students	August-June	Teachers/Principal	5/2/2012	142SQ11A2467	Circuit Level Collaboration	Non-SSC approved			0	\$0.00
Families, teachers and administration conference about student performance/progress	Student performance on a range of assessments	All Students	On-going	Teachers/Principal	5/2/2012	142SQ11A2469	Bell Schedule aligned to Teacher Conferences	Non-SSC approved			0	\$0.00
Teacher lead will provide professional development in the area of Process Writing Assessment and Writer's Workshop.	Student performance on a range of assessments	All Students	August - June	Teacher/Teacher Lead	5/2/2012	142SQ11A4083	Writer's Process Assessment and Writer's Workshop	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

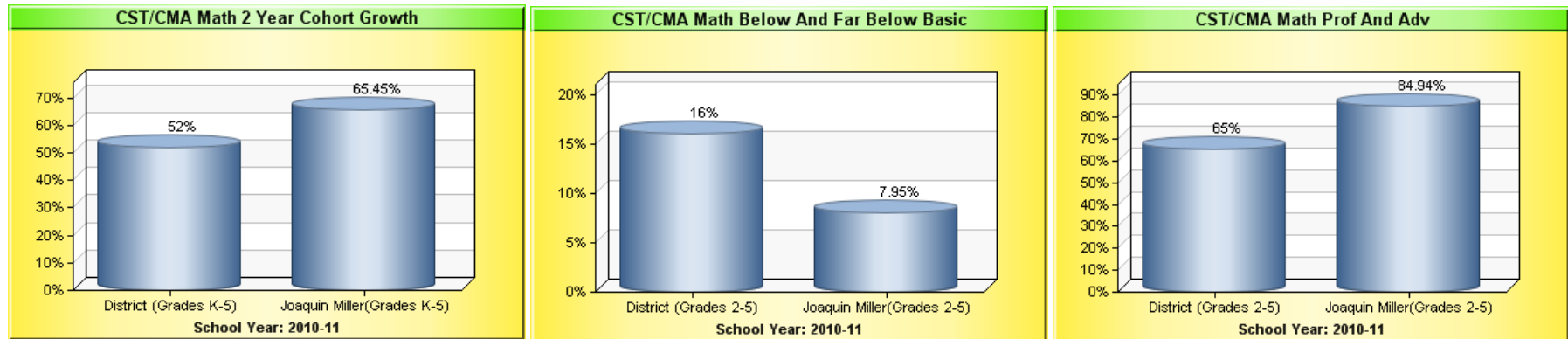
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

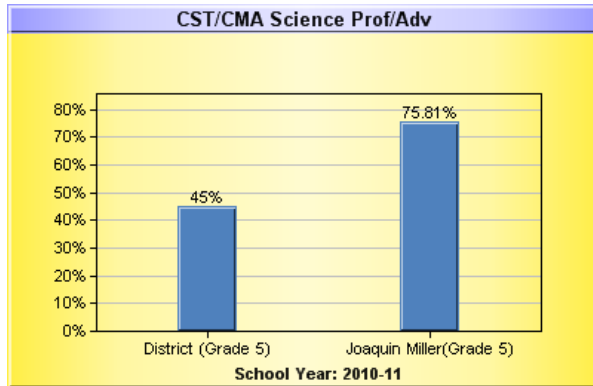
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- Joaquin Miller continues to see strong growth in both Science and Math on CST test scores.
- We use FOSS Science Curriculum with fidelity and integrity across the school.

Data Analysis

- Our students participate in Odyssey of the Mind in an after school enrichment program.
- Our students participate in creek restoration through the Friends of Sausal Creek, where they collect data on native plants, plant native plants at the creek and learn about the importance of the watershed.
- Parents who are employed in math and science fields come in to our school to provide hands on presentations and career pathways for all students.
- We host a Career Day with a special focus on Math and Science.
- We have a very integrated and content based technology program for all grades.

Theory Action

- If Joaquin Miller aligns the national common core standards in math, science, technology and engineering,
- If our qualified teaching staff provides a rigorous instructional program which allows time for group learning, discourse, and performance-based tasks,
- If our students receive hands on science lessons, inquiry learning, and science literacy,
- If JM hosts a school-wide Science Fair and Math and Science Family Night for all families, and
- If our k-5 classes participate in (3) organized Problem of the Month math tasks, then students will excel in meeting the grade level standards in math and science learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Joaquin Miller will participate in a science inquiry cohort with a focus on science and literacy.	CST Science Scores	All Students	2012-2013	Science Department	5/2/2012	142SQ11B2325	Teacher PD	Centralized Services			0	\$0.00
Teachers will continue to participate in centralized math professional development (Assessment For Learning).	CST Math Scores	All Students	2012-2013	Math Department	5/2/2012	142SQ11B2326	Teacher PD	Centralized Services			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

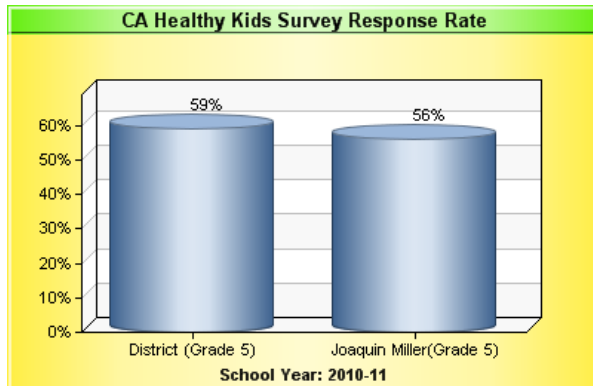
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



School Data

- All 3-5 Grade students receive a free student planner and all k-5 students receive a free Boomerang Folder to prepare them for organization and planning.
- Principal monthly assignment covers many important life pathway topics, such as, the meaning of personal excellence, exploring family history, and planning for college and career.

