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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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 2020-2021 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Joaquin Miller Elementary School
CDS Code: 1612596001945
Principal: Sara Green
Date of this revision: 5/26/2020

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: Sara Green

Address: 5525 Ascot Drive
Oakland, CA 94611

Position: Principal

Telephone: 510-531-6688

Email: sara.green@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/26/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and 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"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 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: 5/26/2020

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.)
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Signatures:

Sara E. Green

Sara E. Green

5/26/2020

Principal

Signature

Date

Erin Valenzuela

5/26/2020

SSC Chairperson

Signature

Date

LaResha Martin

5/27/2020

Network Superintendent

Signature

Date

Lisa Spielman

5/27/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

Kyla Johnson Trammell

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 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	\$139,847.00

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)	\$25,097.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$114,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (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
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$139,847.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$139,847.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Our SBAC ELA DFS score for th 18-19 school year is 21.7, surpassing our target of 17.1. Our DFS for SBAC Math increased by 10.5 points to 12.8. The DFS for Latinx students increased by 9.4 points to -4.7. The overall DFS for SPED students improved by 10.7 points to -81.7.	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. Our TSA is our on-site ELA expert who provided PD, PLC, and coaching support to teachers and reading intervention support to students. (.4 from Title 1 which we will no longer be receiving, .3 from supplemental, and .3 from PTA) PTA also funds academic mentors and aides to support students with reading intervention. NewsELA, Lexia, and Raz-Kids licenses are funded through supplemental (total funds for tech licenses=\$14,000)

<i>Focal Student Supports</i>	43.8% of all 3rd - 5th African American students who were reading multiple years below grade level in the fall of 2018 made at least 1.5 years of growth as measured by SRI. 60% of students who were reading multiple years below grade level as measured by the SRI in the fall of 2018 made at least 1.5 years or more of growth by spring of 2019.	Students reading more than 1 year below grade level received small group reading intervention support from the TSA at least twice weekly throughout the school year.
<i>Student/Family Supports</i>	According to our Tiered Fidelity Inventory, 93% of students interviewed in Spring of 2019 had knowledge of our school-wide expectations compared to 36% in Spring of 2018. 110 total students were run through our Coordination of Services Team, resulting in 25 SST referrals, 41 reading intervention referrals, 20 counseling services referrals, 6 Special Education assessments, and 2 504 plan referrals. Over 150 families attended our annual Family Reading Night, and we held various parent education events on topics of toxic masculinity, reader's and writer's workshop, and a screening of the documentary film, "Teach Us All" about educational inequality.	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>	97% of staff agreed or strongly agreed with the following statement on the CHKS Staff Survey: This school promotes academic success for all students. 97% 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.
Focus Area:	Priority Challenges	Root Causes of Challenges

<p><i>College/Career Readiness</i></p>	<p>a) 58.7% of 4th graders met or exceeded standards on the Math portion of the SBAC in 2018. 51.5% of 5th graders (many of students are the same) met or exceeded standards on the Math portion of the SBAC in 2019. This indicates a decrease of 7.2%.</p> <p>b) 66.9% of females met or exceeded standards on the ELA portion of the SBAC in 2019 compared to 58.8% of males indicating an achievement gap of 8.1%.</p>	<p>a) 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. Additionally, many teachers feel the Math Expressions curriculum is challenging to teach, confusing to students, and not rigorous enough to fully prepare students to be successful on the SBAC.</p> <p>b) 45.2% of males who did NOT meet standard on the ELA portion of the SBAC have IEPs. 17% of females who did NOT meet standard on the same assessment have IEPs. Additionally, there is a fair amount of research, including the 2015 Brown Center Report on American Education, that indicates there are multiple explanations for the gender gap: biological/developmental, school practices, and cultural influences. We need to ensure we are doing all we can to encourage more reading and writing among our male students by having high expectations and providing them with strong role models that portray reading as a masculine activity.</p>
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<i>Focal Student Supports</i>	<p>MATH SBAC: The achievement gap between African American students and our overall student population grew by 42.6 points despite maintaining at -29.8 (DFS). The achievement gap between Latino students and the overall student population grew by 1.1 points (DFS). SBAC ELA growth among African American students flatlined. Achievement gap between overall students and African American students grew by 9.6 points.</p> <p>SBAC ELA DFS for Latinx students decreased 8.8 points from -2.9 to 5.9. Achievement gap between overall students and Latinx students grew by 18.4 points.</p>	<p>Joaquin Miller received an influx of students in grades 4 and 5 from other school sites who come in multiple years below grade level in reading and math. The majority of these students are African American and Latinx. Clearly we need to do more to support our African American and Latinx students. More PD is needed around culturally responsive teaching across all content areas. We also need to do all we can to recruit more teachers of color to join our staff as it is not currently reflective of our student population.</p>
<i>Student/Family Supports</i>	<p>79.9% of fifth graders claimed they felt connected to the school according to the 2018-19 CHKS data, indicating a decrease of 4.2% from 2017-18.</p>	<p>We have a substantial number of students who enter Joaquin Miller in the 4th and 5th grades. It can be difficult for new students to fit in, join friend groups, and feel a sense of belonging. This particular group of fifth graders had more relational and behavioral issues than those in the previous handful of years. This year, 4th and 5th grade teachers have implemented Caring School Community program, holding daily community circles and check-in meetings as needed. They have devoted more time throughout the year to build solid classroom communities. Fifth grade students are also given the responsibility of facilitating small group activities with cross-age level peers within their "houses" once monthly. Students are also encouraged to apply for a variety of student jobs. All new students are assigned buddies when they first come to the school.</p>

