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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Joaquin Miller Elementary School
CDS Code: 1612596001945
Principal: Swaicha Chanduri
Date of this revision: 4/21/26

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: Swaicha Chanduri	Position: Principal
Address: 5525 Ascot Drive Oakland, CA 94611	Telephone: 510-531-6688 Email: swaicha.chanduri@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/21/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/21/2026

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

- Flyers in students' home languages
- Announcement at a public meeting
- Other (notices, ParentSquare blasts, etc.)

Signatures:

<u>Swaicha Chanduri</u> <i>Principal</i>	<u>Swaicha Chanduri</u> Signature	<u>4/21/2026</u> Date
<u>Jessica Penchos</u> <i>SSC Chairperson</i>	<u>Jessica Penchos</u> Signature	<u>4/27/26</u> Date
<u>SELLS Representative (optional)</u>	Signature	Date
<u>Leroy Gaines</u> <i>Network Superintendent</i>	<u>Leroy Gaines</u> Signature	<u>04/27/2026</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>4/27/26</u> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/24/2025	ILT	Reflected on instructional practices and supports
10/15/2025	ILT	Reviewed SPSA goals and strategies
8/27/2025	SSC	Reviewed data and identified school needs
10/22/2025	SSC & SELLS	Reflected on instructional practices and supports
11/12/2025	ILT	Discussed proposed expenditures and priorities
11/12/2025	SSC & SELLS	Reviewed data and identified school needs
12/10/2025	SSC & SELLS	Discussed proposed expenditures and priorities
1/14/2025	SSC & SELLS	Reviewed SPSA goals and strategies
3/25/2025	SSC & SELLS	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$91,280
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$321,419

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$89,650
Title I Parent & Family Engagement Resource 3010	\$1,630
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$91,280

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$321,419

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$16,000
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$64,139
SUBTOTAL OF STATE & LOCAL FUNDING:	\$230,139

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Joaquin Miller Elementary School		School ID:	142
CDS Code: 1612596001945	SSC Approval Date:	Board Approval Date:	6/24/2026

School Mission and Vision

We believe that students at all grade levels can be global citizens, environmental stewards, and critical thinkers. Every child deserves equitable access to a rigorous quality education in a safe, empowering environment. We strive for belonging, collaboration, and respect among students, families, staff, and all community stakeholders. We are working towards a future that is culturally and socially responsible, focused on equity, accountability, and growth; we recognize that it is no longer enough to just teach tolerance. We explicitly center anti-racism and restorative justice in our curriculum and community.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Joaquin Miller had an influx of students in grades 4 and 5 from other school sites who come in multiple years below grade level in math. Many of these students lacked foundational skills in math, thereby making it difficult for them to master grade level standards, despite support from PTA-funded academic mentors and implementation of targeted small group instruction. Joaquin Miller would benefit from hiring a TSA with a mathematics focus. This is impossible given our current budget.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.4%	15.0%	22.2%	0.3%	33.0%	17.5%	43.6%	8.4%	0.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.6%	16.5%	9.4%	0.5%	0.0%	0.5%	42.1%	2.0%	91.4%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By May 2027, 75% of K–2 students will be performing at or above grade level in foundational literacy skills and students that are 1 or more grade levels below in 1st and 2nd grade will demonstrate 1.5 years worth of growth as measured by DIBELS, iReady and curriculum embedded assessments .
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	26.2%	29.4%	34.0%	75%	75%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	44.7%	62.0%	60.9%	75%	75%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	45.3%	63.2%	78.2%	75%	80%
English Language Arts Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	4.5	2.1	1.1	20.00	20.0
SBAC ELA Participation	All Students	98.4%	100.0%	99.0%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.1%	56.9%	60.1%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	0.4	0.9	6.1	10.0	12.0
SBAC Math Participation	All Students	100.0%	100.0%	99.0%	95.0%	96.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	38.2%	38.2%	46.3%	50.0%	52.0%
California Science Test (CAST) Participation	All Students	98.2%	100.0%	100.0%	95.0%	96.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027, utilizing our prep teacher and TSA for PLC facilitation, focal students will show 15 point growth in their distance from standard in ELA and 12 points growth in Math
Identified School Need:	Focal student work in these populations, dedicated time to data analysis and review, time to review data and progress monitoring in PLC's

