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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** CVtCVYf% , 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Montclair Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Montclair Elementary School



## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Montclair Elementary School  
**CDS Code:** 1612596002083  
**Principal:** Maite Barloga  
**Date of this revision:** 5/13/2021

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:

<b>Contact:</b> Maite Barloga	<b>Position:</b> Principal
<b>Address:</b> 1757 Mountain Blvd. Oakland, CA 94611	<b>Telephone:</b> 510-339-6100 <b>Email:</b> maite.barloga@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Montclair Elementary School

**Site Number:** 143

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                   |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input type="checkbox"/> After School Education & Safety Program (ASES)             | <input type="checkbox"/> 21st Century Community Learning Centers    |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/13/2021

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

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

**Signatures:**

Maite Barloga <i>Principal</i>	<i>Maite Barloga</i> Signature	6/25/2021 Date
Daniel Kingsbook <i>SSC Chairperson</i>	<i>Daniel Kingsbook</i> Signature	6/25/2021 Date
Kathleen Arnold <i>Network Superintendent</i>	<i>Kathleen ARnold</i> Signature	6/30/2021 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	6/30/21 Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/22/2020	School Site Council	Review SPSA as it stands (from 2019-2020), acknowledgement of changes/challenges that covid creates.
11/12/2020	School Site Council	Deeper review of SPSA - Goals remain the same, but implementation and data are different. Overview I-Ready as assessment tool.
12/10/2020	School Site Council	Review of I-Ready and SRI assessment data. Review of distance-learning impacts (what's working/not-working), review of fall OUSD parent survey data.
1/14/2021	School Site Council	Overview/discuss plan for SPSA completion. Review complete OUSD parent survey data from fall survey. Review preliminary assessment data.
2/11/2021	School Site Council	Review of midterm data (particularly K-2), with special attention to performance as it aligns with our goals laid out in our SPSA. Preview options for a unique school site assessment to begin in the 2021-2022
3/11/2021	School Site Council	Overview of SPSA updates made by Principal Barloga and Chairman Daniel Kingsbook (updating assessment data results, updating 2020-2021 actions...). Review of I-Ready assessment data for grades 3-5.
5/13/2021	School Site Council	Approved SPSA

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

**2021-2022 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	\$145,400.00

**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)	\$36,600.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$108,800.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$145,400.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$145,400.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
<b>School:</b> Montclair Elementary School		<b>School ID:</b> 143
School Description		
<p>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."</p>		
School Mission and Vision		
<p>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</p>		
1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Literacy instruction has been a focus for several years, classrooms have classroom libraries with leveled as well as non-leveled books, teachers overall are familiar and comfortable with literacy instruction making it less challenging to implement, increasing focus on reading across content areas and intentional exposure to complex text. Students are talking about math, explaining thinking and working towards increased use of multiple solutions.	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 opportunities 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.

<i>Focal Student Supports</i>	With majority of students at or above grade level and availability of the intervention team, those students that are not yet at grade level can receive targeted instruction.	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.
<i>Student/Family Supports</i>	Dedicated staff, intervention team, school culture coordinator, strong and supportive PTA	Staff, including teachers and support staff, are committed to each student and their families, active and engaged family community, opportunities for community to come together in schoolwide events, commitment of PTA to collaborate with school to support site plan
<i>Staff Supports</i>	Teacher on Special Assignment, intervention team, PLC time	Additional/support staff focused on supporting teachers in instruction
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>



<p><i>College/Career Readiness</i></p>	<p>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&amp;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 receive 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.</p>	<p>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.</p>
<p><i>Focal Student Supports</i></p>	<p>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.</p>	<p>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.</p>
<p><i>Student/Family Supports</i></p>	<p>Not all are able to engage, navigate distance learning, manage the workload</p>	<p>Inadequate or limited resources</p>
<p><i>Staff Supports</i></p>	<p>Need for more coaching, peer observation, collaboration time, PD</p>	<p>Limited support staff for coverage, not enough PD/PLC time</p>

**1C: 20-21 STUDENT GOALS & TARGETS**

<b>Goal 1: All students graduate college, career, and community ready.</b>					
<b>School Goal for May 2024:</b>		100% of students in grades 3-5 will grow at least one grade level as measured by year-end SBAC, SRI and/or iReady data and 100% of students in K-2 will grow at least one grade level as measured by the final iReady and math assessments in May 2024.			
<b>Instructional Focus Goal:</b> <i>All students experience success in the early years.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	85.50%	85.5%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	84%	84.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	84.0%	84.0%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	55.4 (Spring 2019)	n/a	70.4
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	No Data from Spring 2020	56.0%	61%
IAB ELA at or above Standard	All Students	TBD	N/A	N/A	tbd
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	52.2
IAB Math at or above Standard	All Students	TBD	27.6%	n/a	tbd