<i>Staff Supports</i>	There is limited time for teacher professional development and collaboration. Ideally, our PLCs would be able to meet at least twice weekly. Currently, they meet once weekly for either PD or PLC and have one half-day every 6 weeks to analyze data and plan instruction.	Our site's base budget does not include funding for a TSA or STIP sub. We are able to budget for a .6 STIP sub who mainly covers teachers to attend IEP meetings and supports teachers in their classrooms with low-performing students. Teachers only have one staffed prep period, so it is virtually impossible to provide PLC meeting time during the school day. Our TSA was funded from site and PTA funds. She leads reading intervention groups throughout the week and supports facilitation of PLCs. If she has to cover for a teacher, she has to cancel her reading groups.
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	K-2nd grades:: 80% 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 iready 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	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	58.3%	n/a	63.3%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	54.2%	n/a	59.2%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	21.7	n/a	40.0

Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	51.8%	n/a	58%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	12.8	n/a	37.3
CAST (Science)	All Students	TBD	43.1%	n/a	63.10%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: 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	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-97.4	n/a	-70.1
SBAC ELA	African-American Students	+20 points DF3	-16.5	n/a	33.5
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	12.3%	n/a	8.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-81.7	n/a	-40.4
SBAC Math	African-American Students	+20 points DF3	-29.8	n/a	0.2
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	6.7%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:		Chronic absence rate for African American students will decrease by 5%.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	79.9%	n/a	95.0%
Suspensions	All Students	-2pp	0.7%	n/a	0.0%
Suspensions	African-American Students	-2pp	1.2%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	3.7%	n/a	0.0%
Chronic Absence	All Students	-2pp	25.7%	n/a	21.7%
Chronic Absence	African-American Students	-2pp	43.6%	n/a	39.6%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Joaquin Miller Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy: small group and/or differentiated instruction	
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, SRI).
Related School Goal:	All students will increase by 15 points in Distance from Standard (DF3) on ELA Portion of the SBAC. 76.80% of 3rd-5th grade students will grow one or more years as measured by SRI.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have implemented the strategies outlined in the 19-20 SPSA. Teachers have received professional development in areas of complex text, data driven small group instruction, Common Core Reading Standards, writing with evidence, science notebooking strategies, and academic discourse with an emphasis on ELD strategies. The TSA meets with 40+ students weekly, providing small group reading intervention.	
What evidence do you see that your practices are effective?	
74.4% of students scored near/above on the Literary Texts IAB in 2018 and 78.5% of students scored near/above on the same assessment in 2019. All students are using science notebooks at least once weekly in conjunction with FOSS. Walkthrough data showed an increase in academic discourse scaffolds to support all learners.	
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.	
n/a	
19-20 Standards-Based Instruction Priority: Mathematics - Differentiated 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 will increase by 15 points in Distance from Standard (DF3) on Math portion of the SBAC.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
All 1st - 5th grade teachers implemented a math workshop model using the Zearn curriculum. All teachers modify tasks and provide intervention supports for students with disabilities in alignment with their IEPs. Teacher utilize academic mentors to support students with math instruction. Principal conducted observations and provided feedback on the implementation of standards aligned tasks. Teachers met to review data and plan instruction.	

What evidence do you see that your practices are effective?	
Walkthrough data shows teachers are using formative assessment strategies daily to monitor progress. Note: The Fall IAB data is not particularly useful as the order of Zearn units did not align with the IAB topics being assessed.	
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.	
The teachers have decided to not use the complete Zearn program next year. Instead, they will supplement Math Expressions with the Zearn and/or other online programs. Teachers will still use the math workshop model.	
19-20 Conditions for Student & Adult 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:	Chronic absence rate for African American students will decrease by 2%.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers, principal, and attendance specialist maintained communication with parents of chronically absent students. All teachers engage students in daily morning meetings in alignment with the Caring School Community Program. Students receive intervention support from TSA or academic mentors as needed. We implemented an "On Time" Challenge this year to decrease the number of tardies.	
What evidence do you see that your practices are effective?	
As of 2/16/2020, the percentage of mod/severe chronically absent African American students is 10.6%, as compared to 14.6% in 2018.	
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.	
Current data shows higher absence rates for our Latinx students. We might want to change our focus to this subgroup, or establish goals for both groups.	
19-20 Conditions for English Language Learners Priority: English Learner Reclassification	
Theory of Change:	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.
Related School Goal:	We will achieve a reclassification rate at least 25% for English Language Learners.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

We have established our SELLS and have engaged in families in one workshop so far this year on the topic of reclassification. Parents of SPED ELs are being provided with resources for alternative reclassification methods. Teachers have engaged in PD around the ELPAC and ELD strategies. EL students who are reading significantly below grade level are receiving reading intervention support and are being referred to COST.