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-64.8	-62.3	-94.3	20.0	-80.0
SBAC ELA Distance from Standard Met	African American Students	-39.2	-40.1	-45.2	-20.0	-30.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	46.3%	45.1%	44.7%	70.4%	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-61.5	-69.5	-86.8	10.0	-75.0
SBAC Math Distance from Standard Met	African American Students	-37.9	-42.4	-35.5	-20.0	-20.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	18.8%	5.6%	12.5%	25.0%	27.0%
LTEL Reclassification	Long-Term English Learners	0.0%		0.0%	0.0%	0.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal: 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%
2. An annual suspension rate below 2%

Identified School Need: 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven.
2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	n/a	76.5%	77.9%	85.0%	78.0%
Out-of-School Suspensions	All Students	1.4%	2.0%	0.9%	1.0%	1.0%
Out-of-School Suspensions	African American Students	2.9%	4.7%	1.6%	1.0%	1.0%
Out-of-School Suspensions	Special Education Students	5.7%	6.5%	4.5%	2.0%	1.0%
Chronic Absenteeism	All Students	52.5%	15.4%	16.0%	20.0%	10.0%
Chronic Absenteeism	African American Students	57.8%	18.6%	21.3%	20.0%	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	83.5%	82.4%	81.0%	90.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 2027, 75% of K–2 students will be performing at or above grade level in foundational literacy skills and students that are 1 or more grade levels below in 1st and 2nd grade will demonstrate 1.5 years worth of growth as measured by DIBELS, iReady and curriculum embedded assessments .	<p>Analysis of BOY to MOY DIBELS data indicates that our school is making meaningful progress toward increasing the number of K–2 students meeting foundational literacy benchmarks. Overall, the percentage of students performing at or above benchmark increased from 58% at BOY to 66% at MOY, demonstrating that core literacy instruction is supporting a majority of students in progressing toward grade-level expectations. Growth was particularly strong in 1st grade, where students at or above benchmark increased from 44% to 68%, reflecting effective Tier 1 instruction and the impact of targeted supports. In 2nd grade, students continued to perform at high levels, with an increase in students performing above benchmark (38% to 46%), indicating that instruction is not only maintaining proficiency but also extending learning for students already meeting grade-level expectations.</p> <p>Students in the “below benchmark” category demonstrated significant upward movement, with 42% progressing to benchmark and an additional 11% advancing to above benchmark. This suggests that small group instruction and targeted interventions are effectively supporting students who are approaching grade-level proficiency. Additionally, 30% of students who began the year at benchmark moved into the above benchmark category, reflecting instructional practices that promote continued growth for on-level students.</p> <p>Kindergarten data shows early signs of improvement in foundational literacy development, with a decrease in students in the far below category (34% to 26%) and an increase in students reaching benchmark and above (47% to 57%). This indicates that foundational literacy routines and early instruction are beginning to take hold, though continued focus is needed.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027, utilizing our prep teacher and TSA for PLC facilitation, focal students will show 15 point growth in their distance from standard in ELA and 12 points growth in Math</p>	<p>Analysis of BOY to MOY iReady data indicates overall positive growth trends for focal students across grades 1–5, with the strongest gains seen in reducing the number of students performing two or more grade levels below standard and increasing the number of students at or above grade level. In 1st grade, the percentage of students performing above grade level increased from 14% to 29%, while students two or more grade levels below decreased from 29% to 0%. Students consolidated within the “one grade level below” band (43% to 57%), indicating meaningful progress in closing larger gaps, though continued acceleration is needed to move students to grade level.</p> <p>In 2nd grade, growth was significant. Students performing at or above grade level increased from 27% to 80%, while those two grade levels below decreased from 27% to 0%. This reflects strong acceleration and suggests that instructional supports and PLC structures are effectively impacting student outcomes. Overall, the data shows a consistent trend of students moving out of the most intensive intervention bands and into categories closer to grade level, particularly in grades 1, 2, and 5. This suggests that systems such as PLC collaboration, supplemental reading licenses, giving teachers additional planning and prep time, targeted instruction, and the use of prep teacher and TSA support are contributing to improved outcomes for focal students. Continued focus on accelerating students from one grade level below to at or above grade level, as well as intensifying support for students still two or more grade levels below, will be critical in meeting the identified growth targets.</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>We have decreased chronic absenteeism from 15% last year to 11.5%. Suspension data has also remained the same.</p> <p>From OUSD Data Dashboard: 2021-22 Moderate to Severe Chronic Absenteeism = 22.4% 2022-23 Moderate to Severe Chronic Absenteeism = 52.5% 2023-24 Moderate to Severe Chronic Absenteeism = 17.7% 2024-25 Moderate to Severe Chronic Absenteeism = 15.3% 2025-2026 Moderate to Severe Chronic Absenteeism = 11.6%</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	Teachers are getting consistent PLC facilitation, professional development with an overarching theme of planning and differentiation and are participating in peer observations and feedback.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By May 2027, 75% of K–2 students will be performing at or above grade level in foundational literacy skills and students that are 1 or more grade levels below in 1st and 2nd grade will demonstrate 1.5 years worth of growth as measured by DIBELS, iReady and curriculum embedded assessments .	We still haven't reached the end of year goal and we are seeing the biggest data dip in Kindergarten even though majority of students came in from TK and knew letters and sounds. This suggest we still need stronger UFLI implementation with our Kinder teachers and stronger systems of intervention and support for students that need more intensive literacy intervention.
<i>LCAP Goal 2:</i>	By May of 2027, utilizing our prep teacher and TSA for PLC facilitation, focal students will show 15 point growth in their distance from standard in ELA and 12 points growth in Math	We still have a discrepancy in some of our focal populations (English Learners, Students with IEPs and Black/African American in certain grade levels) are not increasing at the same rates as other groups.
<i>LCAP Goal 3:</i>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%	While attendance overall is better, there are still students in our focal demographic groups that have the most chronic absenteeism. This is clearly connected in terms of their academic performance. We would like to engage a wider demographic of families to participate in engagement events, by providing refreshments at events we hope to remove any barrier for families to attend.