Data Analysis

- 85% of our 5th Graders choose to attend Montera Middle School, due to the thorough and complimentary outreach of the middle school.

Theory Action

- If pre-Kinder students are introduced to Kindergarten the week before school starts, they meet their teacher, tour the school, and participate in community building activities, then they will be better prepared to enter school and succeed.
- If our students are promoted to middle school after completion of 5th grade with a well-rounded education experience and high quality instruction aligned to the Common Core Standards, then they will be prepared for the middle school program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Kinder Transition activities that include networking, open houses, tours, picnics, and social events	Parent Engagement	Pre-Kindergarten	August 2012	Kinder Teachers	4/2/2012	142SQ11C2171	Networking with the community is an ongoing aspect of Pre-K	Non-SSC approved			0	\$0.00
Information, materials, school visits for 5th Grade Middle School are provided.	Healthy Kids Survey	All Students	On-going	Teachers/Principal	4/2/2012	142SQ11C2327	5th Grade Transition	Non-SSC approved			0	\$0.00
Provide a caring school community	Healthy Kids Survey	All Students	On-going	All Stakeholders	4/2/2012	142SQ11C2470	Review all aspects of the school environment, physical, social and cultural for ways improve CSC	Non-SSC approved			0	\$0.00
Provide K readiness materials and pre-K assessment	Student performance on a range of assessments	Pre-Kindergarten	On-going	Teachers/Principal	4/2/2012	142SQ11C2471	Teacher extended time to perform and analyze data	N/A			0	\$0.00
Bridge the after school tutorials with the classroom and align academic and behavior expectations and supports.	Student performance on a range of assessments	FBB, BB and BAS	August-June	Teachers/Principal	4/2/2012	142SQ11C2472	Teacher extended time to perform and analyze data	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

School Quality Standards relevant to this Strategic Priority

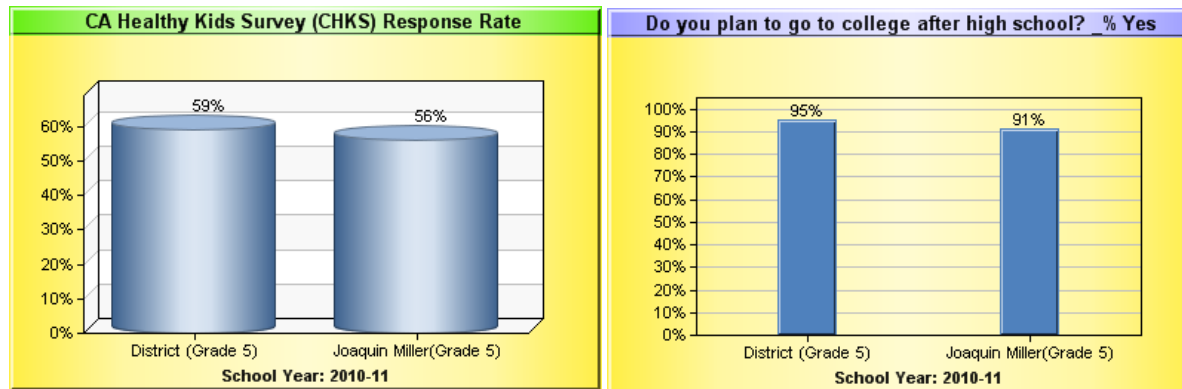
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Data

- JM Students are exposed to arts, sports, academic fields and learning experiences which help to provide a well -rounded education.
- Students are exposed to a wide variety of in class presentations from a wide range of career and college fields.

Data Analysis

- 90% of our parents have a high school diploma, a college degree or higher, which creates a family value added component to our overall readiness for creating future graduates.

Theory Action

- If students are exposed to a wide variety of careers, colleges, and pathways, then they will be prepared to enter a field of interest.
- If students develop habits of a scholar, and college readiness skills, systems, and communication skills, then students will be prepared to succeed in college and career.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Annual Career Fair	Healthy Kids Survey	All Students	June	Principal Smith	3/28/2012	142SQI1D2172	Career Fair to promote college/career goals	Non-SSC approved			0	\$0.00
5th Grade Girls Science Program After School to promote career/college	Healthy Kids Survey	All Students	Spring	5th Grade Teacher	3/28/2012	142SQI1D2174	Girls' Science Program	Non-SSC approved			0	\$0.00
Use Kudor Career Navigator of elementary students to supplement their understanding of careers/jobs/world of work	Healthy Kids Survey	All Students	Fall	Teacher	3/28/2012	142SQI1D2176	Kudor Career Navigator	Non-SSC approved			0	\$0.00
Parent Career Presentations to students in class setting.	Healthy Kids Survey	All Students	2012-2013	Parents	3/28/2012	142SQI1D2178	Career Class Presentations	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- JM closed the achievement gap on the 2010-11 CST for African American, Latino and Special Ed by over 100 points for each.
- Zero suspensions for African American, Latino and Special Education Students in 2012-2011 school years.

Data Analysis

- ELAC established and provide opportunities for families to engage in community building and education support.
- Our ASIP program has doubled in size, do to the outstanding program offered at JM. Success comes from teacher collaboration, welcoming and inclusive environment, awareness education and messaging, and parent involvement.
- Our SDC program has an excellent and caring teacher and aide. Our students mainstream into general ed classes, they have a recycling program and participate in all school wide events such as, the science fair , the oratorical, and the spelling bee.
- Success Maker is offered to students who both need acceleration and intervention.

