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Memo

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

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

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

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

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

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

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



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

2019-2020 School Plan for Student Achievement (SPSA)

School: Joaquin Miller Elementary School
CDS Code: 1612596001945
Principal: Sara Green
Date of this revision: 10/15/2019

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

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

Contact: Sara Green	Position: Principal
Address: 5525 Ascot Drive Oakland, CA 94611	Telephone: 510-531-6688 Email: sara.green@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 10/15/2019

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

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Joaquin Miller Elementary School

Site Number: 142

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 10/15/2019

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

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|---|

Signatures:

<u>Sara Green</u> Principal	<u>Sara Green</u> Signature	<u>10/15/19</u> Date
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<u>Erin Valenzuela</u> SSC Chairperson	<u>Erin Valenzuela</u> Signature	<u>10/15/19</u> Date
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<u>Lakesha Martin</u> Network Superintendent	<u>Lakesha Martin</u> Signature	<u>12/4/19</u> Date
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<u>Lisa Spielman</u> Officer, State and Federal Programs	<u>Lisa Spielman</u> Signature	<u>12/4/19</u> Date
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2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/14/2019	Faculty	Mid-Year program review and review/discussion of proposed 2019-2020 budget
1/15/2019	SSC	Review and Discussion of proposed 2019-2020 budget and vote to approve Title 1 funds.
4/8/2019	Faculty	Review Site Plan for 2019-2020 and provide feedback
3/12/2019	SSC	Review and Discuss Site Plan for 2019-2020
4/30/2019	SSC	Review and Vote on Site Plan for 2019-2020

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$254,282.65

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	\$0.00	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$51,012.00	\$51,012.00
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	\$0.00	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$126,900.00	\$126,900.00
21st Century Community Learning Centers (Title IV #4124)	\$0.00	\$0.00	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	\$0.00
Comprehensive Support and Improvement (CSI #3182)	\$0.00	\$0.00	After School Education and Safety Program (ASES #6010)	\$0.00	\$0.00
School Improvement Grant (SIG #3180)	\$0.00	\$0.00	Low-Performing Students Block Grant (LPSBG #7510)	\$16,305.00	\$16,305.00
			Measure G (Measure G #9334)	\$0.00	\$0.00
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	\$0.00
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	\$0.00
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$194,217.00	\$194,217.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$194,217.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	\$194,217.00

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

1A: ABOUT THE SCHOOL

School: Joaquin Miller Elementary School

School ID: 142

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 34% 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.

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

Priority Strengths	Root Causes of Strengths
Overall student scores on the ELA portion of the SBAC increased by 7.3 points. Scores for Latinx students on the ELA portion of the SBAC increased by 47.4 points. Scores for Low Income students on the ELA portion of the SBAC increased by 19.9%.	Teachers have engaged in various professional development sessions around implementation of reader's and writer's workshop and calibration of reading assessments with our TSA. Teachers also engaged in professional learning around small group instruction and differentiated insruction.
Overall student scores on the Math portion of the SBAC increased by 6.1 points.	Teachers engaged in various professional learning sessions on enaging students in group work strategies, formative assessment, number talks, academic discourse, and the math workshop model.
Overall chronic absence percentage is 7.6%.	66% of our students live outside of the neighborhood and some have transportation issues. Other students are repeatedly tardy more than 30 minutes on a daily basis.
English Language Learners who are below average in reading use Lexia, a reading intervention program. Teachers with ELLs front -load vocabulary and provide small-group instruction on a regular basis. 16.7% of ELLs reclassified as of March, 2018.	All ELLs who are reading below grade level are receiving intervention support with TSA and/or teacher's aides/tutors.
Priority Challenges	Root Causes of Challenges

African American students' scores on ELA portion of SBAC decreased by 2.8%.	Joaquin Miller has an influx of students in grades 3-5 from other school sites who come in multiple years below grade level in reading. More reading intervention resources are needed to address students' needs.
As of December 20, 2018, the percentage of African American students who are classified as severely chronically absent is 13.8%	66% of our students live outside of the neighborhood and some have transportation issues. Other students are repeatedly tardy more than 30 minutes on a daily basis.
African American students' scores on math portion of SBAC decreased by .7%.	Joaquin Miller has an influx of students in grades 3-5 from other school sites who come in multiple years below grade level in mathematics. More intervention resources are needed to address students' needs.

