

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

October 28, 2015

File ID Number: 15-1874
Introduction Date: 10/14/15
Enactment Number: 15-1542
Enactment Date: 10/14/15
By: OR

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, Office of Accountability Partners

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 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, 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 to student success.

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: Joaquin Miller Elementary School
CDS Code: 1612596001945
Principal: Paulette Smith
Date of this revision: 6/10/2015

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

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

Contact Person:	Paulette Smith	Position:	Principal
Address:	5525 Ascot Drive Oakland, CA 94611	Telephone Number:	510-531-6688
		Email Address:	paulette.smith@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 10/28/2015

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

142 Joaquin Miller SPSA Tool – Final SPSA Part I

The District Governing Board approved this revision of the SPSA on:



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name:

Joaquin Miller Elementary School

Site Number: 142

Title I Schoolwide Program

Local Control Funding Formula (LCFF) Base Grant

School Improvement Grant (SIG)

Title I Targeted Assistance Program

LCFF Supplemental Grant

21st Century

After School Education & Safety Program (ASES)

LCFF Concentration Grant

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

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

142 Joaquin Miller SPSA Tool – Final SPSA Part I

Date(s) plan was approved: 5/19/2015

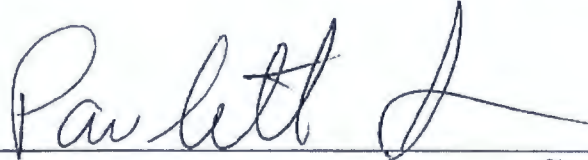
6. The public was alerted about the meeting(s) through one of the following:

- Fliers in students' home languages Announcement at a public meeting Other (Notices and Media Announcements, etc.)

Signatures:

Paulette Smith

Print name of School Principal

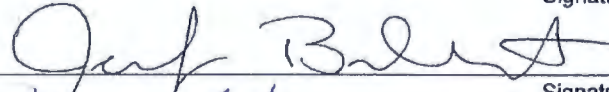


Signature

5/19/15
Date

Jen Belmont

Print name of SSC Chairperson



Signature

5/19/15
Date

Kyla Johnson-Trammell

Print name of Network Superintendent

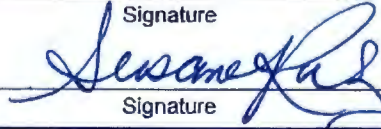


Signature

5/19/15
Date

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs



Signature

9/20/15
Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: 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 Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/28/2015	Faculty Meeting	Shared rationale and overview of school Priorities and budget priorities.
1/27/2015	SSC/ELAC	Shared rationale and overview of school Priorities and budget priorities.
2/23/2015	ILT Team Meeting	Drafted a portion of the SPSA together.
2/24/2015	SSC/ELAC	Drafted a portion of the SPSA together.
5/11/2015	ILT Team Meeting	Presented final Version of 15-16 SPSA
5/20/2015	Faculty Meeting	Presented final Version of 15-16 SPSA
5/19/2015	SSC/ELAC	Presented final Version of 15-16 SPSA

2015-2016 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$73,836.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$37,479.94	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$111,315.94	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: **Balanced Literacy**

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- MAIN SCHOOL GOAL: Increase by 5 percentage points the percent of students (2nd-5th grade) reading at or above grade level as measured by SRI
- RELATED SCHOOL GOAL: Increase by 20 percentage points the percent of 2nd - 5th graders who grow a year or more on SRI: Students at or above grade level will grow at least one year. Students below grade level will grow at least 1.5 years.
- RELATED SCHOOL GOAL: Kinder/1st graders will meet expected end of year measures on BPST.
- RELATED SCHOOL GOAL: Kinder/1st graders will meet level D and level J comprehension levels as measured by F+P running records.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	MAIN SCHOOL GOAL: School-wide percent at or above grade level	39.80%	44.80%	49.80%
SRI	RELATED SCHOOL GOAL: 2nd - 5th graders growth of year or more on SRI: Students at or above grade level at the baseline assessment will grow at least one year. Students below grade level at the baseline assessment will grow at least 1.5 years.	At Grade Level: 65% one year growth. Below Grade Level: 48% 1.5 years growth.	At Grade Level: 85% one year growth. Below Grade Level: 68% 1.5 years growth.	At Grade Level: 100% one year growth. Below Grade Level: 88% 1.5 years growth.
Other	RELATED SCHOOL GOAL: Percent of Kinder/1st graders meeting expected end of year measures on BPST.	K: 76% met; 1st: 84% met	100% for both	100% for both

Other

RELATED SCHOOL GOAL: Percent of Kinder/1st graders meeting level D and level J comprehension levels as measured by Fountas+Pinnell running records.

