

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

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

**Fiscal Impact:**

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

➤ N/A

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Joaquin Miller Elementary School  
**CDS Code:** 1612596001945  
**Principal:** Sara Green  
**Date of this revision:** 6/5/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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:** Sara Green  
**Address:** 5525 Ascot Drive  
Oakland, CA 94611

**Position:** Principal  
**Telephone:** 510-531-6688  
**Email:** [sara.green@ousd.org](mailto:sara.green@ousd.org)

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Joaquin Miller Elementary School

Site Number: 142

- Title I Schoolwide Program
- Local Control Funding Formula (LCFF) Base Grant
- Title I Targeted Assistance Program
- LCFF Supplemental Grant
- 21st Century
- After School Education & Safety Program (ASES)
- LCFF Concentration Grant
- School Improvement Grant (SIG)

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/18/17

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:**

Sara Green

*Sara Green*  
Signature

5/18/17  
Date

School Principal

KATE ANDERSON

*Kate Anderson*  
Signature

5/18/17  
Date

Print name of SSC Chairperson

Alicia Bowman

*Alicia Bowman*  
Signature

5/18/17  
Date

Network Superintendent

Marcus Silvi

*Marcus Silvi*  
Signature

5/25/17  
Date

Coordinator, Office of Accountability Partners

## 2017-18 SPSA ENGAGEMENT TIMELINE

**School Site:** Joaquin Miller Elementary School

**Site Number:** 142

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

Date	Stakeholder Group	Engagement Description
11/29/16, 2/9/17, 4/20/17, 5/18/17	SSC	We reviewed the 2015-16 plan to assess progress, reviewed available student data, and reviewed the new site plan multiple time to clarify any questions and provide an opportunity for feedback.
11/29/16,1/9/17, 2/6/17, 3/6/17	ILT	We wrote/edited the plan together as a team. In November, we met with the SSC to review data related to the 2015-16 SPSA.
4/12/17	Faculty	We reviewed the site plan in groups to provide teacheres an opportunity to ask questions and provide feedback.

**2017-2018 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$103,933.50	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$62,605.81	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$166,539.31</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$0.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## PART A: ABOUT THE SCHOOL

### School Description

Joaquin Miller Elementary is located in the Piedmont Pines Neighborhood off Highway 13. Each of our students receives a caring, rigorous and meaningful educational experience. We provide an excellent instructional and social emotional learning program to all of our students. Joaquin Miller is also home to a Full Inclusion Program for students on the Autism Spectrum and a mild/moderate Special Day Class. Our students are a mosaic of engaged, caring, and culturally diverse learners. Our demographic data shows that 43% of our students live in the neighborhood, and the remainder of our students join us from all over Oakland. Joaquin Miller administration, staff, and parents work together collaboratively to create an inclusive and welcoming community in which all students feel safe regardless of race, religion, gender, economics, and language.

### School Mission and Vision

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 additional 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 to act locally and think globally. Joaquin Miller students are critical thinkers and active learners.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Literacy: small group and/or differentiated instruction

#### SCHOOL GOAL for Literacy: small group and/or differentiated instruction:

By June of 2018, 62.74% of all students will score at or above proficiency on the ELA portion of the SBAC.

#### SCHOOL TARGETS for Literacy: small group and/or differentiated instruction:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	52.74%	57.74%	62.74%

#### Other Leading Indicators for Literacy: small group and/or differentiated instruction:

We will continuously monitor SRI, Lexia, F&P, NewsEla, and RazKids data in an effort to close our Latino and African American achievement gaps.

#### NEEDS ASSESSMENT for Literacy: small group and/or differentiated instruction:

STRENGTHS	CHALLENGES
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<p>Index level for ALL Students in SBAC ELA is a 5.  Low income students show an increase of 8% on SBAC ELA.  Mid-Year SRI data shows the following:  -Gap between AA and overall students decreased from 41% in 2016 to 12.8% in 2017  -Gap between Latino and overall students decreased from 23.8% to 19.7% in 2016.  There is a veteran teacher that is comfortable with aspects of BAL.</p>	<p>According to the SPF:  Our SRI status is 3.71 and the growth is 1.94.  Our African American students show negative growth in ELA according to SBAC results.  Our SWD showed negative growth in ELA according to SBAC results.  According to Mid-Year SRI results:  47.4% of Latino students are at/above grade level compared to 67.1% of students overall. Re-word to highlight gap.  54.3% of AA students are at/above grade level compared to 67.1% overall students.</p> <p>Some teachers are unfamiliar with how to effectively provide small group and/or differentiated instruction targeted to the needs of their students.</p>
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**ROOT CAUSE ANALYSIS**

Root Cause: There has been insufficient PD around meaningful differentiation for learners through data analysis. Teachers require support, resources, and guidance to use data analysis to group students and provide differentiated instruction to student needs across the curriculum.