Theory Action

- If we are purposeful and strategic with our student intervention programs, then we will see the achievement gap close for our subgroup populations.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide Classroom Intervention for Students basic or below on CSTs	CST/Benchmark	FBB, BB and BAS	10 months	Principal	5/18/2012	142SQ1E643	Provide before/after school intervention using Success Maker	N/A			0	\$0.00
Student Intervention and Support toward meeting grade level standards	CST/Benchmark	FBB, BB and BAS	10 months	Principal	5/18/2012	142SQ1E644	Classroom Aides	Funded by Community Partner			0	\$0.00

Provide program for GATE students.	Benchmark assessments	GATE	Ongoing through school year	Principal	5/18/2012	142SQ1E4604	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

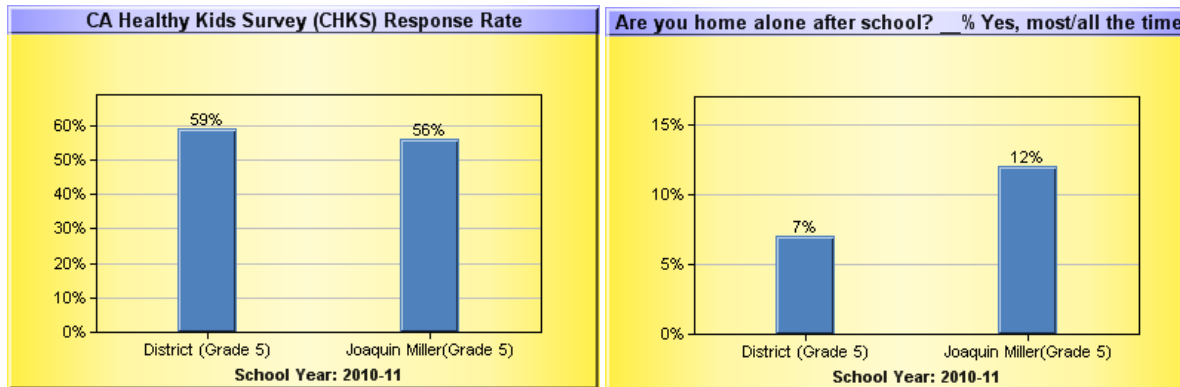
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- We have over 40 different learning activities for students to engage in. We also provide learning and social groups such as, Odyssey of the Mind, Girl Scouts, Boy Scouts, and a 5th Grade Girls Science Session.
- Teachers provide tutorial for students needing additional academic support in ELA, Writing, Math and Reading Comprehension.

Data Analysis

- Homework learning session is offered for students who need a quiet space to learn, additional support after school.

Theory Action

- If we provide after school tutoring to students who are struggling academically, then our students will be more successful.
- If we provide enrichment opportunities after school, then students will feel connected, engaged, and supported during after school hours.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Scholarships for EL Students to engage in After School Programs	Parent/Student Engagement		Annual	Principal Smith	4/18/2012	142SQ11F708	Improve academic support for EL Students	7091-EIA - LEP	5829-ADMISSION FEES		0	\$1,267.10
Provide a broad range of after-school enrichment classes that are open and accessible to all students (fee based, but scholarships provided)	Healthy Kids Survey	All Students	On-going	Enrichment providers	4/18/2012	142SQ11F2614	After School Enrichment	N/A			0	\$0.00
Before and After School Teacher Led Tutor Sessions for targeted students	Assessment and data will show a closing of our achievement gap	FBB, BB and BAS	On-going	Teachers/Principal	4/18/2012	142SQ11F2615	Tutor Sessions	N/A			0	\$0.00
Provide club opportunities in Ecology, technology and Odyssey of the Mind	Critical Thinking	GATE	August-June	Enrichment providers	4/18/2012	142SQ11F2616	After School Clubs	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

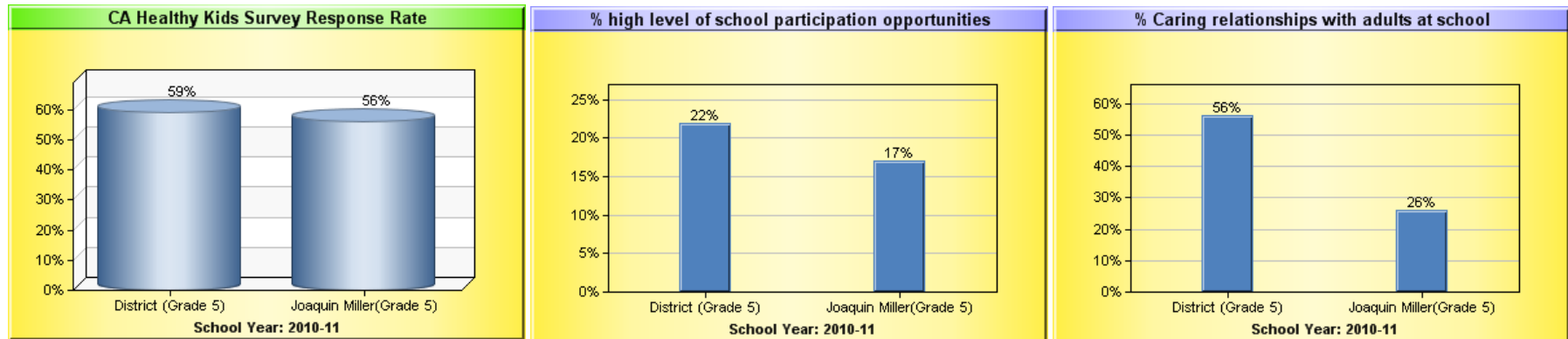
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