CAST (Science) at or above Standard	All Students	TBD	63.3%	80.0%	80%
I-Ready Math	All Students	N/A	N/A	45%	47%

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

**School Goal for May 2024:** 100% of students in grades 3-5 will grow more than one grade level as measured by year-end SBAC, iReady and SRI data and 100% of students in K-2 will grow more than one grade level as measured by the final iReady and math assessments in May 2024.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-36.1 (Spring 2019)	n/a	tbd
SBAC ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a	tbd
IAB ELA at or above Standard	Students with Disabilities	n/a	0.0%	n/a	tbd
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
I-Ready Reading	Students with Disabilities	TBD	N/A	n/a	tbd
I-Ready Reading	African-American Students	TBD	N/A	n/a	tbd

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-44.7 (Spring 2019)	n/a	tbd
SBAC Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd

IAB Math at or above Standard	Students with Disabilities	n/a	10.0%	n/a	tbd
IAB Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
I-Ready Math	Students with Disabilities	TBD	N/A	n/a	tbd
I-Ready Math	African-American Students	TBD	N/A	n/a	tbd
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	20.0%	n/a	50.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	n/a

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

**School Goal for May 2024:** 90% of families and students will report feeling connected to the school on CHKS.

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	88.6%	n/a	100%%
Suspensions	All Students	-2pp	0.3%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	2.2%	n/a	0.0%
Chronic Absence	All Students	-2pp	5.8%	n/a	12.6%
Chronic Absence	African-American Students	-2pp	11.2%	n/a	10.0%
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

<b>School Goal for May 2024:</b>		90% of staff will report satisfaction with professional development on feedback surveys. Instructional Leadership Team will be renamed as Equity Leadership Team and will design and implement high quality professional, equitable learning for faculty. Staff meetings will be consistently used to develop school wide culture as well as common practices around schoolwide SEL expectations. 85% of faculty, staff, and students will know the schoolwide expectations and be practicing SEL competencies in the classroom and on the campus.			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	86.6% (Fall 2020)	n/a	tbd

**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.

<b>School:</b> Montclair Elementary School		<b>SPSA Year Reviewed:</b> 2020-21		<b>SPSA Link:</b> <a href="#">20-21 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2020-21 SCHOOL PLAN (SPSA)</b>					
<b>20-21 Conditions for Student Learning Priority:</b>			<b>Conditions for student learning</b>		
<b>Theory of Change:</b>	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.				
<b>Related School Goal:</b>	All students build relationships to feel connected and engaged in learning.				
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
<p>Due to the new distance learning circumstances much of professional development time was focused on becoming more familiar with learning platforms, developing synchronous and asynchronous activities, creating schedules that worked for students and families, and addressing the social emotional needs of staff. At this point in the year we have a much more solid understanding of distance learning, what is working and how to modify to meet the needs of our students and families, and are returning to this work. We will begin with Eugene Whitlock, Assistant Vice Chancellor-Human Resources/Chief People &amp; Culture Officer at UC Berkeley, who will be coming to work with staff for two consecutive Wednesday's to learn about (1) why diversity matters and unconscious bias and (2) bias in the classroom and how to mitigate it. There were multiple staffing changes and interruptions this year for various reasons. Our Head of Educational Technology got pulled from his role early in the year to cover a class for a teacher out on long term leave. This had a tremendous impact on the supports we had planned to have in place for teachers, students and families as well as small group intervention support. We had also planned to work more in depth with an outside resource on equity, diversity and inclusion but due to the intensity of figuring out distance learning this was put on hold until the 2021-22 school year.</p>					
<b>What evidence do you see that your practices are effective?</b>					
<p>Despite the shift to distance learning and then hybrid learning, the engagement of students has remained consistent. Our 5th grade class, has participated and shown high interest in Project Based Learning and resulted into interactions between grade-levels for projects that benefitted the social emotional wellness of our students in K-5. Our teachers have praised this new approach and would like to extend PBL for the 2021-2022 school year. Interactions among teachers and parents during distance learning have positively influenced our parents and the role they take within their child's learning is no longer passive but rather engaging in the role as a "learning coach". 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 child's strengths and needs vs. conforming to a standard and/or curriculum. In turn this made our teachers "think outside the box" when researching for materials that are more culturally and linguistically inclusive, as well as, allowing students to create and/or complete learning tasks in a manner that fit their learning modality. Finally, Principal Barloga has started the process of engaging in restorative conversations with team members and TSA Matthews is highlighting the ways staff members neglect their white privilege and partake in colorblindness approaches.</p>					
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>					

The 2021-2022 School year will have continuous, developmental change to specifically 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 PBL curriculum, it will be expanded to grades K-5 to involve key skills such as (but not limited to): critical thinking, communication, collaboration, technology use, innovation, self-direction, persistence, and student voice which are assessed both formatively and summative throughout the PBL.

