

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1307  
Introduction Date: 6/27/18  
Enactment No.: 18-1112  
Enactment Date: 6/27/18 er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School.

**Background:**

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

**Discussion:**

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

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School.

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

## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Joaquin Miller Elementary School  
**CDS Code:** 1612596001945  
**Principal:** Sara Green  
**Date of this revision:** 4/20/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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 District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Joaquin Miller Elementary School

**Site Number:** 142

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- School Improvement Grant (SIG)

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

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

**Date(s) plan was approved:** 5/8/2018

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, media announcements, etc.)

**Signatures:**

<p>          Sara Green, School Principal</p>	<p>          Signature</p>	<p><u>5/8/18</u>          Date</p>
<p>          Print name of SSC Chairperson</p>	<p>          Signature</p>	<p><u>5/14/18</u>          Date</p>
<p>          LaResha Martin, Network Superintendent</p>	<p>          Signature</p>	<p><u>5/14/18</u>          Date</p>
<p>          Marla Williams, Officer, State and Federal Programs</p>	<p>          Signature</p>	<p><u>5/24/18</u>          Date</p>

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/30/2018	SSC	Check-in on 2017-18 site plan and review changes to format of 2018-19 plan.
2/5/2018	ILT	Review changes to format of 2018-19 plan. Begin to develop goals.
3/6/2018	SSC	Review of draft site plan. Provide feedback.
4/16/2018	Faculty	Review of draft site plan. Teachers offered edits, additions, and deletions to practices.
5/8/2018	SSC	Final review of site plan. The SSC voted unanimously to approve the plan.

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$75,775.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$103,977.87	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$179,752.87</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$0.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

## 2018-19 SINGLE 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.

#### Family & Student Engagement

We have a very active PTA that organizes multiple activities throughout the year. We have a variety of community events annually that are attended by groups of parents that reflect the diversity of our community. We maintain consistent communication with families using Konstella, an online communication platform, and a monthly newsletter. In the 2017-18 school year, we implemented a student jobs program whereby students can apply for different jobs to develop a sense of ownership and pride in our school community. Joaquin Miller School also has a parent-funded world languages program for students in grades 2 - 5.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	<p>Students are now, on average, at or above standard on the ELA portion of the SBAC. Scores for African American students on the ELA portion of the SBAC increased significantly.</p> <p>Scores for Low Income students on the ELA portion of the SBAC increased.</p>	<p>Although our African American students increased their scores significantly on the ELA portion of the SBAC, they still have a status level of "low" on the Oakland Public School Report Card.</p> <p>Although our Low Income students increased their scores significantly on the ELA portion of the SBAC, they still have a status level of "low" on the Oakland Public School Report Card.</p> <p>Scores for Latino/a students maintained, but have a status level of "low" on the Oakland Public School Report Card.</p>	<p>Teachers engaged in various professional development sessions around implementation of reader's and writer's workshop and calibration of reading assessments. Teachers also engaged in professional learning around small group instruction and differentiated instruction. Joaquin Miller are in need of more support personnel for reading and writing intervention for ELLs and other struggling readers.</p> <p>Joaquin Miller has an influx of students in grades 3-5 who come in multiple years below grade level in reading and writing.</p>

<p><b>STANDARDS-BASED INSTRUCTION</b> <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</i></p>	<p>Students are now, on average, at or above standard on the Math portion of the SBAC. Scores for African American students on the Math portion of the SBAC increased significantly to a status level of Medium. Scores for White students on the Math portion of the SBAC increased to a status level of High.</p>	<p>Scores for Low Income students declined significantly and now has a status level of "low" on the Oakland Public School Report Card. Scores for Latino students declined and now has a status level of "low" on the Oakland Public School Report Card.</p>	<p>Teachers engaged in various professional learning sessions on enaging students in group work strategies, formative assessment, number talks, and academic discourse. Joaquin Miller has an influx of students in grades 3-5 from other school sites who come in multiple years below grade level in mathematics.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(CULTURE &amp; CLIMATE)</i></p>	<p>Our suspension rate status is classified as "low" on our Oakland Public Schools Report Card. As of March 8, 2018, the percentage of students who are classified as moderately and/or severely chronically absent is 5.4% which is is .9% less than the end of 2016-17 percentage.</p>	<p>6.3% of students in 2016-17 were moderately or severely chronically absent, indicating an increase of 2.6% from the 2015-16 school year.</p>	<p>66% of our students live outside of the neighborhood and some have transportation issues. Other students are repeatedly tardy more than 30 minutes on a daily basis.</p>
<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>English Language Learners who are below average in reading use Lexia, a reading intervention program. Teachers with ELLs front -load vocabulary and provide small-group instruction on a regular basis. 16.7% of ELLs reclassified as of March, 2018.</p>	<p>Scores for English Learners decreased on both the ELA and Math portions of the SBAC. Joaquin Miller has 20 classified English Learners who have not been reclassified as English Language Proficient.</p>	<p>Joaquin Miller are in need of more support personnel for reading and writing intervention for ELLs and other struggling readers.</p>

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Joaquin Miller Elementary School

**School ID:** 142

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy: small group and/or differentiated instruction	Within 3 years, we will decrease the achievement gap between white students and our subgroups.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	All Students	6.6	14.1	21.6
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments.				
<b>Theory of Action for Language &amp; Literacy Priority:</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, SRI).				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	T1: Teachers implement complex 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.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		Students will be able to sustain engagement in purposeful, leveled independent reading for at least 3 hours per week. Students will be able to respond to literature both verbally and in writing aligned to grade level standard expectations.	
1-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed		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.	