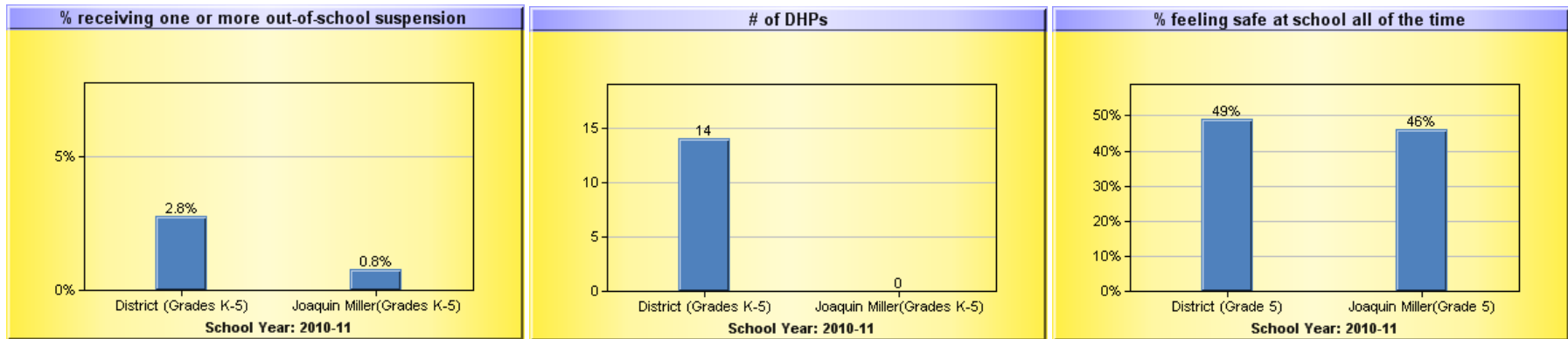
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- Our school's Discipline Data is very limited to less than 3 suspensions a year. We do not have any history of DHPs.
- Students take on many leadership roles, such as Safety Patrol, Student Council, Office Monitors, Green Waste Team, Jr. Coaches, and Lunch Monitors.

Data Analysis

- Joaquin Miller offers an extensive enrichment program after school. The enrichment opportunities range from cooking, to languages, to rock climbing and drama and music.
- We also provide students with before and after school tutorials led by classroom teachers.
- Students use technology to communicate through a weekly podcast which is posted on our school's website. Parents benefit from a very informational website at www.joaquinmiller.org.
- We have many school wide events such as, The Walk-a-thon, Spelling Bee, MLK Jr. Oratorical, Math Competition, Spring Faire, Science Fair and Family Nights.
- We have an excellent COST Team to assess, monitor, and support students with academic interventions and socio-emotional interventions.

Therapy Action

- If Joaquin Miller is a Caring School Community and if we engage in class meetings to build relationships, cross age buddies to build relationships in school, and school wide events to build community; and
- If, students engage in non-violence Second Step instruction to reduce conflicts, increase empathy, and recognize impulse control, and
- If, our school learn the socio-emotional skills in the Super-Flex Academy curriculum and if Super-Flex is a tool to improve student's social thinking, and
- If we hold each student to a high code of student conduct, and if students are recognized for making good choices, kindness, and safe behavior our monthly Wolverine Pride Assemblies; then all children to be safe, be respectful and be responsible.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School wide Science Fair to promote love of science and inquiry.	STEM	All Students	April	Ms. Moran and Ms. Robinson	3/31/2012	142SQI2A2474	Science Advancement	N/A			0	\$0.00
Math Olympics	STEM	All Students	May	Ms. Palmer	3/31/2012	142SQI2A2473	Positive Student Outlook on math	N/A			0	\$0.00
Multiple opportunities to participate in student	Healthy Kids	All	On-going	Teachers/Principal	3/31/2012	142SQI2A2475	Safety Patrol, Student Council, Jr. Coaches, Green Team, Cross Age Buddies and Office	N/A			0	\$0.00

leadership activities.	Survey	Students					Monitors provide concrete opportunities for student voice and input					
Anti Bullying Activities are employed to create a hate free atmosphere and student accountability	Healthy Kids Survey	All Students	August-June	Teachers/Principal	3/31/2012	142SQI2A2477	Special assemblies, signage, school vision, Paws For Praise, CSC all support a Bully Free School	N/A			0	\$0.00
Extensive and Student Initiated Waste Reduction and Awareness	Healthy Kids Survey	All Students	August-June	Teachers/Principal	3/31/2012	142SQI2A2478	Custodial support and leadership; Parent Action Group; Student leadership combine to reduce waste	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

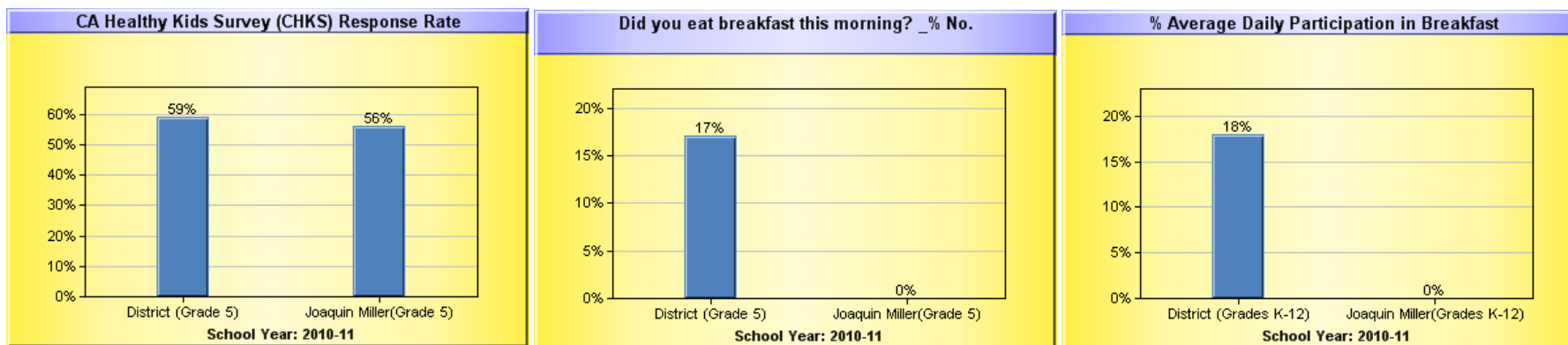
School Quality Standards relevant to this Strategic Priority