**MATHEMATICS PRIORITY: Incorporate formative assessment into daily mathematics lessons**

**SCHOOL GOAL for Incorporate formative assessment into daily mathematics lessons:**

By June of 2018, 62.02% of all students will score at or above proficiency on the Math portion of the SBAC.

**SCHOOL TARGETS for Incorporate formative assessment into daily mathematics lessons:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	52.02%	57.02%	62.02%

**Other Leading Indicators for Incorporate formative assessment into daily mathematics lessons:**

We will continuously monitor SMI, C-EOU, formative assessment data, and Math Expressions assessment data in an effort to close our Latino and African American achievement gaps.

**NEEDS ASSESSMENT for Incorporate formative assessment into daily mathematics lessons:**

<b>STRENGTHS</b>	<b>CHALLENGES</b>
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Index level for ALL Students in both SBAC Math is a 5.  
 Low income students show an increase of 19% on SBAC Math.  
 African American students show an increase of 9% on SBAC Math.

The C-EOU and the SMI do not provide teachers with enough timely and specific data about their students' understandings and misunderstandings of mathematical concepts and strategies.  
 Our African American students show negative growth in ELA and Math.  
 Our SWD showed negative growth in Math.  
 Current sources of summative assessment data do not provide a whole picture of the students' mathematical understandings. There is not universal adoption of all aspects of the OUSD Math Curriculum and an understanding of how formative assessments aligns in it.

**ROOT CAUSE ANALYSIS**

Root Cause: There is not universal data-driven instruction, through the use of formative assessments, in mathematics. Not all teachers use data from formative assessments to drive instruction targeted to students' specific needs.

**CULTURE & CLIMATE PRIORITY:** Social-emotional learning, student leadership, and service learning

**SCHOOL GOAL for Social-emotional learning, student leadership, and service learning:**

By June of 2018, the number of office referrals per school year will decrease to 45.

**SCHOOL TARGETS for Social-emotional learning, student leadership, and service learning:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Office Referrals	All Students	9000.00%	5500.00%	4500.00%

**Other Leading Indicators for Social-emotional learning, student leadership, and service learning:**

COST referrals for behavioral concerns, counseling referrals

**NEEDS ASSESSMENT for Social-emotional learning, student leadership, and service learning:**

STRENGTHS	CHALLENGES
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<p>Suspensions are all blue.  Chronic absences have decreased by 1.83% for ALL students, 1.26% for Latino students, 7.98% for SWD, and 3.43% for LI students.  Our index score for chronic absence has increased from 4.91 to 5.38.  Our suspensions Index score has increased from 5.69 to 6.00.  Our culture/Climate Parent Survey index score increased from 4.75 to 6.00.  Our Culture/Climate Staff Survey index score increased from 3.50 to 4.75.  This year, all teachers taught their students the Wolverine Way, a list of call and response statements aligned with 10 core values. The majority of teachers engage their students in class meetings. The principal instituted a new action plan to deal with discipline issues, especially issues that happen on the playground during recesses. Universal referral forms are completed for major offenses, parents are contacted, and students must complete a student statement form that must be signed by a parent/guardian and returned to the office.</p>	<p>There was low participation of students who took the CHKS in 2016. A handful of students continue to get involved in conflicts on the yard and they don't play the games that are available to them.  Some classrooms have leadership opportunities for students.</p>
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ROOT CAUSE ANALYSIS	
<p>There are several students who receive repeated referrals on the yard that are uninterested in participate in the current activities. Root Cause: There is a lack of consistent opportunity for student leadership across the school both in classrooms and throughout campus that is exciting for all students.</p>	

**FAMILY & STUDENT ENGAGEMENT PRIORITY:** Increase teacher-parent communication regarding the academic program and students' academic progress.

**SCHOOL GOAL for Increase teacher-parent communication regarding the academic program and students' academic progress.:**

As of June of 2018, the percentage of parents who respond with "strongly agree" to the following question will increase by 10% to 47%.  
This school keeps me well-informed about my child's progress in school.