1C: 19-20 STUDENT GOALS & TARGETS

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

School Goal:		Chronic absence rate for African American students will decrease by 2%.			
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	84.10%	89.10%	94.10%
Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	14.46%	12.00%	10.00%

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

School Goal:		All students will increase by 15 points in Distance from Standard (DF3) on ELA Portion of the SBAC.			
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	12.1	17.1	32.1
ELA SBAC	Students with Disabilities	+20 points DF3	-120.1	-100.1	-80.1
ELA SBAC	African-American Students	+20 points DF3	-16.5	3.5	23.5

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

School Goal:	All students will increase by 15 points in Distance from Standard (DF3) on Math portion of the SBAC.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	2.3	12.3	27.3
Math SBAC	Students with Disabilities	+20 points DF3	-92.4	-72.4	-50.4
Math SBAC	African-American Students	+20 points DF3	-29.8	-9.8	10.2

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	We will achieve a reclassification rate at least 25% for English Language Learners.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	27.27%	25.00%	25.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	25.00%	25.00%

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

School Goal:	76.80% of 3rd-5th grade students will grow one or more years as measured by SRI.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	66.80%	71.80%	76.80%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	17.90%	12.90%	7.90%
K at or above Benchmark	All Kindergarten Students	+5pp	47.95%	52.95%	57.95%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	61.64%	66.64%	71.64%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Joaquin Miller Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy: small group and/or differentiated instruction			
June 2021 Language & Literacy Goal:		Within 3 years, we will decrease the achievement gap between white students and our subgroups.			
Theory of Action for Language & Literacy:		If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction with a special emphasis on ELLs, African American, Low Income, GATE, newcomers, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient students from all subgroups on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		14.1	12.1
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We are implementing the strategies outlined in our site plan. Our new TSA provides reading intervention to our lowest performing readers and coaches teachers in Reading and Writing Workshop. The principal and the TSA meet weekly to discuss progress and areas of concern. The ILT works with their grade level PLCs to analyze data, plan instruction, and complete cycles of inquiry.					
What evidence do you see that your practices are effective?					
All students who are in reading intervention groups have shown significant progress. Teachers are consistently doing pre and post assessments for writing using the Lucy Calkins curriculum and are on target to complete all 6 writing units listed in the blueprints by the end of the year.					
What are some possible implications for your 2019-20 SPSA?					
We need to be able to fund our Teacher on Special Assignment (TSA) in order to continue our Cycle of Inquiry work.					
18-19 Standards-Based Instruction Priority:		Mathematics - Differentiated Instruction			
June 2021 Standards-Based Instruction Goal:		Within 3 years, we will decrease the achievement gap between white students and other subgroups in mathematics.			
Theory of Action for Standards-Based Instruction:		If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomers, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:

SBAC Math	All Students	8.2	2.3
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Teachers are implementing the strategies outlined in the site plan. The ILT works with their grade level PLCs to analyze data, plan instruction, and complete cycles of inquiry.			
What evidence do you see that your practices are effective?			
Teachers are engaging students in differentiated instruction using the math workshop model. Teachers are collecting formative assessment data and using it to guide instruction. The majority of teachers are implementing the 3 Reads strategy and number talks in their classrooms.			
What are some possible implications for your 2019-20 SPSA?			
The fifth grade teachers have requested a different curriculum for mathematics instruction. The current curriculum is challenging to implement with students who are at varying levels of proficiency. Many teachers are using Zearn as an additional online curriculum. Feedback shows teachers are less enthused about Mathletics, so we will be purchasing Zearn for the whole site next year.			
18-19 Conditions for Student & Adult Learning Priority:	Attendance		
June 2021 Conditions for Student & Adult Learning Goal:	Within three years we will improve the attendance of our Latino/a student population to meet the district attendance goals.		
Theory of Action for Conditions for Student & Adult Learning:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	Latino Students	95.2%	94.90%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
All teachers are familiar with the SEL competencies and behavior flow chart. Daily House Exercises allows for a morning movement break and SEL check-in for all students. Information regarding student attendance was provided at multiple events and on our communication platform. SART meetings are held when needed. PBIS strategies are implemented in all classrooms.			
What evidence do you see that your practices are effective?			
We only fell 0.3% short of our target for Latinx attendance.			
What are some possible implications for your 2019-20 SPSA?			
We will change our focus group to African Americans for the 2019-2020 school year, as this subgroup is demonstrating lower attendance rates.			

