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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Joaquin Miller Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Joaquin Miller Elementary School
CDS Code: 1612596001945
Principal: Hannah Bossenger
Date of this revision: 5/16/20

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 Bossenger	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: 5/16/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

Date(s) plan was approved: 5/16/2023

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

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

Signatures:

Hannah Bossenger <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<i>Hannah Banks</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<u>5/16/2023</u> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Chloe Gordon <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<i>Chloe Gordon</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<u>5/16/2023</u> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<u>5/17/2023</u> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<u>5/17/23</u> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/17/2023	ILT	Conducted a needs assessment based on our proposed budget from OUSD and previous PTA funded resources.
1/17/2023	PTA	Looked over the proposed OUSD one-pager and the changes from 22-23 to 23-24. Brainstormed how to supplement funding loss.
1/18/2023	SSC	Discussed and reviewed 2022-2023 LCAP goals and correlating data to look at progress on goals.
1/23/2023	All Staff Meeting	Convened feedback from staff about resources the staff believes we should prioritize based on observations and data from the current school year.
2/21/2023	SSC	Discussed set LCAP goals for 23-24 SPSA and shared ideas on how to spend 23-24 budget
2/28/2023	ILT	Discussed ELD goals and SPSA part 3
		LINK TO 22-23 SPSA Document
5/16/2023	SSC	Reviewed and approved 23-24 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. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. 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.

2023-2024 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	\$120,195.00

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	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,640	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$96,555	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$120,195	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$120,195
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Joaquin Miller Elementary School

School ID: 142

School Description

Joaquin Miller School is a K-5 elementary school nestled among evergreens in the Piedmont Pines district in the foothills of Oakland. We have a diverse student body of approximately 405 students that come from all over the city of Oakland to learn and grow at our school. We intentionally develop authentic partnerships with families to make sure every child has what they need to thrive. We value acceptance, growth, community building, love of learning, and hold high expectations for all students. Our teachers and staff collaborate across grade levels to ensure academic success for everyone and ensure an environment of belonging where children can be themselves.

School Mission and Vision

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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
53.6%	46.2%	5.2%	1.2%	0.0%	0.5%	25.8%	12.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
15.9%	30.0%	20.4%	10.4%	0.5%	0.0%	0.3%	19.9%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Increase literacy rates in grades 1 and 2. In particular we are going to use iReady to monitor progress and are looking to grow by 12% points by the end of the year.

Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	83.8%	54.3%	<i>not available until Fall 2023</i>	67.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	61.8%	64.3%	<i>not available until Fall 2023</i>	76.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	52.2%	42.0%	<i>not available until Fall 2023</i>	56.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	21.7	n/a	18.0	<i>not available until Fall 2023</i>	23.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	46.4%	45.9%	<i>not available until Fall 2023</i>	58.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	12.8	n/a	6.9	<i>not available until Fall 2023</i>	17.8
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	43.5%	<i>not available until Fall 2023</i>	70.0%
CAST (Science) at or above Standard	All Students	43.1%	n/a	39.7%	<i>not available until Fall 2023</i>	48.0%

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

School Goal for Targeted Supports for Focal Student Groups: Prioritizing a portion of during the day PLCs to review focal student data. In particular we will pay close attention to the progress of African American students looking for a gain of 10 points on the Distance from Standard on SBAC ELA.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-97.4	n/a	-45.4	<i>not available until Fall 2023</i>	-35.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-16.5	n/a	-38.7	<i>not available until Fall 2023</i>	-28.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	20.9%	29.7%	<i>not available until Fall 2023</i>	40.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-81.7	n/a	-53.8	<i>not available until Fall 2023</i>	-48.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-29.8	n/a	-59.3	<i>not available until Fall 2023</i>	-50.0

Reclassification Measures & Annual Targets

**Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	14.3%	9.5%	18.8%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	15.0%

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

School Goal for Student & Family Engagement: Reduce students who are reported as moderate to severe chronic absenteeism by at least 10%

