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## Board Cover Memorandum

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
 Sondra Aguilera, Chief Academic Officer  
**Board Meeting Date** CVtCVYf% , 2021  
**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Joaquin Miller Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School.

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

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

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

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

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Joaquin Miller Elementary School  
**CDS Code:** 1612596001945  
**Principal:** Sara Green  
**Date of this revision:** 5/6/2021

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/6/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Joaquin Miller Elementary School

**Site Number:** 142

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

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

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

**Date(s) plan was approved:** 5/6/2021

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

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

**Signatures:**

Sara Green <i>Principal</i>	<i>Sara E. Green</i> Signature	<u>5/28/2021</u> Date
Chloe Lovelace Gordon <i>SSC Chairperson</i>	<i>Chloe Lovelace Gordon</i> Signature	<u>5/28/2021</u> Date
LaResha Martin <i>Network Superintendent</i>	<i>LaResha Martin</i> Signature	<u>        </u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	<u>6/3/2021</u> Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/22/2021	ILT	We met to discuss the MTSS plan and share ideas for main goals and areas of focus for the site plan.
4/28/2021	Faculty	The draft of the plan was shared with the staff who then shared feedback on the plan.
5/4/2021	ILT	The ILT reviewed the revised portion of the site plan.
5/5/2021	Faculty	The faculty reviewed the revised portion of the site plan.
5/6/2021	SSC	The SSC read through the plan, reviewed the site budget, provided feedback, and voted to approve the site plan.

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## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$141,460.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,860.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$115,600.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$141,460.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$141,460.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Joaquin Miller Elementary School

**School ID:** 142

**School Description**

Joaquin Miller Elementary is located in the Piedmont Pines Neighborhood off Highway 13. Each of our students receives a caring, rigorous and meaningful educational experience. We provide an excellent instructional and social emotional learning program to all of our students. Joaquin Miller is also home to a Full Inclusion Program for students on the Autism Spectrum and a mild/moderate Special Day Class. Our students are a mosaic of engaged, caring, and culturally diverse learners. Our demographic data shows that 34% of our students live in the neighborhood, and the remainder of our students join us from all over Oakland. Joaquin Miller administration, staff, and parents work together collaboratively to create an inclusive and welcoming community in which all students feel safe regardless of race, religion, gender, economics, and language.

**School Mission and Vision**

The students and adults of the Joaquin Miller School Community proactively work together to empower a thoughtful, interconnected, and rigorous educational framework in math, language arts, science, and social science. We purposely engage all students in additional learning that revolves around cultural diversity, the arts, ecological sustainability, and social equity. Joaquin Miller Elementary is committed to providing our students with the tools they need to act locally and think globally. Joaquin Miller students are critical thinkers and active learners.

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	74.6% of kindergarteners scored mid/above grade level on the MOY i-Ready assessment 45.7% of first graders scored mid/above grade level on the MOY i-Ready assessment 42% of second graders scored mid/above grade level on the MOY i-Ready assessment 76% of 3rd graders scored at/above grade level on MOY RI assessment 69% of 4th graders scored at/above grade level on MOY RI assessment 71% of fifth graders scored at/above grade level on MOY RI assessment	We maintained a yearlong focus on targeted small group instruction utilizing support staff and subs. We also provided professional development in areas of distance learning, complex text, and small group instruction.

<i>Focal Student Supports</i>	The percentage of African American students who scored at/above on the MOY Reading inventory increased from 28.8% to 50%.	Students who were below grade level in reading received intervention support from the TSA and PTA-funded tutors weekly. Teachers engaged students in small group instruction and provided consistent access to complex text.
<i>Student/Family Supports</i>	According to CHKS data from 2019-2020, our LCAP connectedness score increased from 79.9% to 80.5%, our School Climate rating increased from 77.4% to 78.1%, and our social emotional learning rating increased from 67.3% to 72.6%.	The principal collaborates with the PTA Board on a regular basis to plan community-building events for all families to attend. All teachers engaged students in lessons designed by the PBIS team during the first couple of weeks of school. Additionally, our core values and school-wide expectations are reviewed each month at "wolverine pride" assemblies. Teachers incorporate social emotional lessons aligned to weekly themes throughout the school year. Teachers engage students in classroom meetings daily.
<i>Staff Supports</i>	94% of staff agreed or strongly agreed with the following statement on the CHKS Staff Survey: Every student at this school has the potential to earn a post-secondary degree. 94% of staff agreed or strongly agreed with the following statement on the CHKS Staff Survey: This school is a supporting and inviting place for staff to work.	Teachers engaged in multiple cycles of inquiry, reviewing standards and curriculum, analyzing student work, and utilizing common formative assessments. Staff received PD on close reading of complex text, writing with evidence, and small group instruction.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	17% of 3rd - 5th grade students scored below on the i-Ready standards assessment	Many of these students struggled with engagement during distance learning and/or did not have anyone in the home to support them with school due to a variety of circumstances.
<i>Focal Student Supports</i>	The percentage of Latinx students who scored multiple years below (MYB) grade level increased from 28.9% to 31.5% on the MOY Reading Inventory.	Many of our Latinx students struggled with engagement during distance learning. Many of their parents do not speak English and had a difficult time supporting their children with their assignments. We have multiple EL students in our learning hub that began in April.



<i>Student/Family Supports</i>	According to CHKS data from 2019-2020, 62.7% of parents responded "extremely well" or "quite well" to the question about how well students are being prepared for the next grade level. This represents a decrease of 5.1% from the previous year.	Principal and teachers need to increase communication with families around curriculum, standards, and academic progress of students.
<i>Staff Supports</i>	76.5% of staff agreed or strongly agreed with the following statement: This school effectively handles student discipline and behavior problems. This represents a decrease of 14.7% from the previous year.	We do not have enough staff to support our Tier 3 students with behavioral issues who do not qualify for Special Education services. For example, we have a school psychologist who can provide counseling services for one day per week only. We do not have funds for an RJ coordinator or a Community Services Manager.

**1C: 20-21 STUDENT GOALS & TARGETS**

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

<b>School Goal for May 2024:</b>	K-2nd grades: 93% of students who are at Early, Mid, At or Above will make sufficient progress (80% or above) towards meeting the Typical Growth Target and 50% of students who are One or More Grade Levels below on i-ready will make sufficient progress (80% or above) toward meeting the stretch growth target 3rd-5th grades: All students will increase by 15 points in Distance from Standard (DFS) on ELA Portion of the SBAC.
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**Instructional Focus Goal:** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	85.0%	88.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	82.0%	85.0%

Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	80.0%	83.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	21.7 (Spring 2019)	n/a	36.7 DF3
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	Coming Soon
Grades 3–5 at or above Mid-Grade (i-Ready)	All Students	tbd	tbd	75.0%	78.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	N/A	N/A	N/A
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	n/a
Grades 3-5 at or above Mid-Grade (i-Ready)	All Students	tbd	tbd	65.0%	68.0%
CAST (Science) at or above Standard	All Students	n/a	43.1% (Spring 2019)	n/a	n/a
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	N/A	N/A	n/a

**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for May 2024:** African American students will increase by 20 points on the Distance from Standard (DFS) on ELA Portion of the SBAC.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-97.4 (Spring 2019)	n/a	-77.4
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-16.5 (Spring 2019)	n/a	4.5
Grades 3–5 at or above Mid-Grade (i-Ready)	Students with Disabilities	tbd	Please choose a focal student group at left.	25.0%	30.0%
Grades 3–5 at or above Mid-Grade (i-Ready)	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	30.0%	35.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	12.3%	10.0%	8.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-81.7 (Spring 2019)	n/a	-61.7
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-29.8 (Spring 2019)	n/a	-9.8
Grades 3-5 at or above Mid-Grade (i-Ready)	Students with Disabilities	tbd	Please choose a focal student group at left.	35.0%	42.0%

Grades 3-5 at or above Mid-Grade (i-Ready)	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	38%	45.0%
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	14.3%	9.5%	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	0.0%	5.0%

<b>Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal for May 2024:</b>		Chronic absence rate for African American students will decrease by 5%.			
<b>Instructional Focus Goal:</b> <i>All students build relationships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	79.9%	85.0%	90.0%
Suspensions	All Students	-2pp	0.7%	0.0%	0.0%
Suspensions	African-American Students	-2pp	1.2%	0.0%	0.0%
Suspensions	Students with Disabilities	-2pp	3.7%	0.0%	0.0%
Chronic Absence	All Students	-2pp	10.1%	23.7%	21.7%
Chronic Absence	African-American Students	-2pp	17.5%	41.6%	38.6%
UCP Complaints	All Students	n/a	n/a	0%	0%

<b>Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
<b>School Goal for May 2024:</b>		95% of teachers will be retained each year. 95% of teachers will be satisfied with staff PD as measured by feedback forms.			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	N/A	90% satisfaction

Teacher Retention	All Teachers	n/a	85.7% (Fall 2020)	95.0%	95.0%
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**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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.

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

School: Joaquin Miller Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning Priority: Attendance**

**Theory of Change:**

If staff and teachers are provided Professional Development on school wide Positive Behavioral Interventions and Supports (PBIS) expectations, implement a curriculum that explicitly teaches the Social Emotional Learning (SEL) competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior. Students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

**Related School Goal:**

All students build relationships to feel connected and engaged in learning.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Teachers led daily virtual morning meetings for students, incorporating SEL competencies. Teachers also held conferences with each family at the beginning and middle of the school year. The principal and attendance team facilitated an attendance challenge to encourage improved attendance for chronically absent students.

**What evidence do you see that your practices are effective?**

Our chronic absence rate is significantly lower this year at 2.7%. This will likely increase when students are expected to come to school in person.

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

This goal will be changed to focus on "social emotional learning and culture of inclusiveness" for the 2021-2022 school year.

**20-21 Standards-Based Instruction Priority: Mathematics - small group instruction**

**Theory of Change:**

If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomers, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, Interim Assessment Blocks, SBAC).

**Related School Goal:**

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Teacher provided virtual differentiated, small group instruction to students during distance learning.

**What evidence do you see that your practices are effective?**

Teachers used the i-Ready Standards Mastery assessment for mathematics this year which was new to students. PLC teams met weekly to plan virtual instruction and review formative and summative data to drive instruction.

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

This goal is going to stay the same for the coming year.

**20-21 Language & Literacy Priority: ELA: Complex Text and Responding to Literature**

**Theory of Change:**

If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction with a special emphasis on ELLs, African American, Low Income, GATE, newcomers, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient students from all subgroups on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, and iReady).

**Related School Goal:**

All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Teachers engaged students in daily reader's and writer's workshop, focusing on small group instruction. We did not focus as much on complex text and responding to literature as we would have liked due to the challenges with distance learning. We will be keeping this goal for the coming school year.

**What evidence do you see that your practices are effective?**

62.1% of students scored at/above standard on the mid-year reading inventory (grades 3 - 5). Students shared writing with their teachers via SeeSaw, Google Classroom, and journals. We produced a virtual bulletin board to showcase students' writing with families.

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

No major changes are being made.

**20-21 Conditions for Adult Professional Learning Priority: PLCs and Professional Development**

**Theory of Change:**

If we engage teachers in a variety of evidence based, collaborative professional development opportunities, use data informed cycles of inquiry and provide time for teams to analyze and adjust instructional plans, then collective teacher efficacy, instructional practice and ultimately student achievement will increase.

**Related School Goal:**

n/a

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Our PD focus for this year ended up focusing on implementation of distance learning practices.

**What evidence do you see that your practices are effective?**

Our attendance rate increased and students showed up to virtual learning. Teachers developed the necessary skills to effectively teach their students virtually as measured by observation and feedback cycles.

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

Next year our goal for this area will be around Culture and Climate, specifically focusing on anti-racist and culturally responsive teaching practices.

**20-21 Conditions for English Language Learners**      **English Learner Reclassification**  
**Priority:**

**Theory of Change:** If we provide explicit and systematic integrated and designated English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.

**Related School Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

EL supports were either integrated into instruction or provided by our TSA.

**What evidence do you see that your practices are effective?**

2 students reclassified this year despite challenges with distance learning.

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

If we had additional TSA support or more academic mentors, we could provide additional designated support to our EL students.

**DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

There are no significant changes.



**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Joaquin Miller Elementary School

**School ID:** 142

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority ("Big Rock"):** Social Emotional Learning and Culture of Inclusiveness

**School Theory of Change:** If staff and teachers are provided Professional development on school wide Positive Behavioral Interventions and Supports (PBIS) expectations, the Wolverine Way Core values, and implement the Caring School Communities curriculum or other culturally responsive community-building curricula that explicitly teaches the Social Emotional Learning (SEL) competencies, provide ongoing culturally relevant family engagement opportunities for all families, (with a specific focus on ELLs, African American, Latinx, Low-Income, GATE, newcomers, and students with disabilities), then all students will demonstrate safe, respectful, and responsible behavior. Students and families will feel a deeper connection to school and chronic absence rates will decrease.

**Related Goal(s):** All students build relationships to feel connected and engaged in learning.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement, to assist students in meeting academic proficiency or advanced levels of academic achievement in core subjects. Teachers will use culturally responsive teaching practices and maintain consistent communication with the principal with regard to Foster and Homeless students.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development related to bias and anti-racism work for all staff members. Principal and PBIS Team will also prioritize professional development related to trauma-informed teaching practices and de-escalation strategies.	When students feel like they are capable of the tasks in class and feel their teachers and leadership team acknowledge their cultural backgrounds, they will be more likely to attend school regularly and feel connected to the school as measured by Wolverine Voice survey data and California Healthy Kids data.		Tier 1

1-2	<p>Teachers provide instruction and support to students in following the Wolverine Way and the schoolwide expectations using PBIS lesson plans and resources provided by administration and PBIS Team.</p>	<p>Administration will organize assemblies throughout the school year to teach and reinforce the Wolverine Way and the schoolwide expectations for all students.</p>	<p>All students will be able to identify the schoolwide expectations as measured by student surveys and PBIS data collection.</p>		Tier 1
1-3	<p>Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets. Teachers complete COST referrals for students with Tier 2 and 3 attendance, academic, behavioral, or social emotional needs.</p>	<p>School leadership affirms students' cultures and engages voices of diverse students and families in continuous school improvement through the SELLS, SSC, PTA Board, and family engagement events. Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops. Principal works with Attendance Specialist and Coordination of Services Team (COST) to monitor attendance weekly and maintain communication with parents regarding attendance. COST reviews students identified with tier 2 and 3 needs, connects students to interventions, and monitors progress effectively. COST updates data in OUSDForce to reflect student interventions.</p>	<p>There will be a decrease in number of chronic absences and office referrals. We will document and record the number of parent teacher conferences, and document and record the COST referrals and parent logs (attendance clerk).</p>		Tier 2

1-4	Teachers maintain consistent communication with parents, with an emphasis on establishing relationships with parents of chronically absent/tardy students.	Principal will encourage and remind teachers to communicate with families of chronically absent students. Principal will work with Attendance Specialist and Coordination of Services Team (COST) to monitor attendance weekly and maintain communication with parents regarding attendance. The principal and attendance specialist will organize attendance challenges with a special emphasis on tardiness.	There will be a decrease in number of chronic absences and tardies. We will document and record the number of parent teacher conferences, and document all steps made to improve student attendance.		Tier 3
1-5	Kindergarten teachers will have a kindergarten meet and greet before school starts to review attendance expectations and provide kindergarteners and parents with an opportunity to familiarize themselves with the classroom and school routines.	Principal and attendance specialist will provide all incoming parents with OUSD's attendance policy. Principal will review attendance policy at Back to School Night and online via Konstella and Parent Square.	Kindergarteners and their families will feel included and aware of kindergarten expectations. All returning and incoming families will be aware of OUSD attendance policies.		Tier 1
1-6	Teachers build classroom community through daily implementation of Caring School Communities, Second Step, or alternative SEL curriculum, including but not limited to morning meetings. Teachers form buddy classes to help students develop meaningful social and emotional learning partnerships.	Coaching and PD for Social Emotional Learning practices. Principal and TSA will observe morning meetings and provide feedback. Teachers engage in buddy class planning, social emotional learning-based PD opportunities and other types of training provided by the district.	Students are familiar with classroom routines and behavioral expectations. Students will develop facilitation skills and student agency through student-led morning meetings. Students get to know other students outside of their grade levels.		Tier 1

*District Strategy:* Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Mathematics - small group instruction				
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction, and math talks (for ELLs, African American, Latinx, Low Income, GATE, newcomers, students with disabilities, etc.), then students will develop prerequisite skills that will lead to conceptual understanding of CCMS and increase the number of proficient students as measured by formative and summative assessments (chapter/unit assessments, district assessments, interim assessment blocks, SBAC).				
<b>Related Goal(s):</b>	All students continuously grow toward meeting or exceeding standards in mathematics.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to common state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery of state standards. Teachers modify tasks and provide intervention support for ELLs, African American, Latinx, low income, PEC students, etc.)	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Assignment is supporting a particular classroom.		Tier 1

2-2	Teachers differentiate instruction for students including English Learners and Newcomers using both Embedded and Designated ELD strategies, based on evidence, regardless of current level of achievement. Teachers collaboratively engage students in standard-based tasks that integrate complex tasks and academic discourse.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed. Principal and Leadership Team track and analyze data on a regular basis and hold data conferences with PLC teams.	Principal will conduct classroom observations and walk-throughs. Small group and/or differentiated instruction will happen in every classroom.		Tier 2
2-3	Teachers engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. Teachers will use skills and strategies learned along with culturally responsive teaching practices to provide additional support to low-income students. Teachers will ask principal if additional resources are needed.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will receive professional learning in mathematics aligned to their areas of need and students will receive standards-aligned, engaging instruction. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.		Tier 2
2-4	Teachers will use individualized computer-based programs to provide differentiated support to Low-Performing students.	Principal and Leadership Team will use professional development resources to provide teacher training on how best to utilize computer-based programs for their students. Principal and Leadership Team will track usage and performance data on a regular basis.	All students, including Low Performing Students, will be engaged in mathematics instruction at their instructional level.		Tier 3

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

<b>School Priority ("Big Rock"):</b>	ELA: Complex Text and Responding to Literature				
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction with a special emphasis on ELLs, African American, Low Income, GATE, newcomers, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient students from all subgroups on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, and iReady).				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement complex reading and writing tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers will support all students using culturally responsive teaching practices and small group instruction.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments of student learning.	Students in grades K-5 will be able to sustain engagement in purposeful, leveled independent reading for at least 2.5 hours per week, and Students will be able to respond to literature both verbally and in writing aligned to grade level standard expectations. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.		Tier 1

3-2	Teachers differentiate instruction for students with an emphasis on supporting African American students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed. TSA will provide guided reading material for targeted small group instruction.	Teachers will be able to demonstrate their system for organizing and monitoring leveled texts for students' independent reading. Small group and/or differentiated instruction will happen in every classroom. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.		Tier 1
3-3	Teachers collaborate and review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. Teachers will ensure GATE students receive instruction aligned to their mathematical abilities including accelerated tasks and/or programming. Teachers will engage in peer observations and classroom walk-throughs.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Teachers conferring with students. Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective.		
3-4	Teachers will receive additional intervention support for their Low-Performing Students as measured by F&P, F&P Foundations, and SRI.	TSA will provide small group reading intervention support to lowest performing readers at least twice weekly.	Lowest performing readers will improve reading levels at a quicker pace and feel more confident about their reading ability.		

3-5	Teachers ensure students have access to reading materials that are reflective of our diverse student population and interests. Teachers incorporate multiple cultural backgrounds and historical perspectives throughout their reading and social studies instruction.	TSA, Principal, and librarian will support and provide resources as needed to support equitable and culturally responsive teaching.	Students will feel seen, heard, and respected. Students will have pride in their cultural background. Students will learn about cultures other than their own.		
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*District Strategy: Cultivating* **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Culture and Climate				
<b>School Theory of Change:</b>	If Joaquin Miller teachers and staff are provided with professional development on the impact of culturally responsive, anti-racist teaching practices, and engage children and families in school activities that support equity and inclusion, then teachers and staff will create a learning environment that is accepting of differences, is reflective of the backgrounds and heritages of our students and that promotes a deeper sense of belonging and connectedness to the school, fostering stronger motivation and featuring avenues of access to core content that will enhance outcomes for all students, especially English Learners, newcomers, African American, Latinx, low income, and Special Education students as measured by survey data (student, parent, teacher), CHKS data, and Universal Referral Form data.				
<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?



4-1	Teachers engage in Professional Development to build capacity in SEL best practices, specifically as it relates to building effective relationships and social- and self-awareness skills for all students.	Principal and PBIS Team develop, monitor, and adjust teacher-led discussions and professional learning opportunities, examining strategies and practices to align instruction. Designated PLC time is provided for planning implementation, peer observation, and debriefing.	PLC agendas and meeting notes; professional learning agendas; identified essential practices and /or lessons presented across grade levels; peer observations; Buddy Class activities aligned with social- and self-awareness and exploring diversity; CSC artifacts (e.g., student work, displays, charts or visuals)		
4-2	Teachers participate in Professional Development to deepen understanding of the role of culture and language and culturally responsive pedagogy in educating diverse learners (e.g., ELLs, Newcomers, African American, Hispanic, low income, PEC students, etc.	Principal and Leadership Team develop, monitor, and adjust professional learning opportunities, exploring and practicing strategies to align instruction. Designated PLC time is provided for planning, implementation of new practices, peer observation, peer coaching, and debriefing.	Professional Learning agendas, PLC meeting notes, professional readings/book study ; peer observations, coaching and debriefing; CSC artifacts (e.g., student work, displays, charts or visuals), cultural and linguistic elements featured in classroom and curricular themes		
4-3	Teachers collaborate to plan and implement culturally responsive and anti-racist teaching practices. Teachers and staff will engage in self-reflection around anti-racism.	Principal and Leadership Team provide dedicated PLC time for collaboration and planning aligned to culturally responsive and anti-racist teaching practices , and ELD teaching strategies.	PLC meeting notes, peer observations, feedback, and coaching; cultural and linguistic elements featured in classrooms and curricular themes.		

4-4	Teachers will engage in readings and PD on anti-racist pedagogical practices (i.e. engaging in self-awareness, acknowledging racism, privilege, and the ideology of white supremacy, studying and teaching representative history, acknowledgement of racial trauma, talking about race with students, etc.)	Principal, with support from teachers and staff, will plan meaningful professional development for teachers around anti-racist pedagogical practices.	PD feedback forms, notes from discussions, lesson plans, observation and feedback cycles		
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	English Learner Reclassification
<b>School Theory of Change:</b>	If we provide explicit and systematic integrated and designated English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to state standards standards and ELD standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments of student learning.	Students will be engaged in academic discourse with their peers. Content language objectives will be posted. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.		

5-2	Teachers will differentiate instruction for English Language Learners and Newcomers and provide embedded ELD supports, based on ELPAC proficiency levels and foster the students' awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	Vocabulary charts with visuals posted in classrooms. Teachers front-load vocabulary. Sentence frames are used when appropriate. Evidence of culturally responsive curriculum will be evident in classrooms. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.		
5-3	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of students' home language and culture.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans, especially for newcomers.	Students feel safe and welcome at school. In alignment with Positive Behavioral Interventions and Supports (PBIS) practices, classrooms will create, review, and post expectations and routines for students. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.		
5-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	Parents of English Learners are knowledgeable of their children's social emotional and academic progress.		

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
.1FTE for EEIP	\$12,338	General Purpose Discretionary	1105	Certificated Teachers' Salaries	0779	Teacher Education Enhancement	0.10	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to state standards standards and ELD standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	142-1
supplies	\$3,259	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	142-2
copier maintenance	\$5,932	General Purpose Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	142-3
To be allocated in Fall 2021.	\$4,331	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	142-4
surplus (hold for .4 TSA)	\$57,183	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6104	10-Month Classroom TSA	0.40	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers differentiate instruction for students including English Learners and Newcomers using both Embedded and Designated ELD strategies, based on evidence, regardless of current level of achievement. Teachers collaboratively enage students in standard-based tasks that inetgrate complex tasks and academic discourse.	142-5
.167 FTE for noon supervisor 1	\$6,222	LCFF Supplemental	2905	Other Classified Salaries	6609	Noon Supervisor	0.17	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers build classroom community through daily implementation of Caring School Communities, Second Step, or alternative SEL curriculum, including but not limited to morning meetings. Teachers form buddy classes to help students devleop meaningful social and emotional learning partnerships.	142-6
.167 FTE for noon supervisor 2	\$6,222	LCFF Supplemental	2905	Other Classified Salaries	3483	Noon Supervisor	0.17	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers build classroom community through daily implementation of Caring School Communities, Second Step, or alternative SEL curriculum, including but not limited to morning meetings. Teachers form buddy classes to help students devleop meaningful social and emotional learning partnerships.	142-7
Subs for PLCs and testing	\$7,369	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team provide dedicated PLC time for collaboration and planning aligned to culturally responsive and anti-racist teaching practices , and ELD teaching strategies.	142-8
supplies	\$7,116	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	142-9

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
postage	\$200	LCFF Supplemental	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Fund postage to send communications between school and families regarding students.	142-10
.6 FTE STIP	\$31,289	LCFF Supplemental	1105	Certificated Teachers' Salaries	0188	STIP Teacher	0.60	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Principal and Leadership Team provide dedicated PLC time for collaboration and planning aligned to culturally responsive and anti-racist teaching practices, and ELD teaching strategies.	142-11
TSA	\$28,164	Parent Group Donations	1119	Certificated Teachers on Special Assignment Salaries	6104	10-Month Classroom TSA	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for students including English Learners and Newcomers using both Embedded and Designated ELD strategies, based on evidence, regardless of current level of achievement. Teachers collaboratively engage students in standard-based tasks that integrate complex tasks and academic discourse.	142-12



Strategic Resource Planning (SRP)

**Joaquin Miller**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

<b>Chairperson:</b>	Chloe Lovelace-Gordon
<b>Vice Chairperson:</b>	Nancy Lambert-Campbell
<b>Secretary:</b>	Corey Dishmon

**SSC - Members**

<b>Member's Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>
Sara Green	<b>X</b>			
Zoe Lieberman			<b>X</b>	
Laura Savage		<b>X</b>		
Meredith Oliver		<b>X</b>		
Deidre Robinson		<b>X</b>		
Andrea Gorham				<b>X</b>
Chloe Lovelace-Gordon				<b>X</b>
Nancy Lambert-Campbell				<b>X</b>
Corey Dishmon				<b>X</b>
Jessica Penchos				<b>X</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	4th Wednesdays of the month at 5:30 pm
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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.

