

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

June 27, 2018

Legislative File ID No: 18-1326
Introduction Date: 6/27/18
Enactment No.: 18-1129
Enactment Date: 6/27/18 er

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Recommendation:

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



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

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Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Montclair Elementary School
CDS Code: 1612596002083
Interim Principal: Denise Saddler
Date of this revision: 5/14/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Denise Saddler
Address: 1757 Mountain Blvd.
Oakland, CA 94611

Position: Interim Principal
Telephone: 510-339-6100
Email: denise.saddler@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Montclair Elementary School

Site Number: 143

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|---|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |


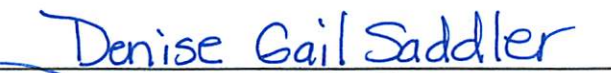
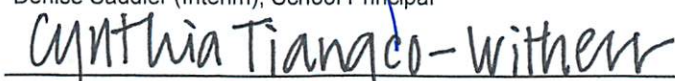
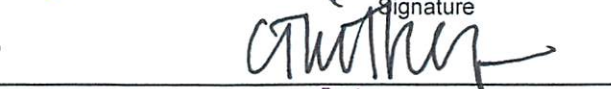
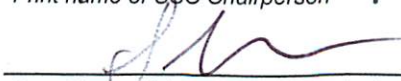

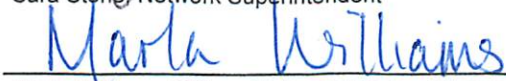
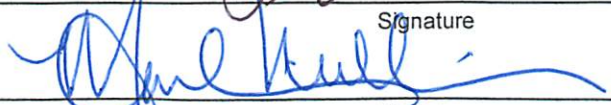
The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

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

Date(s) plan was approved: 6/1/2018

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:  Denise Saddler (Interim), School Principal	 Signature	<u>6/1/2018</u> Date
 Cynthia Tiangco-Withers Print name of SSC Chairperson	 Signature	<u>6/1/2018</u> Date
 Sara Stone, Network Superintendent	 Signature	<u>6/5/18</u> Date
 Marla Williams, Officer, State and Federal Programs	 Signature	<u>6/5/18</u> Date

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

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$118,396.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$112,223.76	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$230,619.76	\$0.00

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

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Montclair Elementary School

School ID: 143

School Description

Montclair Elementary is a 2016 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