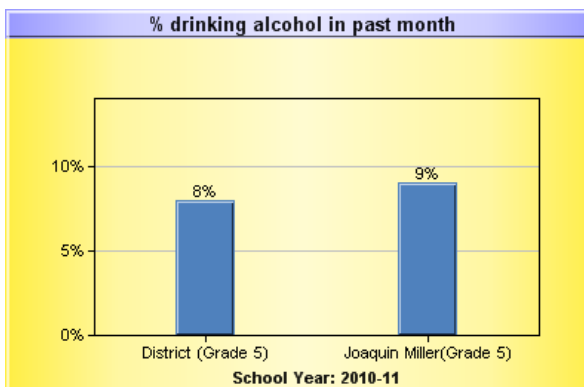
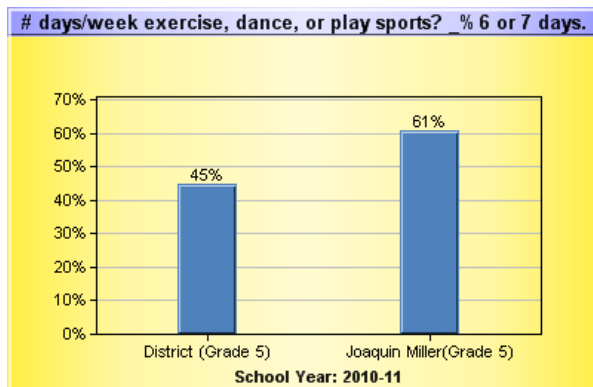
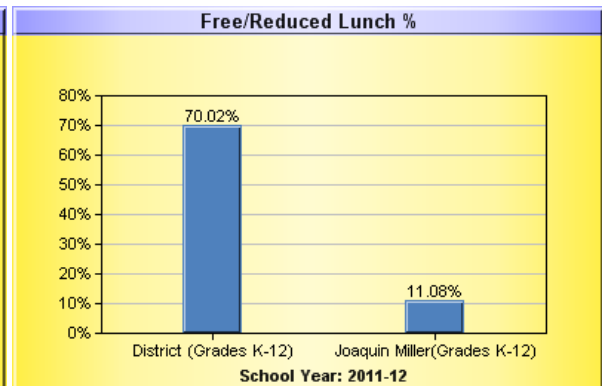
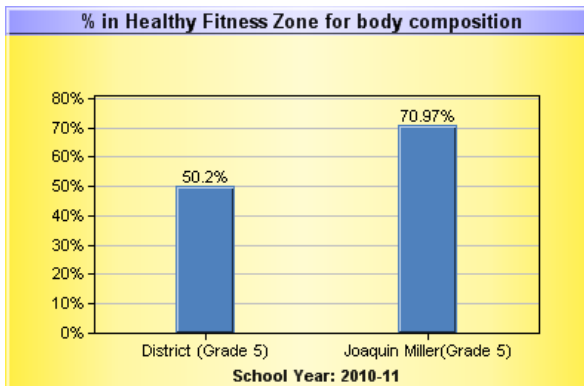
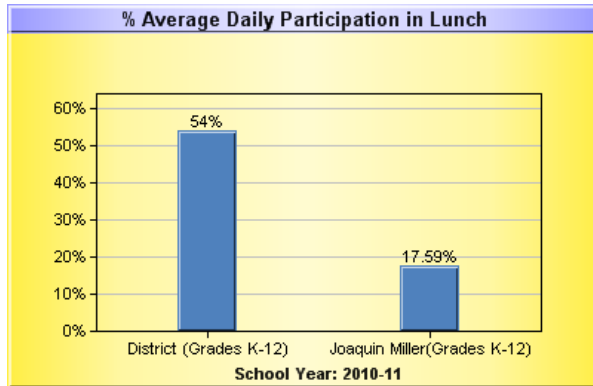
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





School Data

- 90% of JM students bring a home made lunch and snack.
- OUSD Nutrition Services does not provide breakfast to the students of JM. Nutrition Services does provide 25 snack bags for students at the 10:00 AM recess.

Data Analysis

- We have partnered with the Wellness Department to have a participating Wellness Coordinator, Teacher Professional Development, Student activities, and messaging around the school
- 80% of our students are involved in after school sports programs.
- JM is located in a densely forested area . JM students suffer from pollen related allergies and as a result, may miss school due to asthma related concerns. On the other hand, the wooded area creates calm.

Theory Action

- If we provide social and emotional support to our students who are struggling in this area our students will feel cared for and be successful in school.
- If we provide a robust environmental program then our students will learn healthy life skills for caring for our world.
- If we offer physical education instruction and organized recess play then our students will have a clear understanding of a healthy lifestyle.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Full time recess instructor through the Heroes Program	5th Grade Healthy Fitness Test	All Students	On-going	Adminstration	4/2/2012	142SQI2B2601	Recess Instructor	Funded by Community Partner			0	\$0.00
Full time recess instructor through the Heroes Program	5th Grade Healthy Fitness Test	All Students	On-going	Adminstration	4/2/2012	142SQI2B2602	Recess Inatructor	N/A			0	\$0.00
Split Lunch Recess to allow for mindful eating habits	Healthy Kids Survey	All Students	On-going	Adminstration	4/2/2012	142SQI2B2603	Split Lunch Recess	N/A			0	\$0.00
Provide social and emotional counseling to students who need support.	Healthy Kids Survey	All Students	On-going	Therapists	4/2/2012	142SQI2B2605	Social and emotional Support	Funded by Community Partner			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

