OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Montclair Elementary
                School

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student
                        Achievement (SPSA) for Montclair 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)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Montclair
                        Elementary School

2022-2023 School Plan for Student Achievement (SPSA)

School: **Montclair Elementary School**

CDS Code: 1612596002083

Principal: Maite Barloga

Date of this revision: 4/21/20

Board Office Use: Legislative File Info.
File ID Number: 22-1698
Introduction Date: 8/24/2022
Enactment Number: 22-1470
Enactment Date: 8-24-2022 CJH

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: Maite Barloga   **Position:** Principal

Address: 1757 Mountain Blvd.   **Telephone:** 510-339-6100

Oakland, CA 94611   **Email:** maite.barloga@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/21/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

School Site: Montclair Elementary School   **Site Number:** 143

☐ Title I Schoolwide Program	☐ Additional Targeted Support & Improvement (ATSI)	☐ LCFF Concentration Grant
☐ Title I Targeted Assistance Program	☐ After School Education & Safety Program	☐ 21st Century Community Learning Centers
☐ Comprehensive Support & Improvement (CSI)	☒ Local Control Funding Formula (LCFF) Base Grant	☐ Early Literacy Support Block Grant
☐ Targeted Support & Improvement (TSI)	☒ 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: _____APRIL 21, 2022_____

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

☑ Flyers in students' home languages   ☑ Announcement at a public meeting   ☑ Other (notices, ParentSquare blasts, etc.)

Signatures:

Maite Barloga	*signature*	5/18/22
Principal	Signature	Date
Annie Gottbehuet	*signature*	MAY 18 2022
SSC Chairperson		Date
Kathleen Arnold	K. Arnold	5.27.2022
Network Superintendent	Signature	Date
Lisa Spielman	Lisa Spielman	5/27/2022
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Montclair Elementary School   **Site Number:** 143

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/18/2021	PTA	Reviewed the proposed budget for the academic year of 2021-2022.
9/14/2021	Diversity, Equity, Inclusion, and Belonging Committee	First committee meeting to discuss objectives for community, families, and needs for students.
9/7/2021	PTA	Discussion of how iReady data drives instruction at MES.
10/20/2021	PTA	Preparation and review for the annual Otterwarlk Fundraisning event.
10/24/2021	Community Engagement	Annual Otterwalk Fundraising event was held at the school site to raise money for student services, resources, and staffing needs.
11/3/2021	Community Engagement	Seminar by Dr. Angélica Garcia, a MES parent, Bay Area educational leader with a demonstrated commitment to improving access, equity, and student success, and a Leadership Fellow of the
11/18/2021	School Site Council	Organized the Subcommittee for English Language Learners.
12/15/2021	PTA	Discussion for need of more SSC volunteers and their impact on SPSA.
12/16/2021	School Site Council	SSC is focusing on reading at grade level, and potential opportunites to set up programs to help with that - e.g. after school tutoring, reading buddies, etc.
1/19/2022	PTA	Review of Budget, see PDF here

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 primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

2022-2023 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	$138,665.00

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)	$34,260.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$104,405.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$0.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$138,665.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$138,665.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Montclair Elementary School	**School ID:** 143

School Description

Montclair Elementary is a 2015 National Blue Ribbon School that is focused on teaching the whole child, so that all Montclair graduates leave school on track to be college, career, and community ready. Montclair embraces students from every background and every part of Oakland. Forty-seven percent of Montclair's students hail from outside the neighborhood. Montclair has a history of academic excellence and noted awards, with designations as a 2010 and 2014 California Distinguished School and 2015 National Blue Ribbon Award. Montclair expanded from 342 students in 2006 to its current population of well over 620, but has maintained an intimate culture with myriad opportunities for community members to learn together. Montclair prioritizes the emotional, social, and physical well being of students. This emphasis results in an enriched curriculum with offerings in drama, art, music, technology, physical education, gardening, and foreign language—in addition to robust programs in ELA, math, science, history, and social science. Montclair also hosts a variety of before and afterschool programs, enriching the academic culture while creating a social climate that fosters lasting friendships. Parents, educators, and children all share in the responsibility of creating an open and caring environment, making Montclair Elementary School, "a fantastic place to learn and grow."