K: 81% met D;
1st: 68% met J

100% for both

100% for both

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
80 % of Third through 5th grade students increase familiarity with SRI Tool and as a result perform at or above proficient.	35% of 2nd graders show a significant learning curve associated with computer-based testing. In other words, they are not able to accurately demonstrate their ability to read and comprehend, because the tool is new.
K-2 students are 90 % proficient in letter sound recognition by spring test.	For younger advanced readers, content in F&P is not always age appropriate
SRI proficiency growth is strong in grades 2-5; reduced 10% of students multiple years below grade level	Time constraints on instructional schedule impacts amount of time for conferring
70% of 2nd through 5th grade students are reading at or above their grade level as demonstrated on the SRI.	Guided reading takes more time to plan than teachers have available
Students demonstrated a strong culture of reading during the 10,000 book reading challenge.	Lack of additional adult support impedes ability for 1:1 support
100% of students in grades 2-5th know their reading level and have reading goals.	SRI is not always a valid assessment of overall reading comprehension

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Site Literacy Lead has provided ample training and support to our teachers in developing reading instruction; data from this past year shows marked increase in SRI scores across grade levels. Data also shows that we are increasing proficiency across all grade levels and reducing the number of students who are below grade level. PLC time and release days for F&P testing are key organizational practices in improving student achievement.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Appropriate assessment content for advanced readers; inadequate time for professional development and planning during the school day; lack of additional adult support; lack of opportunities for smaller group interaction/instruction; new curriculum; lack of Literacy Coach to move far below basic up

MAJOR IMPROVEMENT STRATEGY #1

Continue to develop key elements of Balanced Literacy with a focus on guided reading and word study.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Reader's Workshop	Principal will provide observation coaching and feedback on reading workshop	ILT time to meet and collaborate to support best teaching practices. Plan differentiated strategies for GATE students.
Lucy Calkins Units of Study in Reading and Writing; Mini Lesson, Indep./small group work, shared reading, and read alouds. Differentiate instruction for English Language Learners.	Watch Lucy Calkin videos during PD and PLC Time.	PLC time to review data, unit planning, learning experiences, and student work.
Guided Reading	Principal will provide observation coaching and feedback on writer's workshop.	(6) Week Data Inquiry Cycles/Analysis
Word Study implementation of new Curriculum	Monitor, and provide feedback.	Monthly PD led by Principal and ILT Team
Writer's Workshop	Monitor, and provide feedback.	Time to assess allow for Subs.
Continue to develop Conferring in reading and writing	LCAP: Welcoming school learning environment.	Additional teacher-led tutoring outside of school hours. Pay teachers stipends.
LCAP: Integrate College and Career Readiness by engaging the parent community to present on career, a skill, or an experience with class.		Make sure classroom libraries are robust and continue to be re-stocked; make sure teachers have materials for centers, etc.

MAJOR IMPROVEMENT PRIORITY #2: STEAM INTEGRATION

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- 80% of students in the General ed classes K-5 will score at or above on the Envision EOU Math Assessments.
- Students are expected to engage in academic discussions, three reads, math talks, and performance tasks.
- All 2-5 grade students will be able to explain their goals for the current unit in Math.
- All students will receive instruction in Science, technology, and engineering as outlined in the NGSS.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	More than 75% of African American students will score at or above on performance tasks.	67%	51%	>24%
Other	75% Af. Am will score at or above on Constructed responses.	59%	54%	>21%
Other	75% Af. Am will score at or above on Selected responses.	36%	32%	>43%
Other	75% of White students will score at or above on performance tasks.	61%	73%	>2%
Other	80% of White students will score at or above on constructed responses.	75%	75%	>5%
Other	75% of White students will score at or above on selected responses.	65%	62%	>+13%