What evidence do you see that your practices are effective?

41.7% of EL students (n=12) have shown at least a half year's growth in reading as measured by the RI as of 2/15/2020. 58.3% of IFEP students (n=12) have shown at least a half year's growth in reading as measured by the RI as of 2/15/2020.

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.

We have an increase in the number of classified ELs attending Joaquin Miller. We will continue to provide PD on culturally responsive ELD strategies.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

There were not an significant changes made.

2020-21 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"):	Attendance			
School 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 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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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 as needed.	When students feel like they are capable of the tasks in class and feel their teachers and leadership team acknowledge their cultural background, they will be more likely to attend school regularly.	

1-2	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.	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.	There will be a decrease in number of chronic absences, we will document and record the number of parent teacher conferences, and document and record the COST referrals and parent logs (attendance clerk).	
1-3	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.	

1-4	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.	Kindergarteners and their families will feel included and aware of kindergarten expectations. All returning and incoming families will be aware of OUSD attendance policies.	
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Mathematics - small group instruction			
School 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 Goal(s):	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.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

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 students with disabilities in alignment with IEPs.	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.	
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.	

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.	
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.	

<i>District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum</i>	
School Priority ("Big Rock"):	ELA: Complex Text and Responding to Literature
School 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 Goal(s):	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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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 Latinx 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 task and assessments of student learning.	Students in grades 1-5 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. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.	
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.	

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.	

<i>District Strategy:</i> Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING				
School Priority ("Big Rock"):	PLCs and Professional Development			
School 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 Goal(s):	n/a			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

4-1	Teachers demonstrate a learner stance by analyzing formative and summative evidence, reflecting, and refining practice through engaging in multiple cycles of inquiry in PLC teams.	School leadership team coordinates and provides individualized coaching to support all teachers in improving their practice.	Teachers will collect formative and assessment data, reflection notes, and plan next steps in shared Google docs.	
4-2	Teachers build communities of effective practice by publicly sharing learning and engaging in peer observations and walk-throughs.	School leadership team builds a culture of trust that enables adults to engage in evidence-based collaboration to improve learning for all students. Principal and TSA develop peer observation and walk-through schedules to occur three times annually.	Teachers will learn from and provide support to their colleagues through the peer observation process. Teachers will collect evidence in shared Google docs.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification			
School 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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

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 2020-21 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
Science Prep Teacher - make full-time	\$5,920	General Purpose Discretionary	1105	Certificated Teachers' Salaries	779	Teacher Education Enhancement	0.05	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	142-1
Subs for Teachers to engage in data conferences and PLC days	\$13,209	General Purpose Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	142-2
copier contract	\$6,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	142-3
STIP sub	\$30,746	LCFF Supplemental	1105	Certificated Teachers' Salaries	188	STIP Teacher	0.60	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	142-4

TSA	\$47,413	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6104	10-Month Classroom TSA	0.40	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	TSA will provide small group reading intervention support to lowest performing readers at least twice weekly.	142-5
Supplies	\$23,706	Parent Group Donations	1119	Certificated Teachers on Special Assignment Salaries	6104	10-Month Classroom TSA	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	142-6
Supplies	\$9,158	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	142-7
Unallocated	\$27,433	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	142-8
online learning licenses for reading and math intervention programs	\$9,250	Low-Performing Students Block Grant	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will receive additional intervention support for their Low-Performing Students as measured by F&P, F&P Foundations, and SRI.	142-9
TSA	\$31,773	Parent Group Donations	1119	Certificated Teachers on Special Assignment Salaries	6104	10-Month Classroom TSA	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	TSA will provide small group reading intervention support to lowest performing readers at least twice weekly.	142-10


2019-2020
School Site Council Membership Roster – Elementary

 School Name: Joaquin Miller School

Chairperson : Erin Valenzuela
Vice Chairperson: Veronica Tril
Secretary: Vanessa Oakes

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Erin Valenzuela			x	
Veronica Tril				x
Vanessa Oakes				x
Sara Green	x			
James Allardice				x
Dave Gramlich				x
Laura Savage		x		
Deidre Robinson		x		
Andrea Gorham				x
Joshua Diamant		x		

Meeting Schedule (day/month/time)	TBD each month based on availability
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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