<b>20-21 Standards-Based Instruction Priority: Providing Equitable Access to Standards-Based instruction</b>	
<b>Theory of Change:</b>	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.
<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Our TSA Matthews acted as our Early Literacy Site Representative and attended bi-weekly literacy PD provided by the district that focused on the Science of Reading, i-Ready training, and the implementation of SIPP and Heggerty for K-2. We consulted Eugene Whitlock, Assistant Vice Chancellor-Human Resources/Chief People & Culture Officer at UC Berkeley, who worked with staff for two consecutive Wednesday's to learn about (1) why diversity matters and unconscious bias and (2) bias in the classroom and how to mitigate it. We ensured that each student has access to technology by providing them with a hotspot (if needed) and a computer. Finally, we focused on exemplifying compassion and empathy to students, parents, teachers and staff, and community members during distance learning and the COVID-19 Pandemic.	
<b>What evidence do you see that your practices are effective?</b>	

The evidence we have that shows these practices have been effective are a decrease in COST Referrals, primarily due to teacher flexibility with curriculum and grade level standards. COST worked together weekly to ensure students received services in timely manner from support teachers and speacilists, as well as, improving communication with family. With these efforts, the COST Referrals received spent less time being open. Through distance learning, teachers have been able to work more with students individually and in small groups to provide differentiation and meet a student's learning modality. Additionally, teachers have incorporated more social-emotional learning into all contents rather than for one period of the day, as well as, invited students to share more about their culutre and home life. Students and parents have worked cohesively with teachers to adapt to the new learning platforms and ensure student sucess. We hired a reading interventionist to ensure equitable academic acheivement was taking place for our students in Tier 3. Also, Montclair had 48.8% proficient for the first iReady Standards Mastery Reading assessment (76% at 3rd, 45% at 4th, and 53% at 5th). We noticed our African American and Latinx students are still struggling as only 29.2% and 40.4% are proficient, respectively. As for Math, Montclair had 43.3% proficient for the first iReady Standards Mastery Math assessment (66% at 3rd, 43% at 4th, and 44% at 5th). We noticed our African American and Latinx students are still struggling as only 29.2% and 31.9% areproficient, respectively. These tests were new and difficult for students. They indicate stronger performance for our third graders. This data helped us to identify some instructional focus areas (informational text and fractions), and it highlighted that our Latinx students are needing more academic support.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

The goal to improve instructional practices in reading and math, specifically to support African American and Latinx students, will continue. One thing we will do to support upper grade reading and math achievement is focus on adding and subracting fractions with unlike denominators as well as the pre-requisite standards needed. iReady will become our new assessment metric, and we will unpack specific question types that are a challenge using this tool. iReady can also provide differentiated instruction for our students needing extra support. Additionally, we will be providing more concrete PDs on the Science of Reading to our upper elementary teachers to implement more strategic reading instruction. Also, we will analyze data in PLCs to form small groups for reading and math for Tier 1 and Tier 2 and select Tier 3 students for intervention. Finally, we will continually strive for a multiculturally education, honoring our diversity by using a Multicultural Education Checklist.

**20-21 Language & Literacy Priority: Developing Language and Literacy Across the Curriculum**

<b>Theory of Change:</b>	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.
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<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**



**3-1 Balanced Literacy with Guided Reading and Literature Circles:** Staff sought to provide a Balanced Literacy program in Distance Learning. There were small reading groups that included SIPPs/Heggerty phonics instruction, as well as whole group read-alouds and comprehension discussions, and literature Book Clubs at upper grades.

**3-2 Integrated Approach:** Staff professional development includes collaboration for integrated art learning as a means to support SEL and health. Our 5th Grade Team collaborated to facilitate standards-based Project-Based Learning unit with integrated art, vocabulary development, math, collaboration, and writing.

**3-3 Literacy Interventions:** Teachers, Instructional Aides, and SPED staff provide small group sessions via Zoom to support literacy. SIPPs, Heggerty and other supplemental programs are part of this instruction.