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
<p>Teachers have had multiple years in Math training in the areas of math talks, performance tasks, and academic discussions.</p> <p>70% of students are performing at or above on EOU Math Unit Performance Tasks.</p> <p>All Teachers are implementing Envision.</p> <p>Most Teachers are using Math Talks and three reads.</p> <p>85% of K-1 students are at or above on the EOU Math tests.</p>	<p>Implementation year of new CCSS in Math curriculum, scope and sequence, and assessments.</p> <p>Students who enter JM after kindergarten are two more grades behind.</p> <p>There is a persistent achievement gap for non white students. African American students are performing 20%-30% below their white peers.</p> <p>More planning time needed.</p> <p>Some difficulty with maintaining the pacing in real time.</p> <p>Some confusion over the scope and sequence, as to when subjects are covered.</p>

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

We need more small group opportunities in order to close the achievement gap.

All students need a learning plan that includes their data over time.

We need to increase opportunity for math tutorials with a qualified teacher before and after school.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Lack of professional development.

No site support with Math

No longer a science cohort school.

Lack of resources to implement tutoring for targeted students.

MAJOR IMPROVEMENT STRATEGY #2

STEAM is an integral part of our school's community of learners. To meet this high expectation, we will focus instruction on collaboration, project based learning, and hands-on experiences. With this targeted focus we will increase access for all students to be successful on State assessments in the areas of math and science.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Science and Math program implemented daily per teacher's weekly schedule.	Weekly observation and feedback.	PLC time for four hours a month.
Teachers will administer pre and post EOU tests.	Math PD time to plan, learn best practices, and analyze student data.	Teacher Leader leads and facilitates PD 1*month
3 Reads implemented in all grades	Principal will hold six week data cycles with teachers.	Release time to give assessments in grades K-3.
Number Talks implemented in all grades.	Encourage and protect collaboration time.	Release time to observe peers.
Ensure lesson plans include strategies for targeted students.	Math, Science, and Tech are on the ILT Team.	Family STEAM night
Small group of teachers will be paid a stipend to teach math before or after school.	Set aside funding to support Teacher led Tutor classes.	Science Fair Night

Integration of Khan Academy modules to accelerate all students in math.	Chromebook management schedule in place.	Coordination with Kids Club to include content specific classes internally.
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MAJOR IMPROVEMENT PRIORITY #3: SCHOOL CULTURE
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LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Full implementation of the seven weeks of caring school community curriculum.
- Teachers will intergrate the Superflex strategies where necessary to build student awareness and capacity to address social issues.
- Cross age buddy program will continue to support a caring community.
- Student Council, and Safety Patrol will continue to foster student leadership.
- Restorative Justice Practices should be implemented in the Fall.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Chronic Absence	Chronic Absences will be addressed using positive Attenance Strategies	6%	5%	5%
Suspension	Suspension will continue to be addressed through Restorative Justice.	0	1%	0%
Parent survey participation rate	Number of parent who participated dropped in 14-15 by 25%	75%	65%	100%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
<p>Clear rules and expectations in place. Extra noon supervisor has helped to address recess concerns. Modified bell schedule to reduce number of students on yards.</p> <p>PEC Aides assist with recesses. Culture and climate committee Parent Diversity Committee</p>	<p>Proper placement of PEC students a challenge for site's resources. Site needs to invest in conflict resolution curriculum like Second Step or RJ Site must look at culturally responsive practices to ensure all students feel welcomed and included. Site needs readily available translation services. JM had one suspension of an African American Male.</p>

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

The Site visit data and the healthy kids survey indicate that JM functions on a high level, students are engaged, and parents feel welcomed to volunteer at our school.

These families and students tend to be economically disadvantaged, or struggle academically or/and socially.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

With that said, some students and some parents feel disconnected from their class and peers. A smaller group has indicated that they do not feel welcomed, included, or supported.

MAJOR IMPROVEMENT STRATEGY #3

Continue to formalize both the teacher school culture and climate team and the parent diversity committee to address and find solutions to improve input, engagement, and inclusion.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Kindergarten Tea as a transition day for incoming K students.	PD is given on Culture and climate, including ensuring welcoming and supportive environment for Foster Youth.	School partners with PTA to support School wide activities
Parent/Family Engagement Activities within the class	Parent/Family engagement programs after school	School partners with Insights to develop comprehensive behavior plans.