18-19 Conditions for English Language Learners Priority:		English Learner Reclassification	
June 2021 Conditions for English Language Learners Goal:		Within three years we will have increased on reclassification rate for our second language learners.	
Theory of Action for Conditions for English Language Learners:		If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	32.0%	27.30%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Many EL students are meeting with the TSA for targeted literacy instruction. Teachers are expected to provide content language objectives for every lesson and to implement daily academic discussions. Teachers are conducting reading conferences and pre-/post-assessments for every unit to track reading and writing growth.			
What evidence do you see that your practices are effective?			
Students meeting with the TSA are generally making strong progress in reading. Teachers are tracking student progress in reading and writing.			
What are some possible implications for your 2019-20 SPSA?			
Students who are English Lanuge Learners will continue to meet with the TSA as needed. Teachers will continue to utilize instructional methods that include daily academic discussion and teach to a variety of learning modalities.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
No changes were made.			

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

School: Joaquin Miller Elementary School

School ID: 142

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Attendance
School Theory of Action:	If staff and teachers are provided Professional Development on school wide Positive Behavioral Interventions and Supports (PBIS) expectations, implement a curriculum that explicitly teaches the Social Emotional Learning (SEL) competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal(s):	Chronic absence rate for African American students will decrease by 2%.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement, to assist students in meeting academic proficiency or advanced levels of academic achievement in core subjects. Teachers will use culturally responsive teaching practices and maintain consistent communication with the principal with regard to Foster and Homeless students.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	When students feel like they are capable of the tasks in class and therefore will be less likely to be absent from school. Teacher lesson plans will have evidence of planning for differentiation.

1-2	Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops. Principal works with Attendance Specialist and Coordination of Services Team (COST) to monitor attendance weekly and maintain communication with parents regarding attendance.	There will be a decrease in number of chronic absences, we will document and record the number of parent teacher conferences, and document and record the COST referrals and parent logs (attendance clerk).
1-3	Teachers maintain consistent communication with parents, with an emphasis on establishing relationships with parents of chronically absent students.	Principal and Attendance Specialist will develop incentive programs to reward students for strong attendance.	There will be a decrease in number of chronic absences, we will document and record the number of parent teacher conferences, and document and record the COST referrals and parent logs .(attendance clerk).
1-5	Kindergarten teachers will have a kindergarten meet and greet before school starts to review attendance expectations and provide kindergarteners and parents with an opportunity to familiarize themselves with the classroom and school routines.	Principal will organize the Kindergarten Meet and Greet and also speak to new parents about volunteer and engagement opportunities.	We will collect sign in sheets from the meetings and create informational packets for all incoming Kindergarten parents.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION	
School Priority ("Big Rock"):	Mathematics - Differentiated Instruction
School Theory of Action:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomers, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, Interim Assessment Blocks, SBAC).
Related School Goal(s):	All students will increase by 15 points in Distance from Standard (DF3) on Math portion of the SBAC.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to common state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery of state standards. Teachers modify tasks and provide intervention support for students with disabilities in alignment with IEPs.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Assignment is supporting a particular classroom.
2-2	Teachers differentiate instruction for students including English Learners and Newcomers using both Embedded and Designated ELD strategies, based on evidence, regardless of current level of achievement.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed. Principal and Leadership Team track and analyze data on a regular basis and hold data conferences with PLC teams.	Principal will conduct classroom observations and walk-throughs. Small group and/or differentiated instruction will happen in every classroom.
2-3	Teachers engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. Teachers will use skills and strategies learned along with culturally responsive teaching practices to provide additional support to low-income students. Teachers will ask principal if additional resources are needed.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will receive professional learning in mathematics aligned to their areas of need and students will receive standards-aligned, engaging instruction. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.
2-4	Teachers will use Zearn, a comprehensive math curriculum, in addition to the Core Curriculum Guide and Math Expressions, to provided differentiated support to Low-Performing students.	Principal and Leadership Team will use professional development resources from Zearn curriculum to provide teacher training on how best to utilize the program for their students. Principal and Leadership Team will track usage and performance data on a regular basis.	All students, including Low Performing Students, will be engaged in mathematics instruction at their instructional level.