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	79.9%	85.6%	79.8%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	0.2%	n/a	0.9%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	1.5%	n/a	0.9%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.9%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	10.1%	3.1%	22.4%	<i>not available until Fall 2023</i>	3.0%
Chronic Absenteeism	African American Students	17.5%	11.7%	44.9%	<i>not available until Fall 2023</i>	6.7%

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

School Goal for High-Quality Staff: Teaching staff will report feeling more confident and supported to provide high quality instruction. We will use teacher retention as our metric looking for 3% of growth.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	95.2%	85.7%	85.7%	<i>not available until Fall 2023</i>	88.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	According to the SBAC ELA, our site overall increased 3 points from the Distance from Standard. Specifically, the 2nd grade students increased by 13% according to the iReady MOY diagnostic from the previous year.	Teachers have received ample training in areas of small group instruction, SIPPS, and EL curriculum implementation. We are also utilizing grade level PTA tutors and our TSA to support Tier 2 small groups.
<i>LCAP Goal 2: Focal Student Group Supports</i>	According to mid-year i-Ready diagnostic data, 50% of AA or Black students in grades 1-5 are at or above mid-grade level in reading.	Support staff and teachers work well together to support and provide specific resources to AA and Black students.
<i>LCAP Goal 3: Student & Family Engagement</i>	According to a student survey given to students in November 2022, 80.3% of 3-5 and 94.6% of K-2 report that they feel Joaquin Miller is a safe place.	We have implemented and been consistent with new systems that include: parent volunteers, recess activities, adult neon vest requirements, and a new lunch system.
<i>LCAP Goal 4: Staff Supports</i>	According to the beginning of the year JM Staff Questionnaire, teachers reported they feel like they have a strong understanding of the academics of their grade levels, and supported by their colleagues.	We have additional STIP subs, and a TSA due to ESSER funding which allows us to have PLC meetings during the school day.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Over half of 1st grade students scored 1 or more years below on the Midyear i-Ready reading diagnostic assessment.	Our 1st grade team has been innudated with more behavioral challenges and are spending more time working on Social Emotional support.
<i>LCAP Goal 2: Focal Student Group Supports</i>	69% of students with IEPs scored 1 or more grade levels below on the Mid-Year iReady diagnostic.	We had a challenging this year in terms of staffing in our Special Education positions, and being consistent in our work with our students with IEPs.
<i>LCAP Goal 3: Student & Family Engagement</i>	Chronic absentee rates are way up with 24.6% moderate and 7.2% severe.	The language and protocols around asking students and families to come to school with active cold/flu symptoms have impacted our absenteeism.

<i>LCAP Goal 4: Staff Supports</i>	Teachers need more time to plan and learn about how best to implement the newly adopted Math curriculum and ELA curriculum from last year. And, the quality of the district-led programming has been fairly ineffective according to the teachers.	It's difficult to assess attention and participation during district-led EL PDs due to them being virtual. Teachers feel the content of these PDs have not been aligned to their needs.
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1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Joaquin Miller Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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 newly adopted EL curriculum is being implemented by all teachers. Teachers engage in weekly PLC meetings and receive coaching support from our TSA. Families feel included in their child's education due to consistent communication from teachers and administration. All staff members are currently attending a series of workshops on racial justice and equity in our classrooms and community.

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

Our TSA has provided PLC and 1:1 coaching for our teachers with regard to the new EL curriculum, comprehension of complex texts, and responding to literature. Our TSA, academic mentors, and PTA-funded tutors 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 currently not able to provide any counseling services because she is inundated with SPED assessments and IEP meetings. We are in need of a full time counselor to support our students with significant social emotional and behavioral 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 ESSER funds we have been able to hire a TSA, three part-time STIP subs, and an MTSS. All of these staff members have been crucial to providing our students with a well-rounded instructional and social emotional learning program, but there are not enough. Additionally, we are losing ESSER funding for next year.