Teachers will use the Universal Referral process for non violent behavior.	School Leader will support teachers with high needs students through intervention	purchase Second Step Curriculum
Teachers will post, review and practice class rules and consequences.	School staff will treat students fairly and with care.	
Teachers will communicate high expectations for all students.		

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: Joaquin Miller Elementary School												
BUDGET ACTIONS & IMPROVEMENT PRIORITY #1 (Balanced Literacy)											Click here for the full list of LCAP Strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Lucy Calkins Units of Study in Reading and Writing; Mini Lesson, Indep./small group work, shared reading, and read alouds. Differentiate instruction for English Language Learners.	SRI	Low-Income Students	N/A							142-1A	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Guided Reading	SRI	Low-Income Students	N/A							142-1B	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Word Study implementation of new Curriculum	SRI	Low-Income Students	N/A							142-1C	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Writer's Workshop	Other		N/A							142-1D	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Continue to develop Conferring in reading and writing	Other		N/A							142-1E	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
LCAP: Integrate College and Career Readiness by engaging the parent community to present on career, a skill, or an experience with class.	Other		N/A							142-1F	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Principal will provide observation coaching and feedback on reading workshop	Other		N/A							142-1G	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Watch Lucy Calkin videos during PD and PLC Time.	Other		N/A							142-1H	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Principal will provide observation coaching and feedback on writer's workshop.	Other		N/A							142-1I	Teacher PD	A2.6: Teacher Evaluation
Monitor, and provide feedback.	Other		N/A							142-1J	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Provide materials and supplies needed for instruction.	Other		Supplies and materials	General Purpose Discretionary	4310				\$40,000.00	142-1K	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
LCAP: Welcoming school learning environment.	Other	Students with Disabilities	N/A							142-1L	Targeted Approaches	A2.2: Social Emotional Learning

ILT time to meet and collaborate to support best teaching practices. Plan differentiated strategies for GATE students.	SRI		N/A							142-1M	Teacher PD	A2.8: Data & Assessment
PLC time to review data, unit planning, learning experiences, and student work.	SRI	Low-Income Students	N/A	LCFF Supplemental	1150				\$6,235.00	142-1N	Teacher PD	A2.8: Data & Assessment
(6) Week Data Inquiry Cycles/Analysis	SRI		N/A	LCFF Supplemental	1150				\$6,235.00	142-1O	Extended Learning Time	A2.8: Data & Assessment
Monthly PD led by Principal and ILT Team	Other		N/A							142-1P	Teacher PD	
Time to assess allow for Subs.	SRI		N/A							142-1Q		
Additional teacher-led tutoring outside of school hours. Pay teachers stipends.	SRI	Low-Income Students								142-1R		
Make sure classroom libraries are robust and continue to be restocked; make sure teachers have materials for centers, etc.	SRI	Low-Income Students	Books other than Text Books	General Purpose Discretionary	4200				\$20,836.00	142-1S	Targeted Approaches	A2.3: Standards-Aligned Learning Materials

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (STEAM INTEGRATION)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Science and Math program implemented daily per teacher's weekly schedule.			N/A							142-2A		
Teachers will administer pre and post EOU tests.			N/A							142-2B		
3 Reads implemented in all grades			N/A							142-2C		
Number Talks implemented in all grades.			N/A							142-2D		
Ensure lesson plans include strategies for targeted students.			N/A							142-2E	Targeted Approaches	A2.9: Targeted School Improvement Support
Small group of teachers will be paid a stipend to teach math before or after school.	Other	Low-Income Students	pay stipends to teachers	LCFF Supplemental	1120				\$10,009.94	142-2F	Extended Learning Time	A2.9: Targeted School Improvement Support
Integration of Khan Academy modules to accelerate all students in math.			N/A							142-2G	Targeted Approaches	A3.1: Blended Learning
Weekly observation and feedback.			N/A							142-2H		
Math PD time to plan, learn best practices, and analyze student data.			N/A							142-2I		
Principal will hold six week data cycles with teachers.			N/A							142-2J		

