

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

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

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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.

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Joaquin Miller Elementary School
CDS Code: 1612596001945
Principal: Sara Green
Date of this revision: 5/17/2016

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: Sara Green
Address: 5525 Ascot Drive
Oakland, CA 94611

Position: Principal
Telephone: 510-531-6688
sara.green@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

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

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Joaquin Miller Elementary School

Site Number: 142

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 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:

Date(s) plan was approved: 5/17/2016

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|---|---|--|

Signatures:

<u>Sara Green</u> Print name of School Principal	<u>Sara E Green</u> Signature	<u>5/23/2016</u> Date
<u>Jennifer Belmont</u> Print name of SSC Chairperson	<u>Jennifer Belmont</u> Signature	<u>5/23/2016</u> Date
<u>KYLA TRAMMELL</u> Print name of Network Superintendent	<u>Kyla Trammell</u> Signature	<u>5/24/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-26-16</u> Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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
2/4/2016	SSC	Conducted review of current site plan and analyzed the School Performance Framework.
3/7/2016	Instructional Leadership Team	Generated teaching, leadership, and organizational practices aligned with the three new priorities.
3/10/2016	SSC	Presented plan to SSC for feedback.
4/11/2016	ILT	Revised plan based on feedback from Network Superintendent.
5/17/2016	SSC	Reviewed, revised, and approved site plan.
5/23/2016	Faculty	Shared site plan with the entire staff at a faculty meeting.

2016-2017 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 Discretionary #0000	\$74,604.19	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$57,926.46	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:	\$132,530.65	\$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
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

School Description

Joaquin Miller Elementary is a public K-5 school, in the Oakland Unified School District. JM is located in the Piedmont Pines Neighborhood off Highway 13. Each of our 437 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. The staff, parents, and administrator 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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Small Group Instruction/Differentiation to improve quality of Tier 1 and Tier 2 instructional practices to close achievement gaps
Major Improvement Priority #2:	Language Development (Focus on Academic Language and Literacy within ELA and Mathematics) to narrow achievement gaps
Major Improvement Priority #3:	Multi-Tiered Systems of Support (SEL and Culturally Relevant Practices for Tier 1 culture/climate)

MAJOR IMPROVEMENT PRIORITY #1: Small Group Instruction/Differentiation to improve quality of Tier 1 and Tier 2 instructional practices to close achievement gaps

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
69% of students performed at/above grade level on the mid-year SRI.	Latino students are the lowest performing racial/ethnic group on the ELA portion of the 2015 SBAC with 28.5% scoring at/above proficiency, 41 points below that of the white subgroup.

58% of all students who took the SBAC scored proficient on the ELA portion of the exam.	There was a 38.3 point achievement gap between African American students and subgroups on the 2015 Spring SRI.
	Students who enter Joaquin Miller after 2nd grade often lack foundational skills and are below benchmark in reading and mathematics.

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data shows that there are significant achievement gaps between African American, Latino students, and low income students and all other subgroups as indicated by SRI, Fountas and Pinnel, and SBAC ELA assessments results. All the teachers are currently engaging their students in daily readers workshop and mathematics lessons from the OUSD Core Curriculum with Math Expressions. Teachers have received professional learning around small group instruction this year. In the coming school year, our organizational, leadership, and teacher practices will ensure teachers have a deeper understanding of effective small group instruction and how best to differentiate instruction to meet the various needs of our students.

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

One root cause is a lack of familiarity with the new balanced literacy and mathematics curricula. Teachers require support, resources, and guidance to use data analysis to group students and provide differentiated instruction to student needs across the curriculum. Some teachers require assistance with classroom management strategies necessary for effective differentiated instruction.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June of 2017, 63.7% of all students will score at or above proficiency on the Math portion of the SBAC.	SBAC Math	All Students	53.7%	60%	63.7%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June, 2017, increase by 7 percentage points the percent of ALL students in grades 2-5 reading at or above grade level as measured by SRI as compared to the Spring SRI results.	SRI	All Students	74.1%	77.6%	81.1%	3: Students are reading at or above grade level.