**What evidence do you see that your practices are effective?**

**iReady Reading K-2 Data:** 100% of kindergartners are currently at or above grade level on iReady. In grades 1 and 2, 81% and 88% are proficient, respectively.

**iReady Reading Grade 3-5 Data:** Overall, 48.8% at/above proficiency on i-Ready in the fall (76% at 3rd, 45% at 4th, and 53% at 5th) which tested for literature standards. For the Mid-year data, overall grades 3-5 are at/above 38.2% proficiency on i-Ready in the spring (52% at 3rd, 29% at 4th, and 50% at 5th) for informational standards.

**SRI Reading Grades 3-5 Data:** Overall, 70% are at/above proficiency on SRI in the fall.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Our literacy goal will remain the same. We will continue to deliver a comprehensive Balanced Literacy program when we return to in-person instruction, and provide tiered intervention and support. In particular, we will need to examine how to better support our students in grades 3-5 by providing PD with our literacy instructional coach to improve on analyzing a text and encountering unknown vocabulary. Additionally, we will provide more structured PD on i-Ready and SIPPs for full implementation. We will also build our capacity to deepen PBL integration as this has become a high interest of our community and a component of Montclair's Vision and Mission.

**20-21 Conditions for Adult Professional Learning Priority: Conditions for Adult Professional Learning**

<b>Theory of Change:</b>	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.
<b>Related School Goal:</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	

Due to our current situation being in distance learning has by nature created the necessity for teachers to collaborate. This collaboration began focused on planning synchronous and asynchronous lessons. Teachers not only worked together to develop individual lessons but also focused on weekly plans. They worked closely to keep plans and lessons aligned within their grade levels. As the school year started another top priority focus was providing the necessary supports for students and families. This began as determining basic needs (technology, school supplies). This task took much longer than expected and as a result there was a delay getting to a space where we could focus on analyzing data. Many teachers were hesitant to administer assessments because of the challenges of distance learning, the discrepancy in adult supports, and validity of assessment data. Keeping these concerns in mind we did administer assessments and now that we have multiple data sets we are ready to begin to dive into the data. In addition to analyzing the data we have from the various district assessments we are beginning to determine site specific assessments that we find authentic, accurate and informative.

**What evidence do you see that your practices are effective?**

Grade levels are meeting regularly to plan together, talk about challenges, and share successes. They have created grade level sites for students and families to more easily access information. Teachers are meeting with small groups and individual students. They are reaching out to families regularly to assess needs and determine necessary supports. Teachers have also been utilizing the Coordination of Services Team (COST) for those students in need of additional supports.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We were extremely lucky to fill our prep position with a teacher that is experienced in early literacy and ELL instruction and support. He has moved into an intervention position and is working with teachers to support students that require additional supports, small group or one-on-one instruction, and help teachers determine how to address the needs of these students.

<b>20-21 Conditions for English Language Learners Priority:</b>	<b>Conditions for English Language Learners</b>
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<b>Theory of Change:</b>	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.
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<b>Related School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

**5-1 Incorporate GLAD practices into Curriculum:** In the Fall we held a professional learning session to support student engagement through implementation of best practices for English Learners. However, this year we did not focus on the implementation of specific GLAD practices schoolwide due to the Pandemic.

**5-2 Inclusion of all Families and Cultures through School-Home Communication in Home Languages:** There has been a lot of school-home communication via Zoom sessions, meetings, newsletters and emails since parents have become true partners in curriculum implementation. Making connections with all families still remains a challenge. Interpreters are used when needed and available.

**What evidence do you see that your practices are effective?**

Teachers strive to use an asset-based mindset for English Learners, and they are using the promoted strategies such as "Waterfall chat," "See Think Wonder," "Before, During, After Reading" and "Adding on" with students. Families are appreciative of our extra efforts to communicate and troubleshoot technology, materials distribution, academic and social/emotional challenges.
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>
This goal will continually develop throughout the year.
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>
<b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b>
n/a

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Montclair Elementary School				School ID: 143	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>		
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>					
<b>School Priority ("Big Rock"):</b>	Conditions for student learning				
<b>School Theory of Change:</b>	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.				
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.				
<b>Students to be served by these actions:</b>	<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?
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.	All classes have morning meeting		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.	All classes are implementing SEL activities that are developmentally appropriate		Tier 1
1-3	Buddy classes (upper grade-lower grade)	Encouraged cross grade level collaboration to create opportunities for enhanced student interaction	Buddy classes have been established on an opt in basis		Tier 2