Family & Student Engagement

We have an active PTA, SSC, and family community. We offer back-to-school night, an open house, and other family events throughout the year. We host the Otter Walk, Otter Bash, Founders' Day, Heritage Day, and other student and family activities. Not all parents feel included in school activities. Parents do not have as many opportunities to learn about education topics and Common Core as we would like in order to support a strong relationship between families, the school, and teachers. In the past, our family events have often focused more on fundraising, entertainment, and other non-academic activities. Our school has grown significantly over the past three years, so we have many new families.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>Teachers want to collaborate, and there is a system and structure for teachers to engage in collaboration time through PLCs and common prep. Small group specialists complete targeted interventions of students and students consistently show growth in classrooms. Our current successes with student achievement can be attributed to a culture of high expectations, a strong intervention model including between the bells supports and frequent check ins with staff, teachers and families. Our practices include early identification, immediate and timely communication with families, targeted intervention and frequent monitoring of progress toward goals. Students come to Montclair with high vocabulary skills and significant exposure to books. In addition, our new teachers have been trained well in pedagogy.</p>	<p>Our main challenge is a need to improve rigor of instructional practice. Teachers need data analysis training time and training in Professional Learning Community work. Data is not used at each grade level during collaboration time and these analyses have to be used with an equity lens. We have challenges around the consistency of our collaboration. We need to be planning in 6-week cycles, looking at the work of students, and regularly assessing their progress. There are still students that leave their grade level underperforming. We need to address the range of performance of our students.</p> <p>We can make much better use of our small group specialists. They are talented people that can be trained to better support students in the classroom.</p>	<p>There is wide inconsistency in the level of rigor in our grade level meetings. Some grade levels meet consistently, others do not.</p> <p>There is a lack of coherence across grade levels and classrooms in terms of materials, instructional practice, and review of data.</p> <p>Our root cause here is PLCs do not operate in a unified way to use data to drive instruction. Our current successes with student achievement can be attributed to a culture of high expectations, a strong intervention model including between the bells supports and frequent check ins with staff, teachers and families.</p> <p>Our grade level PLCs meet intermittently and lack a data driven focus.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Most students reap the benefit of well-qualified small group specialists during the school day. Each teacher has assigned small group specialists for about four hours per week. The teacher teaches the small group specialist to work with small groups at their point of need or to monitor the entire classroom while the teacher pulls small groups of students to work with to assure grade level access to common core curriculum. Several teachers have attended and continue to attend the OUSD Saturday's Morning of Mathematics and are passionate champions of OUSD's math vision.</p> <p>We have many teachers highly skilled in specific subject matters. Each teacher has a strong desire to improve standards-aligned instruction that we can capitalize on.</p>	<p>The shifts in Common Core have been challenging and there are inconsistent practices across the grade levels. Teachers must assure all students have access to grade level, common core curriculum and instruction within the school day within the regular classroom.</p> <p>Teachers' knowledge of standards is limited and inconsistent in what they have been trained in. There is a motley experience here in terms of curriculum and instruction. Teachers need a lot of training in how to implement a plan. There needs to be investment in training on standards.</p>	<p>PLCs do not operate in a unified way to use data to learn about standards and drive instruction. In addition, teachers have not received uniform, consistent training in standards-aligned instruction and the shifts in Common Core.</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>We are using PBIS (Positive Behavioral Intervention Systems) and have chosen three basic tenants, Be Safe, Be Responsible, and Be Respectful. Each grade level teaches lessons aimed to teach the tenants at the appropriate level for their grade level. We have made posters defining what each tenant looks like in the hallway, playground, cafeteria, and classrooms. The teachers are enjoying learning about how to be culturally responsive, specifically, Culturally Responsive Teaching and the Brain, authored by Zaretta Hammond. We have had trauma de-escalation training from OUSD. Overall, systems and structures exist to support students and teachers champion that work. We have relatively few office referrals and there aren't large discrepancies between students of color or students with disabilities and others.</p> <p>The PTA has supported the conditions for student learning in a number of ways (additional prep for teachers--integrated arts, small group specialists, additional materials for teachers, retired psychologist, etc.).</p>	<p>Change management has been difficult and different initiatives have been blended together. Teachers need training in implicit bias and extensive training and professional development in developing culturally responsive teaching and management methods, and informally parents of color have expressed concern about the inclusiveness of the overall school community. Teachers and Montclair community need to recognize their own implicit bias' and work through them in order to be culturally responsive to student need.</p> <p>There are lots of differences in learning styles among teachers and there has been some inconsistency in teachers' engagement.</p>	<p>Our root cause is a lack of understanding of culturally relevant pedagogy and implicit bias. As we are focusing on ensuring that all of our students feel welcome at sites, it will be important to explicitly call out via professional development and reflection on our implicit bias and the need for culturally relevant pedagogy. We have a challenge of meeting the needs of all of our students.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p>	<p>We have fostered an environment where there is respect and value for knowing different languages. Our school values global education; there is a robust language program at the school (Montclair Language League) where kids can take language before or after school. We have been intentional about hiring teachers who know another language. We have created a nurturing environment for our ELL students (5 different languages spoken here).</p>	<p>Our teachers have not had sufficient training on how to meet the needs of ELLs in classroom. We have had almost no planning for these students in the past.</p>	<p>The root cause is partly the insufficient training, but partly that there hasn't been a main focus on ELLs in Montclair in the past.</p> <p>Many of our youngest EL Learners come to us with limited educational experiences. ELL students come to kindergarten with limited basic skills in phonemic awareness and number sense. In addition, students who have attended preschool in a play-based environment as opposed to an academic based environment also lack basic academic skills. It becomes the duty of the kinder and first grade teachers to bring these students up to grade level in terms of academic and social emotional learning performance. As a result in kindergarten the variation of ages, as well as academic readiness varies by about two years.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Montclair Elementary School

School ID: 143

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	100% of students in grades 3-5 will grow at least one grade level as measured by year-end SRI data and 100% of students in K-2 will grow at least one grade level as measured by the final F&P assessment by June 2019.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	0.9	0.95	1

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?
 F&P, SRI, regular assessments of standards (Interim Assessment Blocks)

Theory of Action for Language & Literacy Priority:
 If the master schedule provides for teacher collaboration time regularly/weekly the work day teachers will learn how to work effectively using a research based PLC model collaboratively to analyze data, plan lessons, support students at all levels to access grade level common core standards, then we will make growth towards closing the opportunity gap at Montclair.
 Our data shows some grade levels use a structured PLC model, some grade levels record, submit, and analyze data to guide instruction. This work will assure our achievement gap is eliminated.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Teachers use F&P and other assessments to determine students' literacy levels in order to determine plans and goals for those students and also determine small groups	Leaders will establish beginning-of-year goals and plans, immediate assessments at the beginning of the year, use PD and coaching sessions to review data, use targeted and specific walkthroughs to look at instruction; maximize use of ILT to build strong relationships at all of the grade levels. Leader will complete data conferences for the site and ensure that there are appropriate groups determined by needs PLC, collaboration time, PD cycle around data-driven inquiries and use of OUSD data systems. Leaders will create a sense of urgency around rigor and a reflective environment for teachers to review individual practice.	<i>Walkthroughs, individual conferences with teachers to look at student success, F&P, SRI, observation of teacher practice and whether they are adjusting instruction based on data</i>