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	We have high retention of teachers who have been at the school for many years. While this is overall a strength, our teaching staff has not changed to reflect the changed demographics in our student population. Each year that we have been able to hire a new classroom teacher the last two years, we have hired teachers of color, but in general, teachers do not leave our school until they retire meaning that we don't have many openings to hire for that could increase our diversity amongst our teaching staff.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Joaquin Miller Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Our Kindergarten through second grade SIPPS implementation has been strong. From September every teacher in 1st and 2nd grade was providing differentiated SIPPS small groups. They are giving mastery tests 1-2 times a month and once a month they analyze the data with the principal to make adjustments to groupings and instruction as well as identify next steps in student needs. Kindergarten worked on letter names and sounds from August to November and after the fall break began SIPPS instruction. They are also doing SIPPS in small groups providing differentiated instruction and have given 1-2 Mastery tests. They also have met with the principal in January to analyze the data and make adjustments. We did not have an academic tutor hired until January which made it difficult to get some students the support they needed. Now that we have that person in place and trained, we have redone groups in 1st and 2nd grade so that the tutor is working with those on or above grade level and our classroom teachers have more time for targeted intervention and practice for those students that are below grade level. We also now have 3rd grade students receiving intervention from our academic tutor. We are seeing movement across grade levels with our SIPPS instruction but still need to think of how to support our students in 4th and 5th grade that still need this foundational skills support that are not in special education receiving SPIRE. We have also worked to implement EL Education with more fidelity across grade levels and classrooms this year. We have redone our PD plan to include training on EL Education and input around implementing student talk protocols and engaging students in more rigorous text. We also are using our Educator Effectiveness money and STIP sub to provide teachers with extended release time for module and unit curriculum planning as well as to observe teachers at other schools that are further along with implementation. This has helped our teachers to unpack the learning targets and spend time really making sense of the curriculum. Although we are seeing improvements in student reading and writing, this curriculum is very rigorous and can be difficult in our higher grades for students since they have not had it for the previous years meaning there are some gaps in skill and standards, especially for our 4th and 5th graders that were on zoom in earlier grades. In terms of our key focal groups, teachers have chosen focal students and come back to those students data in their PLC's and data analysis. Our chronic absenteeism and suspension rates are decreasing, however, the students that are chronically absent and that have been suspended are mostly from our key focal demographics (Black/African American, English Learners and Students with IEP's). Our CSM and attendance clerk meet weekly to analyze attendance and are working to partner with families to create attendance plans, but having meetings with these specific families is still an area of growth in terms of making progress on academics and attendance.