1-3	T3: Teachers collaborate and review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L3: 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.
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<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Mathematics - Differentiated Instruction	Within 3 years, we will decrease the achievement gap between white students and other subgroups in mathematics.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	All Students	-1.8	8.2	18.2
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	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 (CEO/Embedded Assessments, SMI, SBAC).				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	T1: Teachers implement complex 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.	L1: 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.
2-2	T2: Teachers differentiate instruction for all students, especially English Learners, students with disabilities, African Americans, Latino/a students, foster students, and GATE students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Principal will conduct classroom observations and walk-throughs. Small group and/or differentiated instruction will happen in every classroom.
2-4	T4: Teachers engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L4: 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.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Attendance	Within three years we will improve the attendance of our Latino/a student population to meet the district attendance goals.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	Latino Students	94.9%	95.2%	95.5%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	<b>If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the 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.</b>				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-2	T1: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	L1: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Students feel like they are capable of the tasks in class and therefore will be less likely to be absent from school.
3-2	T2: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L2: 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, with an emphasis on low-income, foster/homeless students, and newcomers.	Students feel safe and welcome at school which will lead to a decrease in number of chronic absences.
3-3	T3: 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	L3: 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 COST to monitor attendance weekly and maintain communication with parents regarding attendance.	Decrease in number of chronic absences.
3-5		L4: Principal and 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.	

<b>CONDITIONS FOR</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>
	English Learner Reclassification	Within three years we will have increased on reclassification rate for our second language learners.

<b>ENGLISH LANGUAGE LEARNERS</b>		<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
		English Learner Reclassification	All Students	29.0%	32.0%	35.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		As a school we will monitor ELPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
<b>Theory of Action for English Language Learners Priority:</b>		<b>If we provide explicit and systematic 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>				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>		
4-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards and ELD standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: 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.		
4-2	T2: Teachers will differentiate instruction for English Language Learners and provided 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).	L2: 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.		
4-3	T3: 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.	L3: 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.		

4-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: 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.
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**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 142

**School:** Joaquin Miller Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$23,152.86	General Purpose Discretionary	Pay for a STIP sub for 3 days/week	Literacy: small group and/or differentiated instruction	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0651	0.60	142-1
\$10,225.12	General Purpose Discretionary	Add hours for noon supervisors to be able to cover all recesses, pick up and drop off	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0132	0.33	142-2
\$5,000.00	General Purpose Discretionary	Books Other Than Textbooks	Literacy: small group and/or differentiated instruction	A2.1 Implementation of the CCSS & NGSS	4200				142-3
\$22,753.75	General Purpose Discretionary	Supplies	Literacy: small group and/or differentiated instruction	A2.1 Implementation of the CCSS & NGSS	4310				142-4
\$1,000.00	General Purpose Discretionary	Refreshments	Literacy: small group and/or differentiated instruction	A2.1 Implementation of the CCSS & NGSS	4311				142-5
\$243.27	General Purpose Discretionary	Surplus	n/a	n/a	4399				142-6
\$13,000.00	General Purpose Discretionary	Copier Maintenance	Literacy: small group and/or differentiated instruction	A2.1 Implementation of the CCSS & NGSS	5610				142-7
\$400.00	General Purpose Discretionary	Postage	Literacy: small group and/or differentiated instruction	A3.2 Reading Intervention	5910				142-8
\$5,947.43	LCFF Supplemental	Make science prep teacher position full-time	Mathematics - Differentiated Instruction	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0035	0.05	142-9
\$63,347.84	LCFF Supplemental	Pay for literacy coach (TSA)	Literacy: small group and/or differentiated instruction	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.68	142-10

\$1,362.21	LCFF Supplemental	Substitutes for release days for teachers to plan differentiated instruction to meet needs of ELLs, foster youth, and low income students.	English Learner Reclassification	A4.4 Teacher Professional Development focused on English Learners	1150				142-11
\$18.39	LCFF Supplemental	Surplus	n/a	n/a	4399				142-12
\$24,302.00	LCFF Supplemental	1 day school psychologist	Attendance	A2.2 Social Emotional Learning	5734				142-13
\$9,000.00	LCFF Supplemental	Technology Licenses for reading intervention and math programs	Mathematics - Differentiated Instruction	A2.3 Standards-Aligned Learning Materials	5846				142-14
\$29,810.75	PTA Donation	Pay for literacy coach (TSA)	Literacy: small group and/or differentiated instruction	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.32	142-15



**2017-2018**  
**School Site Council Membership Roster – Elementary**

School Name: Joaquin Miller

Chairperson : Kate Anderson
Vice Chairperson: Erin Valenzuela
Secretary: Jessica Dame Carroll

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Erin Valenzuela			x	
Jessica Dame Carroll				x
Andrea Gorham				x
Laura Savage		x		
Shelby Ziesing		x		
Deidre Robinson		x		
Veronica Tril				x
Sara Green	x			
Kate Anderson				x
Juan Tril				x

Meeting Schedule (day/month/time)	
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**SSC Legal Requirements: (Ed. Code 52852)**

- 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;
- Parent/community members cannot be OUSD employees at the site.

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