Academic	By June, 2017, increase by 8 percentage points the percent of Latino students in grades 2-5 reading at or above grade level as measured by SRI as compared to the Spring SRI results.	SRI	Latino Students	62.6%	66.1%	70.6%	4: English learners are reaching English fluency.
Academic	By June, 2017, increase by 10 percentage points the percent of African American students in grades 2-5 reading at or above grade level as measured by the end of year SRI.	SRI	African- American Students	45.2%	48.7%	52.2%	3: Students are reading at or above grade level.
Academic	By June of 2017, 22% of Latino students will score at or above proficiency on the Math portion of the SBAC	SBAC Math	Latino Students	13.5%	18%	22%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Implement and refine data-driven practices in PLCs to group students and provide differentiated, small group instruction targeted to student needs across the curriculum.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will use TPR techniques and integrated ELD strategies with Latino students and English learners.	Principal will observe and provide coaching and feedback across all subject areas.	The ILT will meet regularly to discuss best teaching practices and collaborate around ways to support classroom teachers with small group/differentiated instruction.
Teachers will ensure that students who are reading below grade level use the online reading intervention program Lexia.	Principal will provide teachers with adequate time to assess students' reading levels.	PLC time will be provided to review data, plan for small groups and differentiation, and share/develop strategies and materials.
2nd-5th grade teachers will engage students with NewsELA Pro to build vocabulary, reading comprehension skills, and fluency.	Balanced Literacy Teacher Leader and Math Teacher Leader will participate in walk-throughs and develop professional learning around literature groups for staff.	Substitutes will be provided for TL walkthroughs and peer observation cycles.
Teachers will have students set personal reading goals for all students, using SRI and F&P data as well as individual observations.	Principal will monitor SRI, F&P, and CEOU results and collaborate with staff members as needed.	Cross-grade level peer tutors/supports will be utilized to the benefit of all students.

Teachers will engage students in a math lesson that utilizes complex instruction and group-worthy tasks 1-2 times per week.	Principal will ensure documents go home in both Spanish and English.	Classroom libraries are well stocked, centers materials are purchased and available, etc.
Teachers will regularly utilize "high ceiling" tasks in order to engage and differentiate for all students.	Principal will support teachers with classroom management techniques to support small group/differentiated instruction.	Certain teachers will provide before/after school tutoring for additional re-engagement of struggling students in specific academic areas.
Teachers will provide opportunities for small group instruction across all subject areas in order to re-engage and accelerate struggling students in a low-affect setting.	Classroom observation/feedback for teachers	Celebrate academic success and progress on a monthly basis.
Teachers will engage in peer observations focusing on their practices to support struggling students and differentiate for all learners with small group instruction.	Monitoring of PLC planning	Teachers will be provided with time to complete assessments (SRI, F&P, CEOU, SIRA, etc).
Teachers will group students for Words Their Way word study program based on beginning of year WTW assessment results.	planning of PD based on needs derived from classroom observation and assessment data	Parent volunteers to read 1:1 with students in K-1.
Teachers in grades 2 -5 will organize literature groups based on students' reading levels.	Principal will provide teachers with opportunities to observe peers with an emphasis on small group instruction.	
Teachers will hold reading conferences with students on a regular basis.	Principal will conduct observations in line with TGDS and provide feedback for teachers.	
Teachers in grades 2 - 5 will engage students in blended learning at least twice weekly in order to work with small groups.	Principal will pay teachers on extended contract to attend Professional Learning around blended learning	Data Teacher Leader will provide PD around blended learning.

MAJOR IMPROVEMENT PRIORITY #2: Language Development (Focus on Academic Language and Literacy within ELA and Mathematics) to narrow achievement gaps

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
58.3% of EL students made one or more years growth on the 2014-2015 SRI.	28.6% of Latino students performed at/above proficiency on the ELA portion of the SBAC.
The reclassification rate for Joaquin Miller increased from 18.2% in 2014-2015 to 26.09% in 2015-2016.	Latino students are the lowest performing racial/ethnic group on the ELA portion of the 2015 SBAC.
	According to the mid-year 2015-2016 SRI results, 32.6% of Latino students performed at/above proficiency compared to 80% of white students.

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Implementation of Reader's Workshop and has helped to improve the reclassification rate. Teachers require additional support, training, and/or resources to support English learners with English Language Development.