**SCHOOL TARGETS for Increase teacher-parent communication regarding the academic program and students' academic progress.:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	All Students	37.00%	42.00%	47.00%

**Other Leading Indicators for Increase teacher-parent communication regarding the academic program and students' academic progress.:**

Parent concerns shared with teachers and principal.

**NEEDS ASSESSMENT for Increase teacher-parent communication regarding the academic program and students' academic progress.:**

STRENGTHS	CHALLENGES
<p>We have an active PTA that organizes multiple activities throughout the year. Our SSC meets monthly. We also have a Diversity and Inclusion committee whose task is to ensure all students and families feel welcome and included in our community. We maintain consistent communication with families using Konstella, an online communication platform.</p> <p>87.5% of parents surveyed indicated they agree or strongly agree that the school keeps them well-informed of their child's progress in school. 63.4% of parents surveyed indicated they think classrooms lessons are "extremely" or "quite" motivating for their students.</p>	<p>37% of parents surveyed indicated they "strongly agree" that the school keeps them well-informed of their child's progress in school.</p> <p>Teachers don't have time allocated specifically for parent communication, and this is something that often needs to occur outside of the school day when students aren't present.</p>

ROOT CAUSE ANALYSIS
<p>There is no uniform communication protocol whereby teachers share their students' academic progress and curricular program with parents on a regular basis. Some teachers communicate often with parents and some don't. Teachers don't have any designated time for parent communication.</p>

**PART C: THEORY OF ACTION**

<p><b>SCHOOL THEORY OF ACTION for Literacy: small group and/or differentiated instruction:</b></p>	<p>If teachers provide small group instruction and differentiated instruction targeted to specific student needs, then students will be more likely to be academically successful on the SRI and SBAC assessments. If EL students receive designated and integrated ELD supports in a small group setting aligned to their CELDT levels, they will be more likely to increase their CELDT levels and be reclassified. If our low-income students are offered appropriate intervention supports like Lexia, tutoring, and small skills groups during the school day, they will be more likely to be successful on SRI, F&amp;P, and SBAC assessments. "Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats. The argument is made that by coordinating research evidence from effective classroom reading instruction with effective small-group and one-on-one reading instruction we can meet the literacy needs of all children." (Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children, Foorman, Barbara and Torgesen, Joseph, November 2001.)</p>
<p><b>SCHOOL THEORY OF ACTION for Incorporate formative assessment into daily mathematics lessons:</b></p>	<p>If teachers receive training around Dylan William's 5 formative assessment strategies for mathematics instruction, and if teachers are held accountable for implementing regular formative assessment strategies and using these data to drive instruction, then teachers will be more able to plan instruction tailored to ALL students' specific mathematics needs, including EL, low-income, and SPED students.</p>

<b>SCHOOL THEORY OF ACTION for Social-emotional learning, student leadership, and service learning:</b>	A) If students are provided with explicit SEL instruction and leadership opportunities in both the classroom and during recesses, they will "behave more responsibly" and "problem solve more effectively" throughout the day, resulting in fewer office referrals. B) If students are engaged in classroom and/or school-wide service learning activities throughout the school year, they will "make constructive and respectful choices that consider the well-being of self and others" which will again result in fewer office referrals. (quoted text is taken from OUSD SEL standards.)
<b>SCHOOL THEORY OF ACTION for Increase teacher-parent communication regarding the academic program and students' academic progress.:</b>	If teachers have designated time and are held accountable for consistent, regular communication with the parents of their students, parents will better understand their child's academic strengths and areas for growth and be better able to support their children at home.

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

<b>Improvement Strategy #1:</b>	Small Group instruction/ Differentiation to improve quality of Tier 1 & Tier 2 Instructional Practices to close achievement gaps
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	Teachers with EL students and newcomers will receive training and use designated and integrated ELD curriculum provided by OUSD to support ELs.	Principal and EL Teacher Leaders will obtain resources and provide training for teachers with EL students.	STIP will also be trained on designated ELD curriculum to provide one-on-one support with any newcomers as wells as SIPPS. Curriculum will be provided by OUSD.