School Mission and Vision

Montclair Vision
Our diversity is our strength. We provide a safe inclusive environment honoring the whole child supporting students in becoming thoughtful, creative, and engaged global citizens.
-August 2016, Montclair Teachers

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	75%	*not available until Fall 2022*	81%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	78%	*not available until Fall 2022*	84%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	74%	*not available until Fall 2022*	80%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	55.4	n/a	*not available until Fall 2022*	59.8
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	58.8%	*not available until Fall 2022*	63.4

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	37.2	n/a	*not available until Fall 2022*	40.1
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	80%
CAST (Science) at or above Standard	All Students	63.3%	n/a	*not available until Fall 2022*	68.4%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-36.1	n/a	*not available until Fall 2022*	-28.9
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	20.4	n/a	*not available until Fall 2022*	24.5
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	27.3%	*not available until Fall 2022*	32.7%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-44.7	n/a	*not available until Fall 2022*	-35.8
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	0.1	n/a	*not available until Fall 2022*	0.3

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

ELL Reclassification	English Learners	53%	0%	*not available until Fall 2022*	58%
LTEL Reclassification	Long-Term English Learners	100%	n/a	*not available until Fall 2022*	100%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	78%	82%	*not available until Fall 2022*	88%
Out-of-School Suspensions	All Students	0%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	African American Students	1%	n/a	*not available until Fall 2022*	1%
Out-of-School Suspensions	Special Education Students	0%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	6%	2%	*not available until Fall 2022*	2%
Chronic Absenteeism	African American Students	11%	5%	*not available until Fall 2022*	4%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths

LCAP Goal 1: College/Career Readiness	Each of our classrooms have a large and diverse library of fiction and nonfiction books. Our teachers engage in real-world applications, especially with math and science, where PBL Methodologies frequently are applied. Our teachers are eager to master the EL Education Curriculum.	Many students are coming to school reading at or above grade level, culture of testing and testing performance, test prep is taking place in majority of classrooms, many students receive exposure to opportunies and experiences that extend their learning.Our teachers are assessing students frequently and using the data to not only inform their instruction but to determine best supports for those students that are in need.
LCAP Goal 2: Focal Student Supports	Our intervention team is able to provide targeted Tier-1 instruction to our focal students and students that are below grade-level. Additionally, members of our intervention team and TSAs are able to provide Tier 2 support for all classrooms. Finally, we are applying Restorative Justice with our upper primary grades in terms of student behavior.	Our teachers are assessing students frequently and using the data to not only inform their instruction but to determine best supports for those students that are in need. Intervention team is working with teachers to provide targeted instruction to students needing support for Tier 1 and Tier 2 intervention.
LCAP Goal 3: Student/Family Supports	We have a dedicated and diverse staff, more experienced intervention team using research-based strategies, authentic school culture coordinator building relationships with students, and a strong and supportive PTA.	All of our staff is committed to each student and their families, we have an active and engaged family community that provide opportunities for community to come together in schoolwide events, and the commitment of PTA to collaborate with school to support site plan.
LCAP Goal 4: Staff Supports	We have two Teacher on Special Assignments (one provided by ESSR Funds), an intervention team (2 positions PTA Supported and 1 Early Literacy Tutor), and weekly PLC time on Wednesday.	Additional/support staff focused on supporting teachers in instruction and student achievement.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

LCAP Goal 1: College/Career Readiness	Across grade levels and school wide, there has been a lack of coherence in developing teacher practice regarding use of formative assessment. There is a need to calibrate implementation of anchor formative tools such as SIPPS and F&P testing. Consistent recording of schoolwide formative data, especial at the entry level TK/K levels and within our early elementary years, is also an area of growth. As a school we need to grow in all content areas, making sure to assess students frequently and using that information to reach each student where they are. Our test scores demonstrate that we are not doing so. For example, in Math data trends evidence a student achievement gap in three areas: (1) Students who recieve Free and Reduced Lunch scored the lowest school wide and were at -7.8% DFS. (2) Latinx student were at -0.2 DFS and (3) African American students were at +0.1% DFS. Comparitively all other subgroups scored at least +40% DFS in Math. Some curriculum, instruction and classroom opportunites not consistently aligned with CCSS/testing approach.	Varied levels of expertise and confidence with using data to inform instruction, limited time for PD and teacher collaboration, inconsistent use of math curriculum materials, need for PD in targeted math instructional routines. To drive instruction, students should be more involved in personal goal setting and progress monitoring, need to strengthen incorporation of complex text in all classrooms.
LCAP Goal 2: Focal Student Supports	Resources, such as intervention team and STIP, are not always able to maintain their schedules due to other needs. Differentiation is not clearly defined, measured and consistent across grade levels.	Due to situations that arise support staff and intervention team may be pulled from their scheduled time working directly with students in the classroom. This disruption interferes with consistent support with learning. There has been limited discussion and necessary professional development to help teachers develop differentiation strategies.
LCAP Goal 3: Student/Family Supports	Not all are able to engage, navigate distance learning, manage the workload	Inadequate or limited resources
LCAP Goal 4: Staff Supports	Need for more coaching, peer observation, collaboration time, PD	Limited support staff for coverage, not enough PD/PLC time

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

Comparitively our needs are in the following areas:
Professional Development in: (1) math- in instructional routines and practices that develop all students' mathematical knowledge and build proficiency. Prioritize PD with instructional routines that target ELLs. (2) restorative justice and culturally responsive practices (3) technology-high need for PD on how utilize technology platforms available through curriculum, district adopted resources available including ST Math, Prodigy and Google Classrooms.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Montclair Elementary School	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 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.

Due to the unforeseen circumstances and impact the COVID-19 Pandemic had on our 2021-2022 Academic year, we are still in the process of implementing current SPSA Strategies and actions. To start, many of the professional development meetings at Montclair has been focused on student and teacher wellness, inclusion, and response to student trauma. We have deeply engaged with the utilization of culturally responisve teaching practices and building relationships with students, families, and the community. Additionally, we have been focused on the implementation of a new literacy curriculum including EL Education, SIPPs, and Heggerty. With the launch of a new PLC Model, our grade-levels have been able to collaborate, dive deep into the curriculum, and unpack units with a thorough understanding of alignment to assessments and class insructions. By having an additional TSA, we have been able to have our TSAs coach teachers with more capacity to engage and reflect on learning, instruction, and relationships through the lens of equity. By having two prep teachers, at least two grade-level teachers can plan together. All of this has been a team effort and we still have far to grow, but we can together!

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

Despite the shift to in-person and modified quarentine, the engagement of students has remained consistent. Our students have enjoyed being back in person and that has benefitted the social emotional wellness of our students in K-5. Interactions among teachers and parents since the return to in-person remained positive with parents continuting to engage in the student's learning and a higher participation int he PTA. These interactions and engagements have allowed teachers, students, and parents to build more authentic relationships in discussing and/or seeing a child as an individual and recognizing the needs for our students with their increaed awarness of social justice and the need for diversity and inclusion. In turn this made our teachers more culturally and linquistically inclusive, as well as, engaging in the learning process of equity within our curriculm, instructional practices, and our personal mindsets. Finally, the Principal has engaged in restorative conversations with team members and the TSAs are highlighting the ways staff members neglect their white privleage and partake in colorblindness approaches through academics and the environment.

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.

The 2022-2023 School year will have continous, developmental change to specifcally engage our staff members in more equitable pedagogical practices that will directly impact our students and community. Our staff will engage in rigorous, year-long PD that will have an in-depth examination of unconscious racial bias, awareness of privilege, and the impact of ideologies that sustain racism, including colorblind ideology and meritocracy. Additionally, staff members will analyze how racism manifests and is sustained by individuals living within systems of power and privilege (micro and macro levels) will be explored and how those notions of race and racist beliefs and practices exist in the US educational system. In terms of district mandated curriculum, teachers will engage in a more rigorous unpacking of each unit with a structured timeline to become adequately prepared in utilizing all components of the curriculum and assessments.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Not applicable; this school did not receive Title I funds in 2021-22.				

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Montclair Elementary School	**School ID:** 143

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**	
School Priority:	Conditions for student learning
School Theory of Change:	If we engage in targeted professional development and read professional literature and learn to use culturally responsive teaching strategies, then we will become an all-inclusive school where all students feel respected by adults.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
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	Whole morning meeting	Communicated priority to staff in PDs and provided time for staff to share examples and successes. Weekly team level meetings to collaborate on implementation of teaching actions.	Walkthrough shows evidence that it's written on the daily agenda.		Tier 1
1-2	Dedicated time for SEL activities	Communicated priority to staff in PDs and provided time for staff to share examples and successes. Weekly team level meetings to collaborate on implementation of teaching actions.	Evidence in student work such as pictures and journal entries. Staff is facilitating restorative justice conversations among peers and staff to build trust.		Tier 1
1-3	Buddy classes (upper grade-lower grade)	Encouraged cross grade level collaboration to create opportunities for enhanced student interaction	Peer assignments have been created and will be implemented in staggered scheduling.		Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Providing Equitable Access to Standards-Based instruction

				IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
School Theory of Change:	If we collectively have an urgency to improve rigor and alignment to standards, then all students (no matter the grade level or ability level) will significantly advance their learning level, enjoy learning, and leave with the foundations that they can use to be successful (developing the 4 C's: communication, collaboration, creativity, and critical analysis). Screen reader support enabled.				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
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?
2-1	Implementation of research-based equitable curriculum (EL Education, Heggerty, etc...) and equity protocols in instruction	Organized opportunities to facilitate collaboration among teachers and dedicated time in schedule for the purpose of fulfillment of this action.	PD and PLC calendars and agendas		Tier 1
2-2	Targeted instruction in homogenous groups	Utilization of MTSS to provide intervention groups	Intervention groups with intervention specialist and Early Literacy Tutors		Tier 2
2-3	Heterogenous grouping to provide student-to-student collaboration across range of abilities	Class groupings are heterogenous	Teachers have faciliated collaborative learning and PBL Methods in walkthroughs.		Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	Developing Language and Literacy Across the Curriculum
School Theory of Change:	Teachers will learn how to work effectively using a research-based PLC model to analyze data, plan lessons, support students at all levels to access grade level common core standards. This work will assure our achievement gap is eliminated. If we meet with families multiple times a year to set reading goals, if teachers know and use grade level CCSS to plan and deliver high quality learning opportunities, and if we also provide ways to support students at school through targeted intervention then we will have more students demonstrating performance at or above grade level. Screen reader support enabled.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.

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?**
3-1	Teachers utilized technology tools for teaching and assessing student performance in ELA to create individualized instruction and intervention for students who most need it.	Encouraged the adoption of tools and technologies to help in teaching and assessment of ELA performance, mandated compliance with I-Ready assessments	Data analyzation of i-Ready assessments		Tier 1
3-2	Intervention specialists and other qualified staff provided additional support to highest-needs kids	Allocated personnel to provide small-group support and intervention for highest needs kids.	Intervention groups with intervention specialist and Early Literacy Tutors		Tier 2
3-3	At various grade levels incorporate different teaching strategies and equitable, research-based curriulua	Encouraged the use of mandated small-group time be used for fullfillment of this action.	Data analyazation of SIPPs		Tier 2
3-4	Engage in PLCS and collaboration with grade-levgel teachers to unpack and unit plans and analyze data.	Facilitate schedules that allow grade-level collaboroation	PD and PLC calendars and agendas		Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Conditions for Adult Professional Learning
School Theory of Change:	Teachers will learn how to work effectively using a research-based PLC model to analyze data, plan lessons, support students at all levels to access grade level common core standards.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
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?**

#					
4-1	Teachers lead PLCs based on need and interest	Time allocated for professional development	PD and PLC calendars and agendas, teacher interest surveys, and walkthroughs		Tier 1
4-2	Teachers collaborated and exchanged resources/knowledge/lesson plans/insights/etc... to an unprecedented degree	Communication and organizational systems established to promote collaboration. PD time used to facilitate teacher-to-teacher collaboration and knowledge-exchange.	PD and PLC calendars and agendas, teacher interest surveys, and walkthroughs		Tier 1
4-3	Teachers attended various trainings on common core standards	Time allocated for professional development	PD and PLC calendars and agendas, teacher interest surveys, and walkthroughs		Tier 2

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Empowering and Engaging Black Students
School Theory of Change:	Black families and Black students will become a key voice in navigating our school's vision and advocating for change through the process of meaningful engagement and an outcome of Black families and Black students leading in decision making at the school.
Related Goals:	All students graduate college, career, and community ready. 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:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	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	Increase Black student Connectedness as measured by CHKS, decrease Black student abseneces, increase Black student achievement as measured by iReady		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-2	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	PD and PLC agendas and walkthroughs		Tier 1
5-3	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	PD and PLC agendas and walkthroughs		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	Conditions for English Language Learners
School Theory of Change:	If we provide training on quality instruction for ELLs, then we'll be able to advance the learning of ELLs as well as all students and significantly increase the percentage of ELLs that are reclassified. Screen reader support enabled.
Related Goals:	All students graduate college, career, and community ready. 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:	English Language Learners

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Differentiated reading/ELA opportunties made available to students.	Encouraged the adoption of softwares/technologies that provided differentiated reading/ELA opportunities (including things like I-Ready, Newsela, Sora, etc...)	Evidence in student work		Tier 1

10-Month Teacher on Special Assignment (TSA)	$109,540	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8695	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Intervention specialists and other qualified staff provided additional support to highest-needs kids	143-1
Classified Instructional Aide salaries	$39,632	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8693	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Utilization of MTSS to provide intervention groups	143-2
Classified support salaries	$55,746	Parent Group Donations	2205	Classified Support Salaries	7771	School Enrichment Recess Coach	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Differentiated reading/ELA opportunities made available to students.	143-3
Classified support salaries	$71,165	Parent Group Donations	2205	Classified Support Salaries	7772	School Enrichment Recess Coach	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Facilitate schedules that allow grade-level collaboroation	143-4
Copier Maintenance	$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Facilitate schedules that allow grade-level collaboroation	143-5
ET/OT	$6,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Growth of One Year or More	At various grade levels incorporate different teaching strategies and equitable, research-based curriulua	143-6
Licenses	$4,000	LCFF Supplemental	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	At various grade levels incorporate different teaching strategies and equitable, research-based curriulua	143-7
Prep/Enrichment Teacher	$92,681	Parent Group Donations	1105	Certificated Teachers' Salaries	1596	Teacher Education Enhancement	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Teachers attended various trainings on common core standards	143-8
Prep/Enrichment Teacher	$92,681	One-Time COVID Funding	1105	Certificated Teachers' Salaries	1596	Teacher Education Enhancement	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Facilitate schedules that allow grade-level collaboroation	143-9

Substitute Teacher Incentive Plan (STIP) Teacher	$75,791	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8696	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Differentiated reading/ELA opportunties made available to students.	143-10
Substitute Teacher Incentive Plan (STIP) Teacher	$81,567	LCFF Supplemental	1105	Certificated Teachers' Salaries	6251	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Differentiate learning: prioritize the student's well being for the foundation of their learning program. Including home/learning situation, accessibility and manageable workload	143-11
Supplies	$8,275	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	At various grade levels incorporate different teaching strategies and equitable, research-based curriula	143-12
Supplies	$18,838	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Dedicated time for SEL activities	143-13
Teacher Subs	$9,985	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Multiple Years Below Grade Level	Intervention specialists and other qualified staff provided additional support to highest-needs kids	143-14

Strategic Resource Planning (SRP)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

MONTCLAIR
E L E M E N T A R Y

School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Annie Gottbehuet
Vice Chairperson:	Mike Radke
Secretary:	Maite Barloga

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?)
Maite Barloga	☑	☐	☐	☐	--
Natalie Tran	☐	☑	☐	☐	1
Geneva Peare	☐	☑	☐	☐	1
Kelly Thomas	☐	☑	☐	☐	1
Patrick Surdoval	☐	☐	☑	☐	1
BJ Allen	☐	☐	☐	☑	2
Annie Gottbehuet	☐	☐	☐	☑	1
Yazmine Oguz	☐	☐	☐	☑	1
Mike Radke	☐	☐	☐	☑	1
Ambler Mauger Ochstein	☐	☐	☐	☑	1

SSC Meeting Schedule: (Day/Month/Time)	First Thursday of the Month at 4:00 PM

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