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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
N/A				

2023-24 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 Priority: Mathematics - Planning and Differentiation

School Theory of Change:

If teachers receive training on newly adopted Eureka math curriculum, engage in collaborative planning, continue to develop a deep understanding of the mathematical practices, CCMS, differentiated instruction, and math talks (for ELLs, African American, Latinx, Low Income, GATE, newcomers, students with disabilities, etc.), then students will develop prerequisite skills that will lead to conceptual understanding of CCMS and increase the number of proficient students as measured by formative and summative assessments (chapter/unit assessments, district assessments, interim assessment blocks, SBAC).

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to common state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery of state standards. Teachers modify tasks and provide intervention support for ELLs, African American, Latinx, low income, PEC students, etc.) Teachers backwards plan using new curriculum and pacing guide	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning. Teachers are provided with a schedule for regular planning time for each grade level	STIP subs are used so that PLCs meet weekly in order to review curriculum and plan for implementation. All teachers have engaged in PD in order to grow student discourse utilizing the EM2 Talking Tool as well as other cooperative structures that promote high student engagement and dialogue.		Tier 1

1-2	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.	Regular check-ins with grade level teams to assess progress in a unit. Tutors and STIP subs pull out groups of students to differentiate instruction for students who need additional support.		Tier 2
1-3	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. Study of the CC Math Standards as well as the progression documents is an effective way for teachers to learn math content at their grade level as well as the grade level before and after their grade.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers attend district EM2 trainings and collaborate during PLCs to plan for implementation. TSA provides opportunities for support and coaching cycles to support professional growth.		Tier 1
1-4	Teachers will use individualized computer-based programs to provide differentiated support to Low-Performing students and to support small group instruction.	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.	Teachers are using i-Ready Math to supplement math instruction for all students, including low-performing students. Some classes do math in small groups - some students work with the teacher while others use i-Ready Math.		Tier 1

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

School Priority: ELA: Complex Text and Responding to Literature and informational text					
School Theory of Change: If teachers engage in collaborative data-driven planning with Professional Learning Communities, 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).					
Students to be served by these actions: <i>All Students</i>					
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers implement complex reading and writing tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers will support all students using culturally responsive teaching practices and small group instruction.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments of student learning. Principal and Leadership Team will organize opportunities for peer observation and ensure teacher have adequate planning time in PLCs.	Student writing samples will be displayed in the classroom and in the hallway. Students will be working with adults in small group setting. Classroom anchor charts will reflect instruction of complex reading and writing tasks. Teachers will be engaged in peer observations and PLCS, and clear systems will be designated to support this.		Tiers 1 and 2

2-2	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. Principal will provide minimum days and time during PD to study formative data to inform small group instruction and targeted support.	Teachers use small groups to differentiate reading instruction in the lower grades (with SIPPS, Heggerty, SPIRE, etc). Teachers adapt EL curriculum to be more culturally responsive.		Tiers 1 and 2
2-3	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 collaboratively plan lessons and units in grade level teams several times a week, including during a staffed PLC time and after school on minimum days.		Tier 1
2-4	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. TSA will provide training in SIPPS to PTA-funded tutors, academic mentors, and STIP subs to support reading intervention.	TSA meets with low-performing readers for literacy intervention in small groups several times weekly.		Tiers 2 and 3

2-5	Teachers ensure students have access to reading materials that are reflective of our diverse student population and interests. Teachers incorporate multiple cultural backgrounds and historical perspectives throughout their reading and social studies instruction.	TSA, Principal, and librarian will support and provide resources as needed to support equitable and culturally responsive teaching.	Classroom and school libraries contain diverse texts. Reading and social studies anchor charts and lesson materials reflect diverse perspectives.		Tier 1
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Climate and Attendance: disproportionality of African American and Latinx students with Chronic Absenteeism
School Theory of Change:	If we utilize 1) culturally responsive curricula that reflects the diversity of our students, 2) engage in anti-racist teaching practices, and 3) support socio-emotional learning with integrity, then students will experience positive academic, cultural, social emotional, and identity development as measured by district and site-based indicators and b) chronic absenteeism will decrease by 10 pp for both African American and Latinx students
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers will use culturally responsive and anti-racist teaching practices, ensuring students feel a sense of belonging and safety in their classroom.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development related to bias and anti-racism work for all staff members. Principal and PBIS Team will also prioritize professional development related to trauma-informed teaching practices and de-escalation strategies.	Students complete surveys regularly to share how they are feeling at school. Teachers use diverse books so that students feel represented in the classroom.	Prioritizing a portion of during the day PLCs to review focal student data. In particular we will pay close attention to the progress of African American students looking for a gain of 10 points on the Distance from Standard on SBAC ELA.	