School Quality Standards relevant to this Strategic Priority

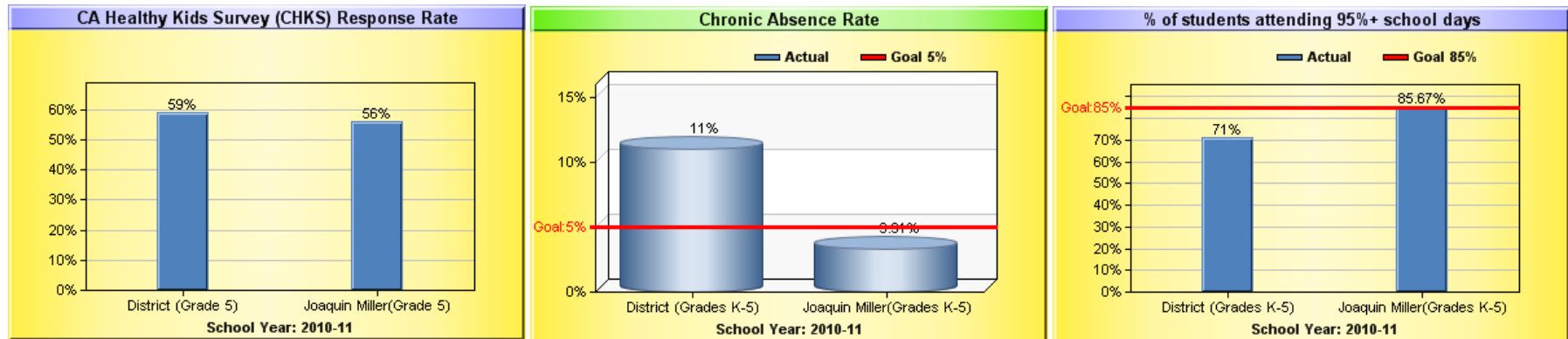
A quality school...

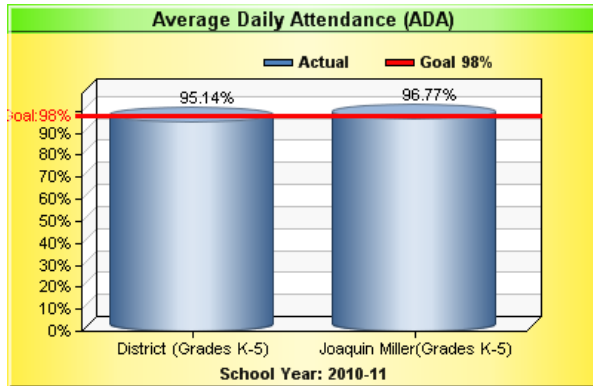
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





School Data

- Attendance at JM is 96.7%.
- Attendance is impacted by long term illnesses like asthma, and viruses. Additionally, our students take extended vacations during the school year.

Data Analysis

- The location of the school in a wooded area with a lot of pollen which increases students' asthmatic conditions, and as a result these students miss school days.
- Parents plan extended vacations or learning trips during school days.

Theory Action

- If families and students are made aware of the importance of daily school attendance, the proper attendance protocols, and financial and educational impact on student achievement, then our attendance rate will improve to meet the District's Goal.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Phone calls home by the school's Attendance Clerk regarding student absences and tardies.	Daily Phone Log	All Students	On-going	Attendance Clerk	4/1/2012	142SQI2C2558	Attendance Management	N/A			0	\$0.00
SART and SARB Meetings between parents and administrator to set attendance goals and form a contract to improve attendance for our most chronically absent students.	SART and SARB Meetings	All Students	On-going	Attendance Clerk	4/1/2012	142SQI2C2559	Hold SART and SARB Meetings	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

School Quality Standards relevant to this Strategic Priority

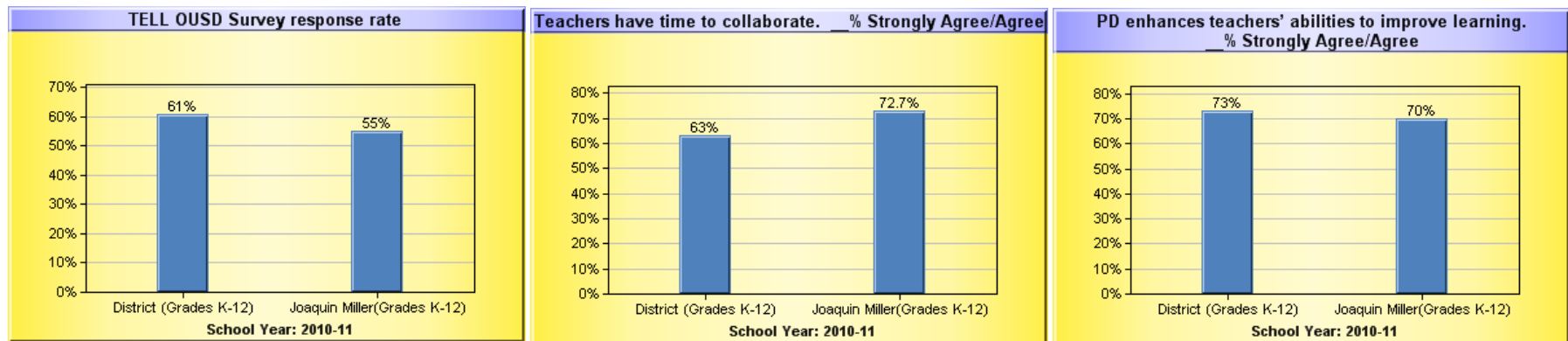
A quality school...