1-2	<p>Teachers will provide targeted data-driven small group and/or differentiated instruction for all students to strengthen the core academic program, using the following programs and structures:</p> <ul style="list-style-type: none"> <li>-OUSD Curriculums</li> <li>-Blended Learning Programs</li> <li>-pulling students by skill groups</li> </ul> <p>Additionally, some teachers will tutor small groups of struggling readers before and after school.</p>	<p>Principal and school leadership will ensure teachers have access (via extended time contracts), information (including professional learning), support (based on observations from walkthroughs and TGDS) and resources necessary to implement small group and/or differentiated instruction.</p>	<p>Each classroom will have access to Chromebooks and/or iPads to ensure students have access to blended programs at least three times weekly. PLCs will collaboratively develop lesson plans that incorporate small group instruction and/or differentiated instruction targeted to students' needs. Principal will work with teachers to ensure classroom libraries include book sets for small groups. Extended contracts will be provided for teachers interested in before and after school tutoring. COST team will meet regularly to identify at-risk students and hold SSTs as needed.</p>
1-3	<p>Teachers will engage in peer observations that focus on developing instructional practices to support struggling students and differentiate for advanced learners with small group instruction.</p>	<p>Principal and ILT will organize peer observation schedule.</p>	<p>PLC time will be dedicated to collaborative lesson planning and debriefing of peer observations. Subs will be provided for peer observations.</p>
1-4	<p>Teachers will administer the following assessments at least three times annually:</p> <ul style="list-style-type: none"> <li>-F&amp;P Foundations</li> <li>-F&amp;P running records</li> <li>-SRI</li> </ul> <p>Teachers will group students according to assessment data (SRI and F&amp;P data as well as individual observations).</p>	<p>Principal and ELA Teacher Leader will provide professional learning on data analysis and small group instruction. Principal will hold teachers accountable for tracking their students' progress by holding data conferences and conducting walk-throughs.</p>	<p>Teachers will be provided with time to analyze assessment data in teams and plan standards-aligned lessons for the small groups in their classrooms. Teachers will have time to assess students with support from STIP or other substitute teachers as needed.</p>
1-5	<p>Teachers will hold reading conferences with students on a regular basis.</p>	<p>Principal and ELA teacher leader will provide professional learning on conferring and will check-in with teachers at data conferences to ensure conferring is happening.</p>	<p>ILT will determine which resources and tools teachers should use for conferring.</p>
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<b>Improvement Strategy #2:</b>	Common Formative Assessment strategies to drive instructional decision making.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
2-1	Teachers will engage in a whole staff reading of Embedded Formative Assessment by Dylan Williams and then implement strategies in their classrooms to track student progress in mathematics	Principal and ILT members will organize the book club and ensure PLC teams are incorporating the 5 formative assessment strategies into their instructional programs through observations and walk-throughs.	All teachers will need copies of the book and the study guide created by Solution Tree. Teachers will need time to read the book and meet with PLC teams.
2-2	Teachers will engage in collaborative data analysis at least three times annually.	Principal will organize and facilitate data conferences.	Subs will be provided for data conferences.
2-3	Teachers will use the three key strategies outlined by the OUSD Math Team: participation quiz, number talks, and 3 Reads strategy.	Principal and Math Teacher Leader will provide Professional learning and modeling of these three strategies.	Subs will be provided for teachers to observe other teachers using these strategies if requested.
2-4	Teachers will engage in peer observations of collaboratively planned mathematics lessons.	Principal and Math Teacher Leader will organize peer observations and provide teachers with templates for math planning.	Time and subs will be needed for planning, peer observations, and debrief of lesson observations.
2-5	Teachers will ensure students understand and use academic language during mathematics lessons.	Principal will conduct walkthroughs and observations using the OETF expectations around academic language. Principal and Math TL will provide Professional learning around academic language.	PLC teams will incorporate academic vocabulary into their collaboratively planned lessons.
2-6	Teachers engage all students in academic discussion daily and ensure equity of voice among all students by using equitable participation strategies.	Principal will conduct walkthroughs and observations using the OETF expectations around communication and collaboration.	Teachers will have the opportunity to observe teacher leaders using equitable participation strategies.