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

There is no specific ELD curriculum in place at Joaquin Miller. Many teachers require professional learning related to Academic English Development and English Language Development strategies as our population of English learners has increased in the past several years. Parents may not speak, read, or write English and therefore struggle with supporting their children with reading and math at home. Students may not be confident about their reading, speaking, or writing abilities and therefore don't participate in class discussions.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June of 2017, 68% of all students will score at or above proficiency on the ELA portion of the SBAC.	SBAC ELA	All Students	58%	62%	68%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By June of 2017, 22% of Latino students will score at or above proficiency on the Math portion of the SBAC.	SBAC Math	Latino Students	13.5%	17.7%	22%	2: Students are proficient in state academic standards.
Academic	By June of 2017, 36.6% of Latino students will score at or above proficiency on the ELA portion of the SBAC.	SBAC ELA	Latino Students	28.6%	32.6%	36.6%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Engage teachers in professional learning around English language development strategies, translate documents and announcements into students' home language, and incorporate strategies that promote academic discussion among ALL students.*

KEY PRACTICES FOR PRIORITY #2		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Continue to implement Reader's Workshop everyday	Principal provides reading workshop coaching.	PLC time to review data, unit planning, learning experiences, and student work.
Teachers will use the Lucy Calkins Units of Study in Reading and Writing.	Principal monitors SRI and FP results each trimester	Teachers will be provided with time to do the SRI and F & P assessments.
All teachers will use Words Their Way for word study.	Principal will designate an ELD Teacher Leader; PD on ELD strategies for teachers to use in classroom.	Plan/invest time for weekly professional development and PLC planning time
Teachers will engage in peer observations.	Principal and ELD Teacher Leader provide teachers with ELD PD	Designate one teacher to be the ELD Teacher Leader, pay with stipend.
Teachers will use TPR techniques and integrated ELD strategies with Latino students and English Learners.	Principal will research and explore strategies for teachers to meet the needs of ELL and latino students.	Members of the ILT will provide professional development .
Teachers will ensure students who are reading below grade level use online reading intervention programs, Lexia & Raz - Kids	Principal and Math Teacher Leader will provide Professional learning and modeling of Participation Quiz to increase participation of EL students in academic discussion.	Certain teachers will provide before/after school tutoring for additional re-engagement of struggling students in specific academic areas.
2nd- 5th grade teachers will engage students with Newsela Pro.	Principal will monitor data results from Ed Tech program each trimester	Plan/invest time for weekly professional development and PLC planning time
Teachers will administer 3 CEOU tests.	Principal/ILT will provide PD to support teacher data analysis	Plan/invest time for weekly professional development and PLC planning time
3 Reads Strategy will be implemented in all grades.	Principal/ILT will observe classrooms to monitor implementation	Provide time for ILT members to conduct classroom walkthroughs
Number talks/ Math talks will be implemented in all grades.	Principal/ILT will observe classrooms to monitor implementation	Provide time for ILT members to conduct classroom walkthroughs
Teachers will incorporate scaffolds for targeted students, especially EL and Latino students.	Principal/ILT will observe classrooms to monitor implementation	Provide time for ILT members to conduct classroom walkthroughs
Teachers will use SDAIE tools to help improve vocabulary for targeted students.	Principal/ILT will observe classrooms to monitor implementation	Provide time for ILT members to conduct classroom walkthroughs
Teachers will conference regularly with students during Reader's and Writer's Workshop.	Principal/ILT will observe classrooms to monitor implementation	Provide time for ILT members to conduct classroom walkthroughs
Teachers engage all students in academic instruction and ensure equity of voice among all students.	Principal/ILT will observe classrooms to monitor implementation	Provide time for ILT members to conduct classroom walkthroughs

Teachers will be given time to analyze data and plan targeted instruction for English learners.	Principal/ILT will provide PD to support teacher data analysis	Plan/invest time for weekly professional development and PLC planning time
Continue to implement Reader's Workshop everyday	Principal and librarian will schedule at least two author assemblies to promote culture of literacy.	BAL TL will lead PD around the 3 different text types.

MAJOR IMPROVEMENT PRIORITY #3: Multi-Tiered Systems of Support (SEL and Culturally Relevant Practices for Tier 1 culture/climate)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
Majority of students can recite the Wolverine Way, the school's list of core values statements.	There have been multiple instances of relational bullying across the grade levels this year.
Our positive school connectedness score based on fifth graders' responses to the CHKS is 72.3%.	A small group of fifth graders have engaged in cyberbullying.
	As of March 10, 2016, Universal Referral Form data shows 14 referrals for fighting and 24 referrals for physical contact/ aggression.

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

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

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.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	As of June of 2017, the positive school connectedness score for students who took the CHKS will increase to 80%.	Culture/ Climate: Student	All Students	72.3%	75.3%	80%	5: Students are engaged in school everyday.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	As of June of 2017, the URF database will indicate 100% completeness for all Universal Referral Forms.	Culture/ Climate: Student	Low- Income Students	n/a	n/a	100%	5: Students are engaged in school everyday.
Climate & Culture	As of June of 2017, the rate of chronic absences for African American students will decrease to 8%.	Chronic Absence	African- American Students	9.2%	8.5%	8%	5: Students are engaged in school everyday.
Climate & Culture	As of June of 2017, the percentage of students with referrals who have more than 2 referral will decrease to 43.3%.	Culture/ Climate: Student	Foster Youth	53.3%	48.3%	43.3%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Develop a coherent multi-tiered system of support to meet Social Emotional Learning standards using the class meeting framework and cross grade-level buddies from the Caring School Community Program and the Second Step curriculum.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Superflex Curriculum utilized in conjunction with DESSA data to provide targeted support to all students	Ongoing PD provided to teach and support teachers and all school site staff in providing an inclusive environment for all students	Organize a group of students to welcome new students to Joaquin Miller and introduce them to the community
Teachers will provide direct instruction on the types of bullying and tools to prevent and handle bullying situations.	ALL members of school staff will treat students and their families with care, respect, and kindness	School partners with Insights to develop comprehensive behavior plans
Parent/Family Engagement Activities in classrooms	Principal will hold monthly Wolverine Pride Assemblies for all students to review behavioral expectations and address any current issues students are facing.	Purchase more copies of Incredible Flexible You curriculum to support lower grades in providing SEL instruction
Wolverine Way posted in all classrooms and recited daily.	Superflex Players will write, stage, and film skits outlining and explaining the Unthinkable of the Month to be shown at monthly Wolverine Pride Assemblies	Engage community members in multicultural activities that represent our diverse community
Teachers will engage students in daily Mindfulness via the Inner Explorer program.	Principal will meet weekly with noon supervisors to discuss behavioral issues that occur on the playground and in the lunchroom.	Implementation of district-sponsored Stetson & Associates Inclusive practices

Teachers will engage in book clubs, reading books about social-emotional learning, classroom management, and culturally responsive teaching	Principal and SEL teacher leader will ensure teachers have access to professional learning around programs being used for SEL instruction.	Coordination of Services Team communicates with all necessary parties to ensure appropriate movement through the tiers of support, as necessary
Teachers will engage students in at least one SEL-specific lesson once weekly.	Principal and SEL teacher leader will ensure teachers have access to professional learning around programs being used for SEL instruction.	Wolverine Pride assemblies will be held once monthly to review Wolverine Way, celebrate success, and review any behavioral issues that have arisen on campus.
Teachers will hold class meetings on a twice weekly basis. They will hold more if needed.	Principal/ILT will observe and provide teachers feedback on expected SEL practices	Implementation of Conflict Managers program to aid students in working through conflict independently
Teachers will teach Second Step lessons at least once weekly.	Principal/ILT will observe and provide teachers feedback on expected SEL practices	Subs to be provided for peer observations both at Joaquin Miller and off-site.
Teachers will engage their students in cross-age buddy groups aligned with Caring School Community.	Principal/ILT will observe and provide teachers feedback on expected SEL practices	Students who require emotional and/or social support can see one of the counseling interns.
Teachers will maintain consistent communication with families about social emotional and behavioral issues that arise.	Principal/ILT will observe and provide teachers feedback on expected SEL practices	The No Bully Solution Team will convene when bullying issues arise.
	Principal will ensure PD plan includes PL around the 3 different text types	Books from the Responsive Classroom will be purchased for teachers
		The Diversity and Inclusion committee and ELAC will continue to organize community building events that celebrate our school's diversity.
		Provide homeless and foster youth with counseling if approved by guardians.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$13,000.00	General Purpose Discretionary	Ensure copy equipment is working to provide teachers the tools necessary to instruct students.	Teachers will engage students in a math lesson that utilizes complex instruction and group-worthy tasks 1-2 times per week.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	142-1	142
\$1,000.00	General Purpose Discretionary	Guest authors will promote culture of literacy.	Principal and librarian will schedule at least two author assemblies to promote culture of literacy.	A3.3: Family Engagement focused on Literacy Development	5828	n/a	n/a	n/a	142-2	142
\$7,625.00	General Purpose Discretionary	Subs for parent teacher conferences, F&P assessments, peer observations, and professional learning opportunities.	Principal will provide teachers with adequate time to assess students' reading levels.	A2.8: Data & Assessment	1150	n/a	n/a	n/a	142-3	142
\$10,979.19	General Purpose Discretionary	Ensure each classroom has a leveled library and maintain a heavily stocked school library	Teachers in grades 2 -5 will organize literature groups based on students' reading levels.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	142-4	142
\$40,000.00	General Purpose Discretionary	Ensure teachers and have all supplies and professional learning opportunities needed throughout the year.	Principal and SEL teacher leader will ensure teachers have access to professional learning around programs being used for SEL instruction.	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	142-5	142
\$2,000.00	General Purpose Discretionary	Purchase breakfast and lunch for all Professional Development Days to show appreciation for teachers.	Principal and SEL teacher leader will ensure teachers have access to professional learning around programs being used for SEL instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	4311	n/a	n/a	n/a	142-6	142
\$954.90	LCFF Supplemental	Maintain a noon supervisor to cover recesses and support teachers with intervention in the classrooms.	Principal will meet weekly with noon supervisors to discuss behavioral issues that occur on the playground and in the lunchroom.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0001	0.034	142-7	142
\$955.66	LCFF Supplemental	Maintain a noon supervisor to cover recesses and support teachers with intervention in the classrooms.	Principal will meet weekly with noon supervisors to discuss behavioral issues that occur on the playground and in the lunchroom.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0132	0.034	142-8	142
\$31,751.40	LCFF Supplemental	Rehire STIP sub to cover teacher's classrooms for TGDS-related meetings, IEPs, and assessing of students.	Teachers will be provided with time to complete assessments (SRI, F&P, CEOU, SIRA, etc).	A2.8: Data & Assessment	n/a	TEACHER STIP	TCSTIP9999	0.65	142-9	142
\$20,000.00	LCFF Supplemental	PLC extra duty pay for teachers to collaborate and analyze data to inform instruction and improve student achievement. Extra Duty pay for teachers to provide before and after school tutoring in math and reading for struggling students.	PLC time will be provided to review data, plan for small groups and differentiation, and share/develop strategies and materials.	A3.4: Teacher Professional Development focused on Literacy	1120	n/a	n/a	n/a	142-10	142
\$4,264.51	LCFF Supplemental	Purchase technology hardware (iPad minis) for lower grade students to use Lexia, Razkids, Mathletics, and other programs.	Teachers in grades 2 - 5 will engage students in blended learning at least twice weekly in order to work with small groups.	A3.1: Blended Learning	4315	n/a	n/a	n/a	142-11	142
\$17,096.91	Measure G (TGDS)	Rehire STIP sub to cover teacher's classrooms for TGDS-related meetings, IEPs, and assessing of students.	Principal will conduct observations in line with TGDS and provide feedback for teachers.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.35	142-12	142
\$263.09	Measure G (TGDS)	Rehire STIP sub to cover teacher's classrooms for TGDS-related meetings, IEPs, and assessing of students.	Principal will conduct observations in line with TGDS and provide feedback for teachers.	A2.5: Teacher Professional Development for CCSS & NGSS	4399	n/a	n/a	n/a	142-13	142
\$18,000.00	Program Investment	Pay for counseling interns to provide 1:1 and small group counseling for students with social emotional needs	Students who require emotional and/or social support can see one of the counseling interns.	A2.2: Social Emotional Learning	5739	n/a	n/a	n/a	142-14	142
\$8,040.00	Program Investment	Purchasing of licensing agreements for Lexia, Mathletics, RazKids, and NewsELA Pro.	Teachers in grades 2 - 5 will engage students in blended learning at least twice weekly in order to work with small groups.	A3.1: Blended Learning	5846	n/a	n/a	n/a	142-15	142



School Site Council Membership Roster – Elementary

School Name: _____

School Year: _____

Chairperson :	Vice Chairperson:
Secretary:	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.

Meeting Schedule (day/month/time)	
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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.org for participation in district elections.

Revised 9/2/15