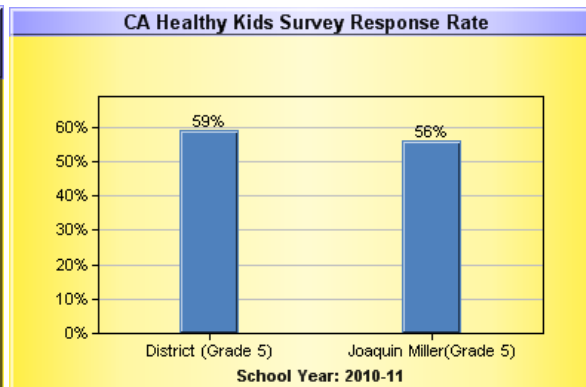
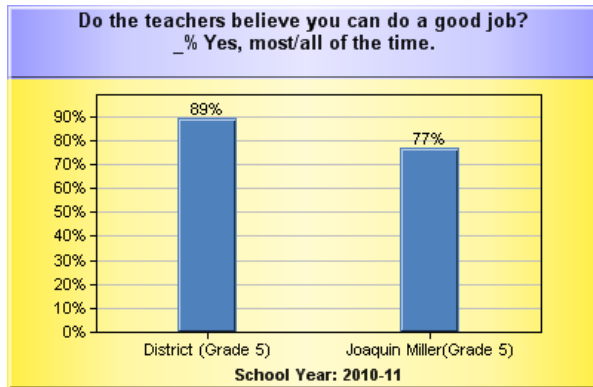
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





School Data

- Teachers participate in math pd through Silicon Valley Math Institute and the Centralized Math PD.
- Teachers participate in Centralized Science PD.

Data Analysis

- Math, Science and CSC Instructional Leadership Teams exist and contribute to the success of all students.
- General ED Teachers meet monthly to collaborate around the progress and success of ASIP students.
- Teachers lead high quality, hands on PD sessions in Math, Science, CSC and writing with teachers during Wednesday meetings.
- Teachers have input and voice in the structure of professional development on site.

Theory Action

- If we continue our monthly grade level collaboration, then we will be able to effectively plan for closing our achievement gap.
- If we create authentic learning partnerships with the students who are not in our sphere of success and we consistently use a data inquiry cycle to plan for instruction for these students, then we will make gains towards closing our achievement gap.
- If we work together as a professional learning community then we will be able to support one another and hold one another accountable for the success of our students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create monthly grade level collaboration	Assessment and data will show a closing of our achievement gap	All Students	On-going	Teachers/Principal	4/1/2012	142SQI3A2592	Grade Level collaboration	Non-SSC approved			0	\$0.00
Professional Development designates time for authentic student work and data analysis.	Assessment and data will show a closing of our achievement gap analysis.	All Students	On-going	Teachers/Principal	4/1/2012	142SQI3A2593	PLC Data Inquiry	N/A			0	\$0.00
Teachers will have release time to receive PD in Science, Math, and culturally responsive	Math/Science/Equity Intergration	All Students	August-June	Teachers/Principal	4/1/2012	142SQI3A2594	Math/Science/Equity PD	Centralized Services			0	\$0.00

classrooms.												
Instructional Rounds and Learning walks are scheduled both among staff in our own school and with other schools.	Assessment and data will show a closing of our achievement gap	All Students	On-going	Teachers/Principal	4/1/2012	142SQI3A2595	Instructional Rounds	Non-SSC approved			0	\$0.00
Teachers lead relevant Professional Development for each other on topics in Math, Science and Equity	Assessment and data will show a closing of our achievement gap	All Students	On-going	Teachers/Principal	4/1/2012	142SQI3A2596	Teacher developed PD	N/A			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Data

- Joaquin Miller has an active School Site Council and English Language Advisory Council. Parents and staff work collaboratively to ensure that there is deep community input to address real issues and opportunities to support student learning.
- Our school has a very involved, supportive and caring Parent/Family community. JMPTA supports the school in many ways. They fund raise to ensure the school has quality enrichment programs for every child.

Data Analysis

- Parents and Community Members support our school through multiple volunteer opportunities.
- Areas for meaningful volunteering are the Library, Computer Lab, Student readers, PTA, SSC, ELAC, Multi-Cultural Talent Event, and Living History Days.

Theory Action

- If Joaquin Miller is a welcoming and caring community for all students and their families and
- If we make strong partnerships with our parents, local businesses, and neighborhood associations, then we will ensure a strong community to support all students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Workshop Series: Mini workshops led by teachers to provide EL Parents/All Parents with support for students in academics.	Parent Engagement	English Learners	September 2012 to May 2013	Ms. Smith	2/16/2012	142SQI4A641	Parent Education Series	7091-EIA - LEP	4311-MEETING REFRESHMENTS		0	\$150.00
									5220-			

CABE Conferenece for EL Parents and Staff	Education/Leadership Support	English Learners	March 2012	Ms. Smith	2/16/2012	142SQ14A642	CABE Conference	7091-EIA - LEP	CONFERENCE EXPENSE	0	\$1,500.00
California Healthy Kids Survey	Parent Data Collection	All Students	March 2013	Ms. Smith	2/16/2012	142SQ14A706	Community Voice and Input	N/A		0	\$0.00
Parent Volunteers in the classroom with reading, science, math, and learning trips/activities	Parent Academic Engagement	Below Basic	2012-2013	Ms. Smith	2/16/2012	142SQ14A707	Individualized Intervention for Targeted Students	Non-SSC approved		0	\$0.00
Non Fiction/Fiction/audio Reading Material for students and parents to read and learn from	CELDT Reading Scores	English Learners	Annual	Llbrarian	2/16/2012	142SQ14A705	Reading Materials	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS	0	\$4,853.52