<b>Improvement Strategy #3:</b>	Develop students' social emotional skills through leadership and service learning opportunities.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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3-1	Teachers will ensure ALL students have leadership opportunities in the classroom to build leadership skills and develop a sense of ownership in their classroom environment.	Principal and SEL Teacher Leader will provide resources and professional learning around facilitation of student leadership in the classroom.	Principal and ILT will provide reading material and resources related to student leadership opportunities.
3-2	Teachers will provide direct instruction on the types of bullying and tools to prevent and handle bullying situations.	Principal and SEL Teacher Leader will provide a refresher course on the No Bully System at the beginning of the year.	Solution Team coaches will be trained as needed. The week when teachers provide instruction around bullying will be pre-determined in the weekly thematic breakdown.
3-3	The teachers in charge of the student council will work with the student body officers to organize at least two service learning units for all students.	Principal will provide support as needed.	Parent volunteers and time dedicated for service learning projects in classrooms
3-4	Teachers will engage students in regular SEL programs such as Inner Explorer, 2nd Step, Caring Schools Community, and the Wolverine Way.	Principal, SEL Teacher Leader and ILT will provide resources, professional learning, observations, feedback and other support as needed.	Wolverine Pride assemblies will be held once monthly to review Wolverine Way, celebrate success, and review any behavioral issues that have arisen on campus. The weekly thematic breakdown will be provided to all teachers. The theme of the week will be noted in the weekly bulletin. All classrooms will have a Second Step and CSC curriculum box.
3-5	Teachers will ensure students with repeated behavioral issues will have classroom and/or schoolwide responsibilities to develop a sense of ownership, pride, and responsibility. Teachers will also maintain consistent communication with families about social emotional and behavioral issues that arise.	Principal/ILT will establish various schoolwide leadership opportunities for students in grades 1 - 5. Principal and Administrative Assistant will organize the fifth grade Snack Ambassadors to distribute snacks at the 10:00 recess.	Implementation of Conflict Managers program to aid students in working through conflict independently.
3-6	Teachers will complete COST referrals for students with severe SEL concerns. Teachers will notify administration of any situations in which students become homeless/foster youth.	Principal will provide support as needed. Principal will seek resources for homeless families and foster youth.	Coordination of Services Team communicates with all necessary parties to ensure appropriate movement through the tiers of support, as necessary

<b>Improvement Strategy #4:</b>	Increase teacher-parent communication regarding the academic program and students' academic progress.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
4-1	Teachers will provide parents with assessment results at least three times annually.	Principal will provide template and communication resources.	Time will be allocated specifically for parent communication.

4-2	Teachers will conference with parents of students who are performing below grade level in reading or mathematics as soon as they have been assessed.	Principal will provide support and will join in on conferencers when requested.	Time will be allocated specifically for parent communication. Minimum days will be allocated for parent/teacher conferences twice annually.
4-3	Teachers will send monthly announcements/newsletters via Konstella to parents that outline what they are currently teaching in class.	Principal and ILT will determine how this will be organized and whether a common template will be used.	Time will be allocated specifically for parent communication.
4-4	Teachers and students will give presentations at bi-monthly PTA general meetings to share what they are doing with the parent community.	Principal will assist with scheduling of grade level presentations.	Time will be set aside at PTA meetings for presentations.
4-5	Teachers will respond to emails from parents within 48 hours, and will be intentional about sending positive emails about students to parents ensuring ALL parents receive positive communication about their students.	Principal will notify teachers of any parent concerns regarding lack of communication. Principal will write a monthly principal's message to be included in the Walkie-Talkie, a monthly newsletter.	Time will be provided on one Wednesday of each month for teachers to communicate with parents.
4-6	Kindergarten teachers will hold an informational social gathering with incoming kindergarteners and their families to provide resources to aid parents and students with the transition from pre-school to elementary school.	Principal will attend the event as well and answer any questions the teachers are unable to answer.	Time will be provided. Administrative assistant will aid with organization of event and communicating with parents prior to the event.

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

142

School:

Joaquin Miller Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$10,000.00	General Purpose Discretionary	Books other than textbooks	Principal will work with teachers to ensure classroom libraries include book sets for small groups.	A2.3: Standards-Aligned Learning Materials	4200				142-1
\$42,128.47	General Purpose Discretionary	supplies and resources	Principal will have multiple resources (books, websites, tools) available for teachers.	A2.3: Standards-Aligned Learning Materials	4310				142-2
\$13,000.00	General Purpose Discretionary	Equipment maintenance agreement	Principal will have multiple resources (books, websites, tools) available for teachers.	A2.3: Standards-Aligned Learning Materials	5610				142-3
\$9,000.00	General Purpose Discretionary	Licensing Agreements	Teachers will ensure that students who are reading below grade level use the online reading intervention program, Lexia, at least three times weekly.	A2.3: Standards-Aligned Learning Materials	5846				142-4
\$400.00	General Purpose Discretionary	Postage	Teachers will maintain consistent communication with families about social emotional and behavioral issues that arise.	A3.3: Family Engagement focused on Literacy Development	5910				142-5
\$4,865.68	General Purpose Discretionary	Additional hours for noon supervisors	Implementation of Conflict Managers program to aid students in working through conflict independently	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0001	0.17	142-6
\$5,323.76	General Purpose Discretionary	Prep Teacher so teachers have additional staffed prep during the week and an extra hour of paid PD time on Wednesdays.	Teachers will have an extra staffed prep period to conduct one-on-one assessments with students, plan for instruction, and work with small groups of struggling readers and ELLs.	A2.5: Teacher Professional Development for CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.05	142-7
\$19,215.59	General Purpose Discretionary	Additional hours for noon supervisors	Implementation of Conflict Managers program to aid students in working through conflict independently	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0132	0.67	142-8
\$9,500.00	LCFF Supplemental	After/before school enrichment with a language focus	Some teachers will tutor small groups of struggling readers before and after school.	A1.6: After School Programs	1120				142-9
\$11,314.91	LCFF Supplemental	Stipends or substitutes to support professional learning in support of ELLs	Teachers will have release time to work with ELLs and students with learning disabilities.	A4.4: Teacher Professional Development focused on English Learners		TEACHER STIP	TCSTIP0651	0.30	142-10
\$39,395.85	LCFF Supplemental	Professional Development for Common Core Instruction with an emphasis on English Learners	STIP will also be trained on designated ELD curriculum to provide one-on-one support with any newcomers. Teachers will have an additional staffed prep which will ensure one more hour of PD time (including PD on ELD) each Wednesday.	A4.4: Teacher Professional Development focused on English Learners		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.37	142-11
\$2,000.00	LCFF Supplemental	Books for classroom library collection and book sets for small group guided reading and literature circles	Teachers in grades 2 -5 will organize literature groups based on students' reading levels.	A2.3: Standards-Aligned Learning Materials	4200				142-12

\$395.05	LCFF Supplemental	Supplementary ELD materials & instructional technology	A 0.8 FTE prep teacher will be hired to cover all classes once weekly. ELD materials including books and instructional technology will be provided.	A4.1: English Learner Reclassification	4310					142-13
\$3,500.00	Measure G: TGDS	Stipend for alternate observer	Classroom observation/feedback for teachers from Principal and alternate observer	A2.6: Teacher Evaluation	1120					142-14
\$1,000.00	Measure G: TGDS	subs for release time to observe peers	Teachers will engage in peer observations focusing on their practices to support struggling students and differentiate for all learners with small group instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	1150					142-15
\$344.43	Measure G: TGDS	resources for new teachers	Principal will have multiple resources (books, websites, tools) available for teachers.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4310					142-16
\$11,314.91	Measure G: TGDS	STIP sub to cover classrooms for pre and post observation conferences and provide release time for teachers to engage in peer observations.	Teachers will engage in peer observations focusing on their practices to support struggling students and differentiate for all learners with small group instruction.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0651	0.30		142-17
\$7,453.27	Supplemental Program Investment	Prep Teacher so teachers have additional staffed prep during the week and an extra hour of paid PD time on Wednesdays.	Teachers will have an extra staffed prep period to conduct one-on-one assessments with students, plan for instruction, and work with small groups of struggling readers and ELLs.	A2.5: Teacher Professional Development for CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.07		142-18
\$286.73	Supplemental Program Investment	supplies and resources	Principal will have multiple resources (books, websites, tools) available for teachers.	A2.3: Standards-Aligned Learning Materials	4310					142-19
\$18,000.00	Supplemental Program Investment	Mental Health Services	Students who require emotional and/or social support can see one of the counseling interns.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5739					142-20
\$33,007.34	Donations	Prep teacher funded by PTA	Teachers will have an extra staffed prep period to conduct one-on-one assessments with students, plan for instruction, and work with small groups of struggling readers and ELLs.	A2.5: Teacher Professional Development for CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.31		142-21



## School Site Council Membership Roster – Elementary

**School Name:** Joaquin Miller

**School Year:** \_\_\_\_\_2016-17\_\_\_\_\_

<b>Chairperson:</b> Kate Anderson	<b>Vice Chairperson:</b> Jeanne Sims
<b>Secretary:</b> Jessica Dame Carroll	<b>*LCAP Parent Advisory Nominee:</b> Veronica Tril
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Deidre Robinson		X		
Veronica Tril				X
Juan Antonio Tril				X
Cindie Jue-Leong		X		
Laura Savage		X		
Sara Green	X			
Samantha Kelman				X
Kate Anderson				X
Jessica Dame Carroll				X
Jeanne Sims			X	

<b>Meeting Schedule</b> (day/month/time)	<b>Wednesdays (First of each month) at 5:30pm</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent/Community