Describe and explain the **effectiveness** of the strategies and actions to achieve the articulated goals.

Progress monitoring SIPPS data in PLC's has been extremely effective in terms of adjusting groups, instruction and creating specific plans for students that are not achieving the benchmarks. Coupling this practice with focusing on specific focal students in our target demographics also ensures that teachers are really thinking about each and every student and making sure they all have the targeted intervention they need. Sending parent letters home indicating student progress has also been effective in partnering with parents to understand how their students are doing in reading and what they need to work on. For EL Ed implementation, focusing on planning and student talk has also been extremely effective in terms of ensuring that teachers know how to make sense of this curriculum and plan effective lessons for student engagement while exposing them to rigorous and challenging texts. They also analyze Curriculum Embedded Assessment Data in their PLC's which has helped them to inform next steps in instruction and have a better understanding of their students comprehension and writing of a topic they have become very familiar with.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We are getting creative with staffing to provide more reading intervention from certificated teachers with reading intervention experience for our students that are behind and need intervention in addition to (not instead of) the instruction they receive in class. Next year we will continue to focus on SIPPS and CEA progress monitoring as well as focal student data analysis in PLC's. Although we are losing our STIP sub which is how we provided this PLC and release time for teachers, we plan to use Title 1 funds to hire a prep teacher that can provide release time for planning, PLC's and pull small reading groups to provide that reading intervention that is needed.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Refreshments for family engagement event</p>	<p>Chronic Absenteeism</p>	<p>Providing refreshments for coffee with the principal, Literacy Fest, and Science Fair.</p>	<p>We believe that as a result of our efforts to engage a wider demographic of parents we have been able to decreased chronic absenteeism from 15% last year to 11.5%. Suspension data has also remained the same.</p>	<p>Because this works so well for families, we will continue to fund this expense.</p>

Subs for teacher release time	i-Ready Reading at or above Mid-Grade	Subs to allow more time for teachers to engage in planning/observations.	As a result of giving teachers time for observations and planning students performing at or above grade level increased from 27% to 80%, while those two grade levels below decreased from 27% to 0%.	We will continue to fund this expense
teacher release time for planning/observations, extended hours for teachers/paraeducators	i-Ready Reading at or above Mid-Grade	Extra time for teachers to engage in planning/observations.	As a result of giving teachers extra time for observations and planning students performing at or above grade level increased from 27% to 80%, while those two grade levels below decreased from 27% to 0%.	We will continue to fund this expense
Teaching Well	i-Ready Reading at or above Mid-Grade	Teaching Well has partnered with Joaquin Miller Elementary to design and facilitate wellness programming for educators and staff. Services have included professional development sessions, workshops, and resources focused on mindfulness, stress management, and sustainable wellness practices that have been integrated into daily school routines.	Analysis of BOY to MOY DIBELS data indicates that our school is making meaningful progress toward increasing the number of K–2 students meeting foundational literacy benchmarks. Overall, the percentage of students performing at or above benchmark increased from 58% at BOY to 66% at MOY, demonstrating that strategies like providing our teachers with strategies to cope with burnout and stress through the Teaching Well are working.	While we believe this works well, we do not have the funds next year for this contract.

<p>Ignite Licenses</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>One-to-one foundational reading skills instruction delivered by virtual tutors trained in the Science of Reading which gives every student the precise instruction they need to close their decoding gaps.</p>	<p>Analysis of BOY to MOY DIBELS data indicates that our school is making meaningful progress toward increasing the number of K-2 students meeting foundational literacy benchmarks. Overall, the percentage of students performing at or above benchmark increased from 58% at BOY to 66% at MOY, demonstrating that strategies like our supplemental reading support via Ignite licenses are working.</p>	<p>We will continue to fund this expense</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Joaquin Miller Elementary School	SCHOOL ID:	142
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By May 2027, 75% of K–2 students will be performing at or above grade level in foundational literacy skills and students that are 1 or more grade levels below in 1st and 2nd grade will demonstrate 1.5 years worth of growth as measured by DIBELS, iReady and curriculum embedded assessments .
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 : Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 : Supplemental
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: By May of 2027, utilizing our prep teacher and TSA for PLC facilitation, focal students will show 15 point growth in their distance from standard in ELA and 12 points growth in Math

Identified Need: Focal student work in these populations, dedicated time to data analysis and review, time to review data and progress monitoring in PLC's

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Special Education Students	Academic	Tier 1 : Universal
2-2	Access IEP completion data monthly prior to the end of the month. Ensure the participation of an LEA representative and general education teacher for each scheduled IEP. Create an IEP calendar at the onset of the year, develop a consistent system for scheduling IEPs at the school, and review monthly.	Special Education Students	Academic	Tier 1 - Universal
2-3	Teachers and staff will collaborate weekly on planning, assessing, and analyzing data from their Black/African American students. They will build positive relationships with the families that allows for routine communication around student outcomes and any tiered interventions we can provide.	African American Students	Academic	Tier 1 - Universal
2-4	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	African American Students	SEL / Mental Health	Tier 1 - Universal

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 : Universal
3-2	Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	African American, Arab American, Latino, Pacific Islander, and Special Education Students	Academic	Tier 1 : Universal
3-3	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 : Universal
3-4	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 : Universal

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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 : Universal
4-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Behavioral	Tier 1 : Universal
4-3	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 : Universal
4-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 : Universal

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CONDITIONS FOR BLACK STUDENTS				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers and staff will collaborate weekly on planning, assessing, and analyzing data from their Black/African American students. They will build positive relationships with the families that allows for routine communication around student outcomes and any tiered interventions we can provide.	African American Students	Academic	Tier 1 - Universal
5-2	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	African American Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 : Universal
6-2	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 : Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 142

School: Joaquin Miller Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
We will pay for a .2 dance teacher to provide our younger students with dance 1 trimester a year. This will benefit all students TK-3rd grade and will also provide time for teachers to meet in PLC's to do data analysis and planning in core curricular areas.	\$23,705	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10201	Teacher Education Enhancement	0.20			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-1
We will pay for a .2 instrumental music teacher to support 4th and 5th grade students to have exposure to music and multiple arts disciplines before going to middle school.	\$22,665	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10325	Teacher Education Enhancement	0.20			Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	142-2
We will pay for a .1 art teacher to make our EEIP art teacher at least .8 so that she can meet all the classes and we can work towards arts integration with our EL Ed curriculum	\$15,135	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	11019	Teacher Education Enhancement	0.10			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-3
We'll pay for arts supplies so that all students have access to high quality arts education and materials.	\$2,633	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-4
The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards I-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	142-5

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 142

School: Joaquin Miller Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-6
This money will be utilized to support planning release time with substitutes, peer observations with substitutes and extended hours for educators related to planning and implementing curriculum and other professional development.	\$16,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	142-7
The CSM is a critical role at the school that helps strengthen deep relationships in the community supports family and student engagement and helps with academic and social emotional sense of belonging.	\$91,048	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9839	Program Mgr Community School	0.50			Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	142-8
Early Literacy Tutor (TK instructional aide) to support small group instruction and maintain a 10:1 student-to-adult ratio in transitional kindergarten and early primary classrooms. This support will improve student outcomes by increasing opportunities for differentiated instruction and immediate feedback	\$40,266	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	5265	Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	142-9

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 142

School: Joaquin Miller Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Early Literacy Tutor (TK instructional aide) to support small group instruction and maintain a 10:1 student-to-adult ratio in transitional kindergarten and early primary classrooms. This support will improve student outcomes by increasing opportunities for differentiated instruction and immediate feedback	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10328	Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	142-10
This prep teacher will provide Physical Education (PE) instruction, allowing for teacher collaboration time and supporting student wellness. The prep teacher will deliver standards-aligned PE instruction focused on physical fitness, teamwork, and healthy habits, while classroom teachers engage in Professional Learning Communities (PLCs) to analyze student data, plan instruction, and refine practices. This support will improve student outcomes by increasing the quality and consistency of instruction through dedicated teacher collaboration time. During PE, classroom teachers will participate in structured PLCs focused on analyzing assessment data (e.g., DIBELS, iReady), planning targeted instruction, and monitoring progress for focal students. This collaborative planning time will lead to more responsive, data-driven instruction and improved academic outcomes, particularly in literacy and math.	\$91,343	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	0779	Teacher Education Enhancement	0.70			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-11

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 142

School: Joaquin Miller Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
The librarian will manage and maintain the school library, ensure access to high-quality, diverse, and grade-appropriate texts, and provide structured opportunities for students to engage in independent reading, research, and book selection. The librarian will also collaborate with teachers to support literacy instruction and promote reading engagement through read-alouds, book talks, and library lessons. While students are at library, classroom teachers will engage in Professional Learning Communities (PLCs) to analyze student data, plan instruction, and refine practices. This support will improve student outcomes by increasing the quality and consistency of instruction through dedicated teacher collaboration time.	\$87,182	Measure G, Library Support	1205	Certificated Pupil Support Salaries	10339	Teacher Librarian	0.70			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-12
The art teacher will design and deliver lessons that build skills in creativity, artistic techniques, and visual expression, while exposing students to diverse artists, cultures, and mediums. The art teacher will also collaborate with classroom teachers to connect art experiences to classroom learning and support student engagement across content areas. While students are participating in art, classroom teachers will engage in Professional Learning Communities (PLCs) to analyze student data, plan instruction, and refine practices.	\$105,947	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	11019	Teacher Education Enhancement	0.70			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-13

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 142

School: Joaquin Miller Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
This prep teacher will provide Physical Education (PE) instruction, allowing for teacher collaboration time and supporting student wellness. The prep teacher will deliver standards-aligned PE instruction focused on physical fitness, teamwork, and healthy habits, while classroom teachers engage in Professional Learning Communities (PLCs) to analyze student data, plan instruction, and refine practices. This support will improve student outcomes by increasing the quality and consistency of instruction through dedicated teacher collaboration time. During PE, classroom teachers will participate in structured PLCs focused on analyzing assessment data (e.g., DIBELS, iReady), planning targeted instruction, and monitoring progress for focal students. This collaborative planning time will lead to more responsive, data-driven instruction and improved academic outcomes, particularly in literacy and math.	\$39,147	PTA/PTO Donations	1105	Certificated Teachers' Salaries	0779	Teacher Education Enhancement	0.30			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-14
The art teacher will design and deliver lessons that build skills in creativity, artistic techniques, and visual expression, while exposing students to diverse artists, cultures, and mediums. The art teacher will also collaborate with classroom teachers to connect art experiences to classroom learning and support student engagement across content areas. While students are participating in art, classroom teachers will engage in Professional Learning Communities (PLCs) to analyze student data, plan instruction, and refine practices.	\$30,271	PTA/PTO Donations	1105	Certificated Teachers' Salaries	11019	Teacher Education Enhancement	0.20			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-15
TSA that focuses on Literacy and Math.	\$33,973	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	0.25			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-16

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 142

School: Joaquin Miller Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
The librarian will manage and maintain the school library, ensure access to high-quality, diverse, and grade-appropriate texts, and provide structured opportunities for students to engage in independent reading, research, and book selection. The librarian will also collaborate with teachers to support literacy instruction and promote reading engagement through read-alouds, book talks, and library lessons. While students are at library, classroom teachers will engage in Professional Learning Communities (PLCs) to analyze student data, plan instruction, and refine practices. This support will improve student outcomes by increasing the quality and consistency of instruction through dedicated teacher collaboration time.	\$37,364	PTA/PTO Donations	1205	Certificated Pupil Support Salaries	10339	Teacher Librarian	0.30			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-17
The CSM is a critical role at the school that helps strengthen deep relationships in the community supports family and student engagement and helps with academic and social emotional sense of belonging.	\$91,048	PTA/PTO Donations	2305	Classified Supervisors' and Administrators' Salaries	9839	Program Mgr Community School	0.50			Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	142-18
Money left from last year?	\$34,197	PTA/PTO Donations	4399	Unallocated			0.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	142-19



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Joaquin Miller Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding monthly school site council meetings where data and assessments are discussed and results are shared.
- Regular parent teacher conferences during the start of the school year (Hopes and Dreams), report card conferences (fall/spring).

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Weekly parent letters from school administration and weekly or biweekly classroom teachers through parent square.
- Family Academic nights 3 times a year (2 literacy, 2 math, and 1 data).

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Holding monthly School Site Council Meetings, posting flyers and meeting agendas, sending Parent Square messages to inform families of SSC meetings, reminding parents to check student backpacks.
- Following up with what was covered in SSC meetings including a summary/highlights in the School Administration weekly newsletter.

The school communicates to families about the school's Title I, Part A programs by:

- Holding monthly School Site Council Meetings, posting flyers and meeting agendas, posting on the JM marquee, and including meeting date reminders in the weekly school administration newsletter.
- Following up with what was covered in SSC meetings including a summary/highlights in the School Administration weekly newsletter that includes progress on SPSA goals.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Holding monthly School Site Council Meetings, hosting Family nights every other month to discuss either Literacy or Math data led by the Community School Manager (CSM) and Teacher on Special Assignment (TSA), and having parent conferences at the end of trimesters 1 and 2.
- Following up with what was covered in SSC meetings including a summary/highlights in the School Administration weekly newsletter.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Parent Square messages in the student's home language, flyers posted on Joaquin Miller's bulletin boards and marquees, and included in the weekly school administration newsletter.

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Posting volunteer information includes contact information for the EdFund that outlines clearance for volunteers.
- PTA supports by providing an on-site opportunity for fingerprinting through Oakland EdFun at Back to School night.
- Teacher communication for volunteer opportunities such as participating in the classroom, supporting additional school events such as: field trips, fundraising events, and community events, and assisting with academic activities.

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Sharing materials and distributing websites to support their child's learning.
- Hosting family nights where families can ask specific questions around certain academics.
- Weekly/bi-weekly classroom newsletters that share topics the classroom is currently covering.

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Ongoing communication through Parent Square, phone calls and weekly school administration newsletters
- Report card conferences
- Supporting participation in committees like SSC, PTA, and Affinity Groups

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Formal Conferences will be held:
 - At the beginning of the year as a get to know you and to establish a strong relationship
 - Back to school event
 - Title 1 meeting
 - 1 to 1 conferences to discuss report cards will be held in December and March at the end of the first and second reporting period to provide you and update on your child's performance and enlist your support at home.

- Report Cards sent home three times a year
- Parents may call a conference any time you find a need to communicate with your child's teacher.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Sending reminders through Parent Square messages, school administration weekly newsletters, and on the JM Marquee for upcoming School Site Council meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translation for parents with limited English Proficiency
- Holding monthly School Site Council meetings for parent involvement.
- Providing child care during the meetings.

The school provides support for parent and family engagement activities requested by parents by:

- Holding monthly SSC Meetings and having an open forum at the end for requests and questions, with the option of soliciting input prior to the meeting.
- Hosting family nights where families can ask specific questions around certain academics.
- Having a point person within the PTA board for families to contact and provide feedback/suggestions.

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Encouraging families to volunteer at Joaquin Miller.
- Joaquin Miller's Community School Manager outreaches to families through emails, and phone calls to encourage participation in community and school-wide events

- Utilizing PTA and room parents as outreach.
- Ensuring Joaquin Miller families are connected to community resources.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by Joaquin Miller on August 26th, 2025 and will be in effect for the period August 12th, 2025 through May 29th, 2026

The school will distribute this policy to all parents on or before September 30, of the current school year.

Swaicha Chanduri	<i>Swaicha Chanduri</i>	August 27th, 2025
Name of Principal	Signature of Principal	Date



Joaquin Miller Elementary School

School-Parent Compact

2025-26

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2025-26 school year.