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

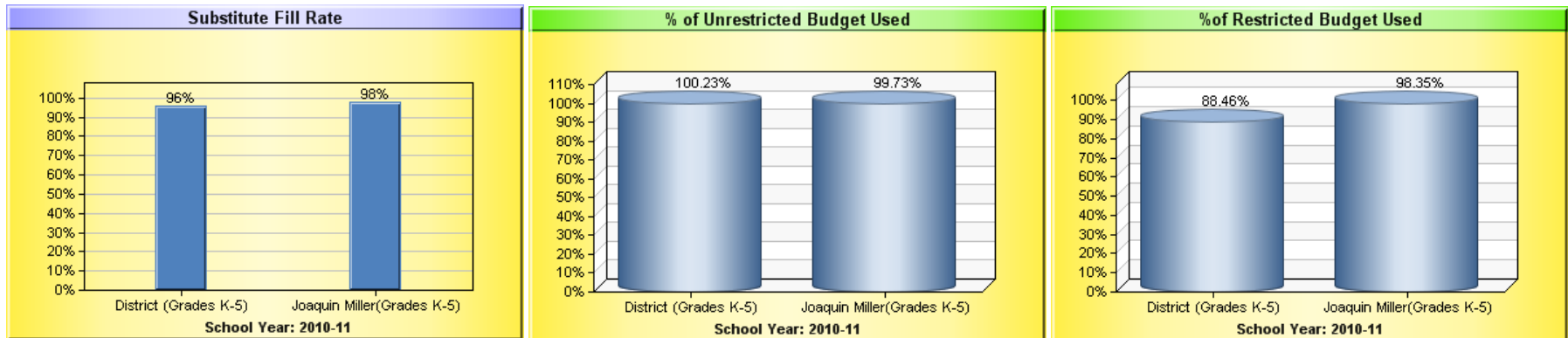
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



School Data

- Joaquin Miller has strong collaborative leadership teams in Math, Science, Literacy, Caring School Communities, and Wellness.
- Teacher leaders attend centralized professional development, and are committed to leading PDs for staff.

Data Analysis

- We are developing a budget which is aligned toward priorities set by the school site.
- Operational staff is committed to meeting all state and federal compliance and District expectations in a timely and efficient manner.

Theory Action

- If all of our resources (time, money, and people) are strategically aligned to support our students then our students will thrive.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Staff, SSC, PTA, and ELAC discuss all aspects of the site budget allocations and determine priorities.	Assessment and data will show a closing of our achievement gap	All Students	On-going	Community of School	4/1/2012	142SQI5A2597	Community voice in strategic decision making	N/A			0	\$0.00
On-going assessment of resource allocation effectiveness	Assessment and data will show a closing of our achievement gap	All Students	On-going	Community of School	4/1/2012	142SQI5A2598	Assessment of Programs	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Joaquin Miller
Site Number: 142**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 2-15-2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/2/12
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



 SSC Chairperson's Signature

SSC Chairperson's Name (printed)

5/2/12
Date



 ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

5/2/12
Date



 Principal Signature

Principal's Name (printed)

5/2/12
Date



 Executive Officer's Signature

Executive Officer's Name (printed)

5/14/12
Date



 Director, State & Federal Compliance Signature

Director, State & Federal's Name (printed)

6/7/12
Date

School Site Council Membership Roster – Elementary School

School Name: Joaquin Miller

School Year 2011-2012

Chairperson: Germaine Hunter	Vice Chairperson: Paulette Smith
Secretary: Ife Hill-Roy	<u>DAC Representative:</u> Sara Green

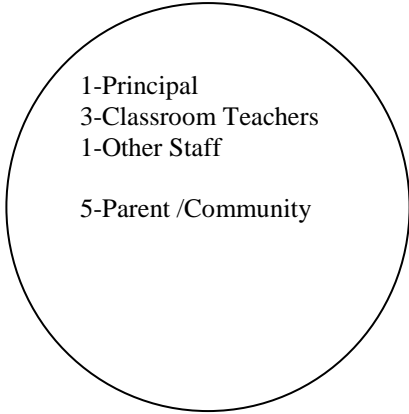
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Paulette Smith	525 Mandana Blvd. 111, Oakland, Ca	X			
Zelalem Mengesha	351 Hanover Ave Apt. 102, Oakland, CA				X
Laila Mohsen	1206 87 th Ave, Oakland, CA				X
Germaine Hunter	15 Woodside Glen Ct., Oakland, CA				X
Steve Campbell	7605 Sunkist Drive, Oakland, CA				X
Sara Green	785 Moraga Drive, San Leandro		X		
Ife Hill-Roy	2025 Central Ave, Apt. C, Alameda, CA		X		
Jean Sims	1183 Tiegen Drive, Hayward, CA			X	
Deidre Robinson	421 Staten Ave #204, Oakland, CA 94610		X		
Ronn Berrol	5017 Kearney Avenue, Oakland, CA 94602				X
DAC Representative	Sara Green				
Home Ph. 531-6688	Email: sara.green@ousd.k12.ca.us				

Meeting Schedule	Third, Wednesday 5:00 pm
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SSC Legal Requirements:

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



Joaquin Miller Elementary School
Parental Involvement Policy 2012 - 2013

Involvement of Parents School Program

Joaquin Miller agrees to implement the following statutory requirements:

Offer a flexible number of meetings for parents. Parents are invited to participate in our Joaquin Miller Parent-Teacher Association, School Site Council, and English Language Advisory Council monthly meetings. Parent voice and input plays a critical role in their child's education. These referenced committees provide parents with decision making opportunities in the school's programs.

School-Parent Compact

Joaquin Miller has jointly developed with and distributed to parents a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Joaquin Miller engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists all parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic common core content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
 - Formal Parent Conferences occur twice a year: December and March
 - Triennial student report cards and comments are sent home for progress monitoring
 - Teacher informal conference times by appointment are available year round

- Distributes to all parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Several Communication Systems are in place to ensure proper notification of all school related events.
 - www.joaquinmiller.org
 - Principal Newsletter
 - Walkie Talkie PTA Newsletter
 - Classroom Yahoo Groups

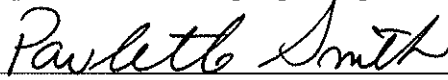
Accessibility

- Provide opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand


Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in our school, as evidenced by our JMPTA/SSC meetings held in April 2012.

This policy was adopted by the Joaquin Miller School Site Council on February 15, 2012 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating in Joaquin Miller. It will be made available to the local community. The Joaquin Miller notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)



(Date)

Joaquin Miller Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian