

| | |
|---|--------------|
| Board Office Use: Legislative File Info. | |
| File ID Number | 24-1817 |
| Introduction Date | 8/14/24 |
| Enactment Number | 24-1461 |
| Enactment Date | 8/14/2024 er |



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Joaquin Miller Elementary School
CDS Code: 1612596001945
Principal: Hannah Banks
Date of this revision: 4/22/20

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: Hannah Banks

Position: Principal

Address: 5525 Ascot Drive
Oakland, CA 94611

Telephone: 510-531-6688

Email: hannah.bossenger@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/22/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 EDC § 6500.
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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/22/2024

6. 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:

| | | |
|--|---|---|
| Hannah Banks <hr/> <i>Principal</i> Lindsey Fuller <hr/> <i>SSC Chairperson</i> Leroy Gaines <hr/> <i>Network Superintendent</i> Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i> | <i>Hannah Banks</i> <hr/> Signature <i>Lindsey Fuller</i> <hr/> Signature <i>Leroy Gaines</i> <hr/> Signature <i>Lisa Spielman</i> <hr/> Signature | <div style="text-align: right; margin-bottom: 10px;"> Benjamin Davis 8/15/2024 President, Board of Education </div> <hr/> Date 4/25/2024 <hr/> Date 4/25/2024 <hr/> Date 5/6/2024 <hr/> Date 5/6/24 <hr/> Date |
|--|---|---|

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------|---------------------------|---|
| | SSC | Shared proposed budget - aligning with progress on our 23-24 SPSA goals. |
| | SSC | Discussed Title I change and the implications. Voted on top 3 Title I expenditure priorities. |
| | Affinity Leads Engagement | Met with the Affinity leads of our focal student groups (Black/African American and SPED) to discuss the SPSA goals for 24-25 |
| | SSC | Shared the proposed goals of the 24-25 SPSA and the spending of Title I and Base funds |
| | JM Staff | Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals. |
| | ILT | Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals. |
| | PTA Leadership | Discussed potential ideas for PTA spending |
| | SSC | Discussed potential ideas for PTA spending to share at next PTA board meeting. |
| | SSC | Approval of the SPSA |
| | | |

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 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.

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 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. 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.
- **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.

2024-25 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$56,980.00 |
| 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 | \$222,891.00 |

Federal, State, and Local Funds

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

| Federal Programs | Allocation | State or Local Programs | Allocation |
|---|-----------------|---|------------------|
| Title I, Part A Schoolwide Program (Title I #3010) | \$55,440 | LCFF Discretionary (General Purpose Discretionary #0000) | \$20,050 |
| Title I, Part A Parent & Family Engagement (Title I #3010) | \$1,540 | LCFF Supplemental (LCFF Supplemental #0002) | \$92,475 |
| 21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124) | \$0 | Local Control Funding Formula Equity Multiplier (#7399) | \$0 |
| Title IV, Part A Student Support & Academic Enrichment (Title IV #4127) | \$0 | After School Education & Safety (ASES) (ASES #6010) | \$0 |
| Comprehensive Support & Improvement (CSI) Grant (CSI #3182) | \$0 | Community Schools Grant (CCSPP #6332) | \$0 |
| | | Proposition 28 (Arts & Music in Schools) (#6770) | \$53,386 |
| | | Measure H (Measure H #9339) | \$0 |
| | | Measure G1 (Measure G1 #9332) | \$0 |
| SUBTOTAL OF FEDERAL FUNDING: | \$56,980 | | \$165,911 |

| | |
|--|---------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$222,891.00 |
|--|---------------------|

2024-25 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: 4/22/2024

Board Approval Date: 8/14/2024

School Mission and Vision

JM Vision Statement (23-24)

Joaquin Miller Elementary school is committed to fostering a vibrant community reflective of Oakland, where expert learners thrive, inclusivity prevails, and a joy for learning flourishes. We envision a learning environment that empowers every student to discover their unique talents, embrace challenges, and cultivate a love for lifelong learning. We value acceptance, growth, community, and continue to work toward a future that is culturally and socially responsible focused on equity and accountability. Together, we strive to equip our students with the tools they need to become compassionate, confident, and resilient global citizens who positively impact the world around them.

JM Mission Statement (23-24)

At Joaquin Miller Elementary, we plan to reach our vision with high quality and differentiated instruction, classroom environments that cultivate safe and caring spaces, and social emotional learning support embedded into all areas of our community.

Empowering Expert Learners: We believe in providing students with the tools, strategies, and opportunities to become self-directed learners. Our dedicated educators guide students in setting goals; managing their time by utilizing roles, routine consistency, and classroom norms; and taking ownership of their learning journey. We promote inquiry-based learning, seeking opportunities for collaboration, and problem-solving skills to foster curiosity.

Embracing Inclusivity: We celebrate the diversity within our school community and value the unique perspectives and experiences of each student. We intentionally provide an inclusive environment where all students feel respected, supported, and celebrated. Our curriculum integrates diverse cultures, histories, and perspectives to promote understanding, empathy, and acceptance.

Fostering Joy in Learning: We encourage students to embrace challenges, learn from mistakes, and persist in the face of obstacles. We teach students strategies to overcome setbacks, promoting resilience and a positive attitude towards learning.

Parent and Community Engagement: We recognize the importance of strong partnerships between the school, families, and the wider community. We actively involve families in their child's education through regular communication, workshops, and volunteer opportunities. We also collaborate with community organizations to provide enriching experiences and resources that broaden students' horizons.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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, 2022-23

| | | | | | | | | |
|----------|--------------------------|----------|--------------------|----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
| 50.5% | 14.5% | 21.5% | 0.8% | 29.5% | 17.5% | 34.8% | 5.5% | 0.3% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 49.3% | 20.0% | 10.0% | 0.5% | 0.0% | 0.5% | 31.0% | 1.0% | 89.8% |

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: By May of 2025, utilizing our foundational skills curriculum (SIPPs & Heggardy) and Tier 1 & 2 interventions, over 75% of students in K-2 will have reached 100% of their typical growth on the iReady Assessement.

Identified School Need: Foundational skills and early literacy rate needs in grades K-2

| Early Literacy Measures & Targets | | | | | |
|---|-----------------------------|-------------------------|-------------------------------|-------------------------------|-----------------------|
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten) | All Students | 26.2% | not available until fall 2024 | not available until fall 2025 | 75.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1) | All Students | 44.7% | not available until fall 2024 | not available until fall 2025 | 75.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2) | All Students | 45.3% | not available until fall 2024 | not available until fall 2025 | 75.0% |
| English Language Arts Measures & Targets | | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| SBAC ELA Distance from Standard Met | All Students | 4.5 | not available until fall 2024 | not available until fall 2025 | 20.0 |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5) | All Students | 51.1% | not available until fall 2024 | not available until fall 2025 | 75% |
| Mathematics/Science Measures & Targets | | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| SBAC Math Distance from Standard Met | All Students | 0.4 | not available until fall 2024 | not available until fall 2025 | 10.0 |
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | 35.8% | not available until fall 2024 | not available until fall 2025 | 50.0% |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 38.2% | not available until fall 2024 | not available until fall 2025 | 50.0% |

| LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | |
|--|---|
| School Goal: | By May of 2025, utilizing our STIP sub 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: | Dedicating time to review data and progress monitoring in PLCs |

| Academic Measures & Targets for Focal Student Groups | | | | | |
|--|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| SBAC ELA Distance from Standard Met | Special Education Students | -64.8 | not available until fall 2024 | not available until fall 2025 | -45.0 |
| SBAC ELA Distance from Standard Met | African American Students | -39.2 | not available until fall 2024 | not available until fall 2025 | -20.0 |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5) | Special Education Students | 46.3% | not available until fall 2024 | not available until fall 2025 | 30.0% |
| SBAC Math Distance from Standard Met | Special Education Students | -61.5 | not available until fall 2024 | not available until fall 2025 | -40.0 |
| SBAC Math Distance from Standard Met | African American Students | -37.9 | not available until fall 2024 | not available until fall 2025 | -20.0 |

| Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i> | | | | | |
|---|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| ELL Reclassification | English Learners | 18.8% | not available until fall 2024 | not available until fall 2025 | 25.0% |
| LTEL Reclassification | Long-Term English Learners | 0.0% | not available until fall 2024 | not available until fall 2025 | 0.0% |

| LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | | | | | |
|--|---|------------------|-------------------------------|-------------------------------|----------------|
| School Goal: | By May of 2025, utilizing our COST team and CSM, less than 10% of our students will be chronically absent | | | | |
| Identified School Need: | Family engagement and understanding of attendance procedures/policies is important. | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| Student Connectedness to School | All Students | n/a | not available until fall 2024 | not available until fall 2025 | 85.0% |
| Out-of-School Suspensions | All Students | 1.4% | not available until fall 2024 | not available until fall 2025 | 1.0% |

| | | | | | |
|---------------------------|----------------------------|-------|-------------------------------|-------------------------------|-------|
| Out-of-School Suspensions | African American Students | 2.9% | not available until fall 2024 | not available until fall 2025 | 1.0% |
| Out-of-School Suspensions | Special Education Students | 5.7% | not available until fall 2024 | not available until fall 2025 | 2.0% |
| Chronic Absenteeism | All Students | 52.5% | not available until fall 2024 | not available until fall 2025 | 20.0% |
| Chronic Absenteeism | African American Students | 57.8% | not available until fall 2024 | not available until fall 2025 | 20.0% |

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

| | | | | | |
|--|--|-------------------------|-------------------------------|-------------------------------|-----------------------|
| School Goal: | Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC. | | | | |
| Identified School Need: | Specifically: - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building. | | | | |
| Measure | Target Staff Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| One-Year School Teacher Retention Rate | All Teachers | 83.5% | not available until fall 2024 | not available until fall 2025 | 90.0% |

| 1C: STRENGTHS & CHALLENGES | | |
|---------------------------------------|---|--|
| Goal Area: | School Goal: | Priority Strengths |
| LCAP Goal 1: | By May of 2025, utilizing our foundational skills curriculum (SIPPs & Heggardy) and Tier 1 & 2 interventions, over 75% of students in K-2 will have reached 100% of their typical growth on the iReady Assessement. | <p>Our K-2 Teachers are well trained in SIPPs and have figured out ways to provide the highest quality instruction of SIPPs utilizing groups and centers. Additionally, our Tier 2 academic tutors have gone through extensive training and bi-weekly meetings with the principal to ensure the program is being implemented to fidelity.</p> <p>23-24 MOY iReady Data - Progress towards typical growth in Reading 1st Grade = 29% met 2nd Grade = 36% met 3rd Grade = 31% met 4th Grade = 41% met 5th Grade = 36% met</p> |
| LCAP Goal 2: | By May of 2025, utilizing our STIP sub 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>Utilizing our Extracurricular schedule and full time STIP sub, we have been able to provide teachers with a 50 minute PLC collaboration during the school day, plus an additional 40 minute prep, on top of their OEA required 50 minute prep. We have also created a PLC running agenda for each grade level that focuses on reviewing/analyzing student data bi-weekly. Our TSA meets with each PLC weekly to facilitate the action items and checks in with the principal weekly on progress.</p> <p>23-24 MOY iReady Data - Progress towards typical growth in Reading Black/African American students = 40% met SPED students = 29% met</p> <p>23-24 MOY iReady Data - Progress towards typical growth in Math Black/African American students = 16% met SPED students = 21% met</p> |

| | | |
|--------------------------|---|---|
| <p>LCAP Goal 3:</p> | <p><i>By May of 2025, utilizing our COST team and CSM, less than 10% of our students will be chronically absent</i></p> | <p><i>Having the addition of a CSM to our staff has been a huge benefit. He has been able to take an active approach to family engagement, specifically on our growing Latino population by establishing a Latino affinity group. His work in outreach to families of students who are showing trends in absences, and working with individual families to help problem solve (ex: creating car pools for students in the area), has improved our chronic absenteeism tremendously. We have also established family workshops and provided refreshments, take home strategies for learners, and had grade level leads support families in their learning.</i></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%</p> |
| <p>LCAP Goal 4:</p> | <p><i>Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.</i></p> | <p><i>Joaquin Miller has had a very high teacher retention rate over the last several years. Due to a low amount of turn over, our staff are highly trained, and are constantly looking to grow their craft. In more recent years - post-covid - their training has involved Social/Emotional focuses as well as Crisis Prevention Intervention training.</i></p> <p><i>25% of our teaching staff (Resource Teachers included) are early in their career and intend to return for 24-25. 19.1% of our teaching staff identify as BIPOC; and 43% of our staff overall identify as BIPOC</i></p> |
| <p>Goal Area:</p> | <p>School Goal:</p> | <p>Priority Challenges</p> |
| <p>LCAP Goal 1:</p> | <p><i>By May of 2025, utilizing our foundational skills curriculum (SIPPs & Heggardy) and Tier 1 & 2 interventions, over 75% of students in K-2 will have reached 100% of their typical growth on the iReady Assessement.</i></p> | <p><i>This school year, we were a bit slow to start 100% implementation of SIPPs and checking on focal student progress. Additionally, we spent the first part of the year training our Academic tutors on the SIPPs program and compiling all the materials required. Beginning the 24-25 school year, our staff (teacher and tutors) will be much more prepared to begin implementing SIPPs from the start of the year with fidelity.</i></p> <p>From OUSD Data Dashboard: September Monthly participation percentage = 44% October Monthly participation percentage = 74% November Monthly participation percentage = 90%</p> |

| | | |
|----------------------------|--|--|
| <p><i>LCAP Goal 2:</i></p> | <p><i>By May of 2025, utilizing our STIP sub 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.</i></p> | <p><i>Our school focus this year has been mostly on reading skills. Our TSA and literacy coach have been focusing on reading skills cycles for successful implementation of the EL Education curriculum embedded assessments. We see a lot less typical growth in math this year from our focal student data from last year, when our focal subject was math.</i></p> <p>23-24 MOY iReady Data - Progress towards typical growth in Reading <i>Black/African American students = 40% met SPED students = 29% met</i></p> <p>23-24 MOY iReady Data - Progress towards typical growth in Math <i>Black/African American students = 16% met SPED students = 21% met</i></p> |
| <p><i>LCAP Goal 3:</i></p> | <p><i>By May of 2025, utilizing our COST team and CSM, less than 10% of our students will be chronically absent</i></p> | <p><i>This was the first year of having a CSM, and although at the start of the year we were told this position would be staying at our site, we have only been budgeted to have a CSM in our FTE for 1 more school year. After that, if we want to continue having a CSM, our site will have to use funds to pay for him - which will be a big challenge seeing that we already have to pay for a TSA.</i></p> |
| <p><i>LCAP Goal 4:</i></p> | <p><i>Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.</i></p> | <p><i>Our strength is also our challenge - having a high teacher retention rate means that a majority of our teaching staff do not identify as BIPOC because we haven't had many teaching positions open to hire for and prioritize diversity.</i></p> |

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Joaquin Miller Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

The strategies listed in our current SPSA (23-24) support positive student outcomes in all academic areas. We are committed to strategic and consistent implementation of PLCs both during the school day and on the planned Wednesdays. Our staff rotates through inquiry cycles (plan/assess/analyze repeat) on a monthly basis with focal student groups at the center. Lead by our TSA and our Literacy Coach, we hold specific professional developments that address challenges and data trends teachers are currently seeing within their PLCs and classrooms. Each trimester, we do a deep dive of our iReady data and utilize the resources provided for tired intervention based on classroom results.

In addition to academic professional development, we also have had social/emotional training and implemented a new school vision and mission this year. Our revamped "Wolverine Way" has 5 focal values that live in each system and structure within our school.

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

Our TSA has provided PLC and 1:1 coaching to teachers based on a tiered system of support/needs. We have 4 academic mentors that provide additional differentiated small group instruction in the areas of math and reading which has proved effective for students who attend school regularly. Our strategies and actions to build conditions for student learning have definitely proven to be necessary and effective. We have more students in need of social emotional support than in years past, most likely as a result of the COVID pandemic. Our COST meets regularly, but we have found it difficult to provide all students with interventions like counseling services. Our school psychologist is only on our site 3 days a week, and our Mental Health Therapist is here for 1.5 days a week. Based on our current needs, we need a full time staff member that can support SEL needs.

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.

Due to our projected enrollment being over 400, we've been able to use half FTE and half funds to hire our current TSA for the following school year. Additionally, we have prioritized a STIP sub using our new Title 1 funds, however it isn't enough for a full-time STIP - which we require.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| Title I Expenditure | Target Addressed by Expenditure | Actions/Activities <i>(e.g., what does this person or program do?)</i> | What is working? Why? What is not working? Why not? | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|---------------------|---------------------------------|---|--|--|
|---------------------|---------------------------------|---|--|--|

n/a

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

| | | | |
|----------------|----------------------------------|-------------------|-----|
| School: | Joaquin Miller Elementary School | SCHOOL ID: | 142 |
|----------------|----------------------------------|-------------------|-----|

3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal: By May of 2025, utilizing our foundational skills curriculum (SIPPs & Heggardy) and Tier 1 & 2 interventions, over 75% of students in K-2 will have reached 100% of their typical growth on the iReady Assesment.

Identified Need: Foundational skills and early literacy rate needs in grades K-2

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---|-----------------|--|---|
| 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 implemenation 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: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: By May of 2025, utilizing our STIP sub 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: Dedicating time to review data and progress monitoring in PLCs

| # | 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.

School Goal: By May of 2025, utilizing our COST team and CSM, less than 10% of our students will be chronically absent

Identified Need: Family engagement and understanding of attendance procedures/policies is important.

| # | 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 |

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

| | |
|-------------------------|--|
| School Goal: | Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC. |
| Identified Need: | Specifically: - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building. |

| # | 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 |

| CONDITIONS FOR BLACK STUDENTS | | <i>Instructions & resources</i> | | |
|--------------------------------------|---|---|---|--|
| # | 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>Stages of ELD Implementation Self-Assessment</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 2024-25 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 |
|-------------------------------------|---------------|--------------------|-------------|---------------------------------|------|--|------|---|---|---|----------------------|
| 5610 - Equip Maintenance & Repairs | \$3,000 | LCFF Discretionary | 5610 | Equip Maintenance Agreemt | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | 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 |
| Teacher Education Enhancement | \$4,753 | LCFF Discretionary | 1105 | Certificated Teachers' Salaries | 779 | Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | 0.05 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Staff Participation in Foundational Professional Learning | 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. | 142-2 |
| 4310 - Materials and Supplies | \$12,297 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | College/Career Readiness | 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. | 142-3 |
| 4310 - Materials and Supplies | \$269 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | College/Career Readiness | 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. | 142-4 |
| Noon Supervisor | \$4,066 | LCFF Supplemental | 2905 | Other Classified Salaries | 3483 | Noon Supervisor | 0.1 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | 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. | 142-5 |

PROPOSED 2024-25 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 |
|-------------------------------------|---------------|--|-------------|--|------|--|------|--|---|--|----------------------|
| Teacher STIP | \$18,963 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 188 | STIP Teacher | 0.2 | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | 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 |
| TSA Classroom 10Mos | \$69,178 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 6104 | 10-Month Classroom Teacher on Special Assignment (TSA) | 0.4 | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | 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. | 142-7 |
| 4399 - Unallocated | \$3,292 | Title I, Part A Schoolwide Program | 4399 | Unallocated | n/a | n/a | n/a | n/a | Student Connectedness to School | 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. | 142-8 |
| Teacher STIP | \$52,148 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 188 | STIP Teacher | 0.55 | Goal 1: All students graduate college, career, and community ready. | Staff Participation in Foundational Professional Learning | Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed. | 142-9 |
| 4311 - Meeting Refreshments | \$1,540 | Title I, Part A Parent & Family Engagement | 4311 | Meeting Refreshments | n/a | n/a | n/a | Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap. | Chronic Absenteeism | 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. | 142-10 |

PROPOSED 2024-25 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 |
|-------------------------------------|---------------|--|-------------|---|------|--|-----|---|---|--|----------------------|
| 1120 - Teachers Salaries Stipends | \$15,000 | Educator Effectiveness Grant | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Participation in Foundational Professional Learning | 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. | 142-11 |
| 4310 - Materials and Supplies | \$2,407 | Proposition 28 (Arts & Music in Schools) | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | 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. | 142-12 |
| Teacher Education Enhancement | \$25,489 | Proposition 28 (Arts & Music in Schools) | 1105 | Certificated Teachers' Salaries | New | Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | 0.2 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | 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. | 142-13 |
| Teacher Education Enhancement | \$25,489 | Proposition 28 (Arts & Music in Schools) | 1105 | Certificated Teachers' Salaries | New | Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | 0.2 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | 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. | 142-14 |
| Library Technician | \$79,922 | Measure G, Library Support | 2205 | Classified Support Salaries | 9897 | Library Technician | 1 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | 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. | 142-15 |



Joaquin Miller ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

| | |
|-------------------|-----------------|
| Chairperson: | Lindsey Fuller |
| Vice Chairperson: | Robert Watts |
| Secretary: | Jessica Penchos |

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?) |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Hannah Banks | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | N/A |
| Ray Wooliever | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Monica Black | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Deidre Robinson | <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 |
| Ben Dubach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Lindsey Fuller | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Lynne Rosen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Jessica Penchos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2nd |
| Robert Watts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| | <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: <small>(Day/Month/Time)</small> | 3rd Monday |
|---|------------|

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members