SCHOOL RESPONSIBILITIES

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - a) Standards-based instruction across all content areas. This includes whole class and small group instruction across literacy, math, and science
 - b) Targeted Small group instruction
 - c) Data driven interventions
 - d) Utilizing our Coordination of Services Team in response to referrals from staff, and families.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - a) Joaquin Miller is committed to frequent 2-way communication with families about student learning. This includes weekly, or every other week newsletters from teachers and weekly communication through Parent Square from the school administration.
 - b) In addition to informal meetings by parent/teacher requests, we offer additional family engagement events. These family engagement activities will take place virtually or in-person, depending on health guidelines.
 - i) *1 Beginning of Year 1:1 Hopes and Dreams Meeting*
 - ii) *2 Parent Teacher conferences at the end of the reporting periods (fall, and spring for all students)*

- iii) *3 family nights focused around one of the main academic components - literacy, STEM, and data throughout the school year.*

3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- a) Ensuring all families have the knowledge to access Report Cards through Aeries and iReady diagnostic results through Clever.
- b) During report card conferences and meetings with the classroom teacher, staff will share updates on progress, and how to monitor and improve achievement.
- c) During the school year, the teacher will regularly send home data results.

4) Provide parents reasonable access to staff.

- a) In addition to parent 1:1 meetings, and report card conferences, opportunities to schedule meetings with the principal are available to be made with the front office staff. Families are encouraged to email the principal and/or use the school number to leave a message. Families are also encouraged to continue to message their teacher or principal through Parent Square.

5) Provide parents with materials and training to help them improve the academic achievement of their children.

a) For example, at Joaquin Miller, we offer many ways for families to engage our learning community:

- i) Coffee with the Principal: Principal spends time with families to answer any lingering questions at the start of the year.
- ii) School Site Council: Parents and Teachers working to improve overall school operations and determine how funding is spent.
- iii) PTA General Meetings: We have a very active PTA that creates events for community building and fundraising that communicates frequently on how to get involved.
- iv) Field Trip volunteers: When allowed, families will support the learning and safety of scholars.
- v) Classroom Volunteers: When allowed, families will support the learning in classrooms.

b) During Joaquin Miller's Family Nights, parents receive materials and training on ways to support their child at home.

c) 3 times a year, parents will get access to their child's iReady diagnostic results that details learning gaps and how to support at home.

d) Joaquin Miller's staff will encourage families to keep the 2-way conversations between themselves and their teachers so they are up to date on the present levels of their students.

6) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- a) All staff members participate in Professional Development that outlines Joaquin Miller’s expectations for family engagement as well as planning time for family engagement events.
 - b) Teachers will communicate weekly or biweekly with their classroom families to update them on the topics currently being covered, upcoming assessments, and best practices to support at home.
- 7) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- a) Joaquin Miller staff utilizes the Parent Square app, which translates the message to the student’s home language. When speaking on the phone or in person, JM staff utilizes the service “Demand Interpretation” - or a fluent staff member. Additionally, JM teachers send home weekly or every other week communication to families.

PARENT RESPONSIBILITIES

As a parent, I will support my child’s learning in the following ways:

- 1) Participate in decisions related to the education of my child.
- 2) Approach every situation believing that the teacher wants what is best for the student.
- 3) Participate in my child’s education in a way that works best for my family.
- 4) Encourage my student(s) read nightly and limit screen time at home.
- 5) I understand that my child must come to *school every day*. This includes participating in instruction daily and on time. I have read and understood the attendance policy (see attached).

TEACHER RESPONSIBILITIES

I agree to support my students’ learning in the following ways:

- 1) Provide a safe, positive and healthy learning environment.
- 2) Strive to address the individual needs of the student
- 3) Approach every situation believing that the parent wants what is best for their child.
- 4) Communicate clear expectations for performance to both students and parents.

This Compact was adopted by Joaquin Miller Elementary on August 27th, 2025 and will be in effect for the period of August 11, 2025 to May 28, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30th** of this current school year.

Swaicha Chanduri
Name of Principal

Swaicha Chanduri
Signature of Principal

August 27th, 2025
Date

Please link the Parent and Family Engagement Policy to this document.



Strategic Resource Planning (SRP)

Joaquin Miller ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-26

SSC - Officers

Chairperson:	Jessica [REDACTED]
Vice Chairperson:	Swaicha Chanduri
Secretary:	Tessa Straus

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Swaicha Chanduri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Tim Dutton	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Tessa Straus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Karissa Agustin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Leo Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Anthony [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Jessica [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Heather [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Patty [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Jay [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday 6pm
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