3-2	<p>Teachers provide instruction and support to students in following the Wolverine Way and the schoolwide expectations using PBIS lesson plans and resources provided by administration and PBIS Team.</p>	<p>Administration will organize assemblies throughout the school year to teach and reinforce the Wolverine Way and the schoolwide expectations for all students.</p>	<p>Mrs. Banks has organized assemblies throughout the year during which we review school norms and expectations. She has also created slide shows that teachers show their individual classes about specific school expectations (such as expectations during lunch recess) to ensure that all students are on the same page.</p>	<p>Reduce students who are reported as moderate to severe chronic absenteeism by at least 10%</p>	
3-3	<p>Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets. Teachers complete COST referrals for students with Tier 2 and 3 attendance, academic, behavioral, or social emotional needs.</p>	<p>School leadership affirms students' cultures and engages voices of diverse students and families in continuous school improvement through the SELLS, SSC, PTA Board, and family engagement events. Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops. Principal works with Attendance Specialist and Coordination of Services Team (COST) to monitor attendance weekly and maintain communication with parents regarding attendance. COST reviews students identified with tier 2 and 3 needs, connects students to interventions, and monitors progress effectively. COST updates data in OUSDForce to reflect student interventions. COST team will refer students for counseling services if needed or requested.</p>	<p>Teachers and administrators at Joaquin Miller engage families with virtual home visits at the beginning of the year and regular phone, email and in-person communication throughout the year. We also engage parents with various opportunities for them to visit the classroom, such as during our AAPI, African American, Latinx and LGBTQ read alouds.</p>	<p>Prioritizing a portion of during the day PLCs to review focal student data. In particular we will pay close attention to the progress of African American students looking for a gain of 10 points on the Distance from Standard on SBAC ELA.</p>	

3-4	Teachers maintain consistent communication with parents, with an emphasis on establishing relationships with parents of chronically absent/tardy students.	Principal will encourage and remind teachers to communicate with families of chronically absent students. Principal will work with Attendance Specialist and Coordination of Services Team (COST) to monitor attendance weekly and maintain communication with parents regarding attendance. The principal and attendance specialist will organize attendance challenges with a special emphasis on tardiness.	Communication logs/email records; regular teacher newsletters		
3-5	Kindergarten teachers will have a kindergarten meet and greet before school starts to review attendance expectations and provide kindergarteners and parents with an opportunity to familiarize themselves with the classroom and school routines.	Principal and attendance specialist will provide all incoming parents with OUSD's attendance policy. Principal will review attendance policy at Back to School Night and online via Konstella and Parent Square.	At the beginning of the year, Kindergarten teachers held a meet and greet on the little yard. Mrs. Banks shared schoolwide attendance expectations. Kindergarten teachers took students into their classroom and allowed them time to explore the space, yard and school campus. They also gave space for parents to ask any questions they might have prior to the first day of school.		

3-6	Teachers build classroom community through daily implementation of Caring School Communities, Second Step, or alternative SEL curriculum, including but not limited to morning meetings. Teachers form buddy classes to help students develop meaningful social and emotional learning partnerships.	Coaching and PD for Social Emotional Learning practices. Principal and TSA will observe morning meetings and provide feedback. Teachers engage in buddy class planning, social emotional learning-based PD opportunities and other types of training provided by the district.	Teachers hold daily morning meetings to review classroom and school expectations. Teachers also utilize SEL curriculum such as Second Step. Each week, the principal sends a bulletin to the teachers that highlights an SEL focus for that week.		
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Culture and Climate
School Theory of Change:	If Joaquin Miller teachers and staff are provided with professional development on the impact of culturally responsive, anti-racist teaching practices, and engage children and families in school activities that support equity and inclusion, then teachers and staff will create a learning environment that is accepting of differences, is reflective of the backgrounds and heritages of our students and that promotes a deeper sense of belonging and connectedness to the school, fostering stronger motivation and featuring avenues of access to core content that will enhance outcomes for all students, especially English Learners, newcomers, African American, Latinx, low income, and Special Education students as measured by survey data (student, parent, teacher), CHKS data, and Universal Referral Form data.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers engage in Professional Development to build capacity in SEL best practices, specifically as it relates to building effective relationships and social- and self-awareness skills for all students.	Principal and PBIS Team develop, monitor, and adjust teacher-led discussions and professional learning opportunities, examining strategies and practices to align instruction. Designated PLC time is provided for planning implementation, peer observation, and debriefing.	Teachers engage in professional learning communities 1-2 times a week in grade level teams. Each week, we discuss content based standards and how we will effectively plan and scope and sequence throughout the year. During these PLC's teachers also come together to reflect on practices in their classroom.		
4-2	Teachers participate in Professional Development to deepen understanding of the role of culture and language and culturally responsive pedagogy in educating diverse learners (e.g., ELLs, Newcomers, African American, Hispanic, low income, PEC students, etc.	Principal and Leadership Team develop, monitor, and adjust professional learning opportunities, exploring and practicing strategies to align instruction. Designated PLC time is provided for planning, implementation of new practices, peer observation, peer coaching, and debriefing.	At Joaquin Miller we have a very diverse community. It is valuable for us to make connections between our instruction and the students that are in our classroom and community. Therefore, teachers and staff are constructing lessons, integrating current events, and reading books that are culturally and educationally diverse.		
4-3	Teachers collaborate to plan and implement culturally responsive and anti-racist teaching practices. Teachers and staff will engage in self-reflection around anti-racism.	Principal and Leadership Team provide dedicated PLC time for collaboration and planning aligned to culturally responsive and anti-racist teaching practices , and ELD teaching strategies.	We are working towards creating curriculum that is reflective of our community. This is reached through our professional learning communities as well as with other staff and community members. When racist instances come up at school, staff members work together to productively teach and work towards a better understanding for students.		

4-4	Teachers will engage in PD on SEL competencies and types of bullying with an emphasis on relational aggression.	Principal, with support from the OUSD Behavioral Health Unit, will plan meaningful professional development for teachers around SEL competencies, PBIS, and bullying.	Throughout the school year our staff is consistently altering our SEL lessons in order to best fit the needs of our students. We do this in not only our professional learning communities but also with all of our staff.		
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Focus Area: Empower and Enage Black Students
School Theory of Change:	If teachers and leadership develop partnerships with Black students and families, work proactively to disrupt deficit thinking, and engage diverse voices of Black students, staff, and families in the school improvement and decision-making efforts, then (1) Black students and families will feel a deeper sense of connectedness as measured by the California Healthy Kids Survey and (2) the rate of chronic absenteeism among Black students will decrease by at least 5%.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	IP1.1 Centering Relationships: Develop partnerships with Black students and families using strategies such as virtual home visits, restorative circles, affinity groups, and community meetings.	LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities	Use virtual home visits, community circles, affinity groups and community meetings to develop partnerships with families.		
5-2	IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	Monthly affinity meetings with the principal and the leaders of the community affinity group. Focal student data dives during PLCs monthly.		

5-3	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	PD cycles will be informed and led by the work from Zaretta Hammond - CRT. As a staff we will discuss the applicative practices of the work from the book.		
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	English Learner Reclassification
School Theory of Change:	If we provide explicit and systematic integrated and designated English Language Development based on i-Ready, SIPPS, 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 Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) and integrated ELD instruction 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.	Lessons will have language, scaffolding, holding high content expectations, and academic discussions between students.		

6-2	Teachers will differentiate instruction for English Language Learners and Newcomers and provide integrated ELD scaffolds and 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. EL students who are reading below grade level will provide reading intervention support from the TSA, academic mentors, or STIP subs. Principal and EL Ambassador TSA /teacher will provide opportunities for student to be assessed in home language to understand primary literacy skills to support transfer to English Literacy.	We will have 5 Academic tutors to work on tier 2 language development and foundational literacy with focal student groups that have been identified by their teachers and their test scores.		
6-3	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.	COST team and Culture and Climate teams meet monthly and bi-weekly to ensure the success of the plans we implement.		
6-4	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.	Focal student data will be reviewed and discussed at SSC and Affinity leadership meetings.		

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher extended contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	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. Study of the CC Math Standards as well as the progression documents is an effective way for teachers to learn math content at their grade level as well as the grade level before and after their grade.	142-1
STIP Teacher	\$51,125	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	188	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	142-2
Noon Supervisor	\$4,043	LCFF Discretionary	2905	Other Classified Salaries	3483	Noon Supervisor	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	142-3
Supplies	\$15,897	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers ensure students have access to reading materials that are reflective of our diverse student population and interests. Teachers incorporate multiple cultural backgrounds and historical perspectives throughout their reading and social studies instruction.	142-4
Copier Contract	\$3,700	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers maintain consistent communication with parents, with an emphasis on establishing relationships with parents of chronically absent/tardy students.	142-5

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$21,750	LCFF Supplemental	1105	Certificated Teachers' Salaries	779	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	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.	142-6
10-Month Classroom Teacher on Special Assignment (TSA)	\$65,061	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6104	10-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	142-7
Noon Supervisor	\$6,740	LCFF Supplemental	2905	Other Classified Salaries	3483	Noon Supervisor	0.17	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers build classroom community through daily implementation of Caring School Communities, Second Step, or alternative SEL curriculum, including but not limited to morning meetings. Teachers form buddy classes to help students develop meaningful social and emotional learning partnerships.	142-8
Licensing Agreements	\$3,003	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	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.	142-9
Librarian	\$46,593	Measure G, Library Support	1205	Certificated Pupil Support Salaries	New	Librarian	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) and integrated ELD instruction aligned to state standards standards and ELD standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	142-10



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Joaquin Miller Elementary School
CDS Code: 1612596001945
Principal: Hannah Bossenger
Date of this revision: 5/16/20

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 Bossenger

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: 5/16/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/17/2023	ILT	Conducted a needs assessment based on our proposed budget from OUSD and previous PTA funded resources.
1/17/2023	PTA	Looked over the proposed OUSD one-pager and the changes from 22-23 to 23-24. Brainstormed how to supplement funding loss.
1/18/2023	SSC	Discussed and reviewed 2022-2023 LCAP goals and correlating data to look at progress on goals.
1/23/2023	All Staff Meeting	Convened feedback from staff about resources the staff believes we should prioritize based on observations and data from the current school year.
2/21/2023	SSC	Discussed set LCAP goals for 23-24 SPSA and shared ideas on how to spend 23-24 budget
2/28/2023	ILT	Discussed ELD goals and SPSA part 3
		LINK TO 22-23 SPSA Document
5/16/2023	SSC	Reviewed and approved 23-24 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. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. 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.

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	\$120,195.00

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	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,640	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$96,555	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$120,195	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$120,195
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD



Strategic Resource Planning (SRP)

JOAQUIN MILLER ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Chloe Gordon
Vice Chairperson:	Nancy Lambert-Campbell
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"/>	1
Barbara Brock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Laura Savage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Robert Lu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Camille Lumsden	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Leo Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Chloe Gordon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Lena Anthony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Jessica Penchos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Nancy Lambert-Campbell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<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>	Third Monday of the month via Zoom at 6:00pm
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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