1-4	Provided new tools and strategies to enhance communication during distance learning	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.	Classes using collaborative documents such as Jamboard, Google Chat (5th graders only), Google applications, Clever messaging, Seesaw, Google Classroom comments		Tier 1
1-5	Differentiate learning: prioritize the student's well being for the foundation of their learning program. Including home/learning situation, accessibility and manageable workload	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.	Using applications and tools that have differentiated learning built in. Teachers are responding to changes in family situations and student engagement to meet them where they are.		Tier 2

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Providing Equitable Access to Standards-Based instruction				
<b>School Theory of Change:</b>	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.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

2-1	Technology platforms evaluated and selected to meet the needs of distance learning and our students	Dedicated personnel resources towards fulfillment of this action, provided technologies and opportunities to facilitate collaboration among teachers for the purpose of fulfillment of this action.	Teachers use effective technology platforms in classes to meet needs of distance learning.		Tier 1
2-2	Targeted instruction in homogenous groups	Mandated small-group time encouraged to be used for fulfillment of this action.	Teachers use small-group time for targeted, homogenous group instruction.		Tier 2
2-3	Heterogenous grouping to provide student-to-student collaboration across range of abilities	Class groupings are heterogenous	Class groupings are heterogenous		Tier 1
2-4	Provided technology and continued tech support to families to ensure access for all	Dedicated personnel resources towards fulfillment of this action.	MES staff designated to ensure access to technology and provide support		Tier 1

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	Developing Language and Literacy Across the Curriculum				
<b>School Theory of Change:</b>	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.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

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	Teachers utilized technology tools for teaching and assessing student performance in ELA, and recommended highest-needs students for small-group intervention based on these.		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 specialists and other qualified staff provided additional support to highest-needs kids		Tier 3
3-3	Teachers provided targeted instruction in homogenous small groups	Encouraged the use of mandated small-group time be used for fulfillment of this action.	Teachers provided targeted instruction in homogenous small groups		Tier 2

**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Conditions for Adult Professional Learning
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<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?
4-1	Teachers trained on softwares/technologies/platforms useful in distance learning	Time allocated for professional development	PDs on various softwares/technologies/platforms attended by staff members and teachers		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.	MES Google Drive file systems now exist with shared content, PD time used to facilitate teacher-to-teacher collaboration.		Tier 1
4-3	Teachers attended various trainings on common core standards	Time allocated for professional development	PDs on fulfilling common core standards in distance learning attended by staff members and teachers		Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Conditions for English Language Learners				
<b>School Theory of Change:</b>	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.				
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
5-1	Differentiated reading/ELA opportunities made available to students.	Encouraged the adoption of softwares/technologies that provided differentiated reading/ELA opportunities (including things like I-Ready, Newsela, Sora, etc...)	High usage of differentiated reading/ELA technologies/software (including things like I-Ready, Newsela, Sora, etc...)		Tier 1



**PROPOSED 2021-22 SCHOOL SITE BUDGET**

**Site Number:** 143

**School:** Montclair Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$21,600	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provided new tools and strategies to enhance communication during distance learning	143-1
Copier	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Differentiated reading/ELA opportunities made available to students.	143-2
Technology to support differentiated reading/ELA opportunities for students	\$5,000	General Purpose Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Differentiated reading/ELA opportunities made available to students.	143-3
STIP	\$61,851	LCFF Supplemental	1105	Certificated Teachers' Salaries	6251	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Intervention specialists and other qualified staff provided additional support to highest-needs kids	143-4
Teacher Stipends	\$2,949	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers provided targeted instruction in homogenous small groups	143-5
Consultants	\$44,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provided technology and continued tech support to families to ensure access for all	143-6
Librarian	\$126,694	Measure G: Library	1119	Certificated Teachers on Special Assignment Salaries	6124	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Dedicated personnel resources towards fulfillment of this action, provided technologies and opportunities to facilitate collaboration among teachers for the purpose of fulfillment of this action.	143-7
Recess Coach	\$53,052	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.	Dedicated time for SEL activities	143-8
Recess Coach	\$66,943	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.	Dedicated time for SEL activities	143-9



Strategic Resource Planning (SRP)

## Montclair ELEMENTARY SCHOOL

### School Site Council Membership Roster

2020-2021

### SSC - Officers

Chairperson:	Daniel Kinsbrook
Vice Chairperson:	Reginald Mosley
Secretary:	Ann Gonzalez

### 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
Maite Barloga	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamila Brooks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deline Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kelly Thomas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniel Kinsbrook	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reginald Mosley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michael Radke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anne Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BJ Allen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ajitha Nair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	2nd Thursday of each month at 4:00 PM
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#### SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members