<i>District Strategy:</i> Developing LANGUAGE AND LITERACY Across the Curriculum			
School Priority ("Big Rock"):		Literacy: small group and/or differentiated instruction	
School Theory of Action:		If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction with a special emphasis on ELLs, African American, Low Income, GATE, newcomers, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient students from all subgroups on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).	
Related School Goal(s):		All students will increase by 15 points in Distance from Standard (DF3) on ELA Portion of the SBAC. 76.80% of 3rd-5th grade students will grow one or more years as measured by SRI.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teachers implement complex reading and writing tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers will support Latino/a students using culturally responsive teaching practices and small group instruction.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	Students will be able to sustain engagement in purposeful, leveled independent reading for at least 3 hours per week. Students will be able to respond to literature both verbally and in writing aligned to grade level standard expectations. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.
3-2	Teachers differentiate instruction for students including with an emphasis on supporting African American students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	Teachers will be able to demonstrate their system for organizing and monitoring leveled texts for students' independent reading. Small group and/or differentiated instruction will happen in every classroom. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.

3-3	T3: Teachers collaborate and review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Teachers will ensure GATE students receive instruction aligned to their mathematical abilities including accelerated tasks and/or programming.	L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Teachers conferring with students. Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective.
3-4	Teachers will receive additional intervention support for their Low-Performing Students as measured by F&P and SRI.	TSA will provide small group reading intervention support to lowest performing readers at least twice weekly.	Lowest performing readers will improve reading levels at a quicker pace and feel more confident about their reading ability.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification
School Theory of Action:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal(s):	We will achieve a reclassification rate at least 25% for English Language Learners.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	T1: Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to state standards standards and ELD standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments of student learning.	Students will be engaged in academic discourse with their peers. Content language objectives will be posted. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.

4-2	<p>T2: Teachers will differentiate instruction for English Language Learners and Newcomers and provide embedded ELD supports, based on ELPAC proficiency levels and foster the students' awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.</p>	<p>Vocabulary charts with visuals posted in classrooms. Teachers front-load vocabulary. Sentence frames are used when appropriate. Evidence of culturally responsive curriculum will be evident in classrooms. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.</p>
4-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of students' home language and culture.</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans, especially for newcomers.</p>	<p>Students feel safe and welcome at school. In alignment with Positive Behavioral Interventions and Supports (PBIS) practices, classrooms will create, review, and post expectations and routines for students. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.</p>
4-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.</p>	<p>Parents of English Learners are knowledgeable of their children's social emotional and academic progress.</p>

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 142

School: Joaquin Miller Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$5,410.00	General Purpose Discretionary	Make science prep teacher full-time	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.05		142-1
\$13,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Literacy: small group and/or differentiated instruction	142-2
\$22,470.00	General Purpose Discretionary	Classroom Supplies	Goal 1: Graduates are college and career ready.		n/a		n/a		Mathematics - Differentiated Instruction	142-3
\$11,103.00	General Purpose Discretionary	Add additional hours for noon supervisors to be able to cover all recesses, pick up, and drop off	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.33	Principal and Attendance Specialist will develop incentive programs to reward students for strong attendance.	142-4
\$200.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a			142-5
\$26,721.00	LCFF Supplemental	ELA TSA	Goal 3: Students are reading at or above grade level.		n/a		n/a	0.30	Literacy: small group and/or differentiated instruction	142-6
\$25,318.00	LCFF Supplemental	Psychologist (one day/week)	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a	0.20		142-7
\$14,000.00	LCFF Supplemental	Technology Licenses for reading and math programs	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Mathematics - Differentiated Instruction	142-8
\$20,000.00	LCFF Supplemental	Classroom Supplies		4310	School Office Supplies		n/a			142-9
\$24,296.00	LCFF Supplemental	Pay for STIP for 3 days weekly	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.60	Literacy: small group and/or differentiated instruction	142-10
\$5,862.00	LCFF Supplemental	Books Other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a			142-11
\$26,721.00	PTA	ELA TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.30	Literacy: small group and/or differentiated instruction	142-15

\$15,398.00	Low-Performing Students Block Grant (LPSBG)	Zearn Mathematics Program	Goal 2: Students are proficient in state academic standards.		n/a		n/a	Teachers will use Zearn, a comprehensive math curriculum, in addition to the Core Curriculum Guide and Math Expressions, to provide differentiated support to Low-Performing students.	142-16
\$907.00	Low-Performing Students Block Grant (LPSBG)	20 Additional Lexia Licenses	Goal 3: Students are reading at or above grade level.		n/a		n/a	Literacy: small group and/or differentiated instruction	142-17



Jody London, President, BOE



Kyla Johnson-Trammell, Superintendent and Secretary, BOE



Strategic Resource Planning

2019-2020 School Site Council Membership Roster – Elementary

School Name: _____

Chairperson :
Vice Chairperson:
Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community Members