Encourage and protect collaboration time.			N/A								142-2K		
Math, Science, and Tech are on the ILT Team.			N/A								142-2L	Targeted Approaches	A3.1: Blended Learning
Set aside funding to support Teacher led Tutor classes.			See Above								142-2M	Extended Learning Time	A2.9: Targeted School Improvement Support
Chromebook management schedule in place.			N/A								142-2N	Targeted Approaches	A3.1: Blended Learning
PLC time for four hours a month.			N/A								142-2O	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Teacher Leader leads and facilitates PD 1*month			N/A								142-2P	Teacher PD	
Release time to give assessments in grades K-3.			N/A								142-2Q	Targeted Approaches	A2.8: Data & Assessment
Release time to observe peers.			N/A								142-2R	Family Engagement	A2.5: Teacher Professional Development for CCSS & NGSS
Family STEAM night			N/A								142-2S	Family Engagement	A1.1: Pathway Programs
Science Fair Night			N/A								142-2T	Family Engagement	A1.1: Pathway Programs
Coordination with Kids Club to include content specific classes internally.			N/A								142-2U	Extended Learning Time	A1.6: After School Programs
Equipment and maintenance agreement	Other		equipment maintenance agreement	General Purpose Discretionary	5610					\$13,000.00	142-2V		A2.1: Implementation of CCSS & NGSS

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (SCHOOL CULTURE)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Kindergarten Tea as a transition day for incoming K students.			N/A							142-3A	K Transition	A6.2: Family Engagement Professional Learning for Administrators/ Teachers/ Staff
Parent/Family Engagement Activities within the class			N/A							142-3B	Family Engagement	A6.4: Parent / Guardian Volunteer Support
Teachers will use the Universal Referral process for non violent behavior.			N/A							142-3C	Targeted Approaches	A2.2: Social Emotional Learning

Teachers will post, review and practice class rules and consequences.			N/A							142-3D	Targeted Approaches	A2.2: Social Emotional Learning
Teachers will communicate high expectations for all students.			N/A							142-3E	Targeted Approaches	A2.2: Social Emotional Learning
PD is given on Culture and climate, including ensuring welcoming and supportive environment for Foster Youth.			N/A							142-3F	Teacher PD	A2.2: Social Emotional Learning
Parent/Family engagement programs after school			N/A							142-3G	Family Engagement	A2.2: Social Emotional Learning
School Leader will support teachers with high needs students through intervention			N/A							142-3H	Targeted Approaches	A2.2: Social Emotional Learning
School staff will treat students fairly and with care.			N/A							142-3I	Targeted Approaches	A2.6: Teacher Evaluation
School partners with PTA to support School wide activities			N/A							142-3J	Family Engagement	A6.2: Family Engagement Professional Learning for Administrators
School partners with Insights to develop comprehensive behavior plans.	Suspension	Low-Income Students	purchase services of mental health provider							142-3K	Targeted Approaches	A2.2: Social Emotional Learning
purchase Second Step Curriculum			N/A							142-3L		
contract services of Mental Health Provider	Suspension	Low-Income Students	purchase services of mental health provider	LCFF Supplemental	5739				\$15,000.00	142-3M	Targeted Approaches	A2.2: Social Emotional Learning

James Harris
President, Board of Education

Antwan Wilson
Secretary, Board of Education



School Site Council Membership Roster – Elementary

School Name: Joaquin Miller

School Year: 2014-15

Chairperson : Paulette Smith	Vice Chairperson: Jen MacFarlane
Secretary: Deidre Robinson	*LCAP Parent Advisory Nominee: Loryn Hudson
*LCAP EL Parent Advisory Nominee: Genet Gugesa	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Paulette Smith	X			
Amanda Lockwood		X		
Deidre Robinson		X		
Meghan Kramer		X		
Jeanne Sims			X	
Jennifer Belmont				X
Christine Gharagozian				X
Kim Davis				X
Genet Gugesa				X
Loryn Hudson				X

Meeting Schedule (day/month/time)	3rd Tuesday of each month at 5:30-6:30
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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;
- 4 Parent/community members cannot be OUSD employees at the site.

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

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.