1-2	Teachers partner with small group specialists to ensure that push-in and pull-out services are meeting student needs for students with special needs and those that are accelerated or advanced learners (GATE)	Leaders will partner with the PTA to fund the small group specialists, create collaboration time and spaces, and provide feedback for small group specialists; setting goals with small group specialists; monitor the performance of small group specialists.	<i>Observations of whether small group specialists are meeting predetermined goals</i>
1-3	Teachers use the BAL model to ensure that small groups are being pulled during literacy blocks and that students are reading at their just right level.	Leadership will complete PD to ensure that there is alignment to OUSD curriculum and Common Core Standards. Leaders will foster time for PD and cycles of inquiry on literacy. Leaders will review student work and set grade-level rubrics.	<i>F&P, SRI; review of student work</i>
1-4	Teachers will assess incoming kindergartners on kindergarten readiness. Bring kindergartners in before school starts to assess student learning and establish learning targets	Leaders will work to find teacher volunteers to assist with this and/or funds to support this. Support financial and material needs for teachers to facilitate kindergarten readiness assessments during the summer prior to organizing classes Continue Kindergarten transition activities, i.e. Play Dates in the Park, sponsored by PTA , to introduce and intergrate incoming kinder families into our school community. These are traditionally held the three Wednesdays in August before school begins for the new term.	<i>F&P; observations of kindergarten classes</i>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Improving Rigor	By June 2019, 85% of all students grades 3-5 will score proficient or above in math as measured by SBAC and 85% of kindergarten through 2nd grade will be at grade level proficiency as measured by end of unit assessments. African American students will achieve 56% proficiency by June 2019.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	35.7	45.7	55.7
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	End-of-unit assessments, Interim Assessment Blocks, ST Math progress (or comparable assessment process)				

Theory of Action for Standards-Based Instruction Priority:		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, collaborative, creativity, and critical analysis).	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Every six weeks, PLCs will plan their work by analyzing data and planning interventions, reviewing standards, and collaborating with each other	Ongoing PD that is aligned to ongoing targets with six-week sessions that is aligned across grade levels; meetings and walkthroughs with teachers to ensure alignment; providing feedback to teachers; written feedback; academic conferences.	<i>Walkthroughs, observations, goals up in the room</i>
2-2	Teachers will identify students for inclusion in LLI intervention using academic and observational data through PLCs to ensure that all students, including English Language Learners and Newcomers are achieving success	Provide staff to teach LLI. Observe LLI groups and provide feedback. Provide LLI reading intervention for struggling 3rd - 5th grade students	<i>Observations and ongoing assessments (F&P, SRI), student work</i>
2-3	Teachers will develop appropriate lesson plans and structures to maximize effective use of small group specialists time and talents.	Observe classrooms and provide teacher feedback. Provide small group specialists to all classrooms to support small group differentiated instruction, including struggling readers. Train small group specialists. Make plans for how to support classrooms when small group specialists are absent.	<i>Observations and ongoing assessments (F&P, SRI), student work</i>
2-4	Teachers will learn to use Illuminate to develop formative assessments aligned to ELA and MATH units and analyze student work in PLCs.	Leadership team will provide PD for PLC development. Provide time for PLCs to develop common lessons, formative assessments and analyze student data. Reach out to central support to train leadership and teachers on Illuminate.	<i>Teacher confidence in Illuminate, ability to form and administer assessments, observations of data use in PLCs</i>
2-5	Teachers will use research grounded strategies to facilitate PLC meetings and protocols for analyzing student data and student work	School leadership will provide training for facilitating and accountability measures for horizontal and vertical PLC meetings. Administration/Grade Level Teams/Vertical Teams/School Day PLCs and After School Wednesday PLCs/Student Data and Student Work	<i>Teacher talk, teacher reflections, observations of PLC meetings</i>

2-6	Teachers will collaborate to share best practices and research regarding small group and differentiated instruction, to foster a stronger learning experience for all students	Leader provides PLC time during the school day weekly for teachers to share best practices, compare and analyze data, and plan for small group and differentiated instruction Teachers/Grade Level/PLC during the school day/data analysis and calibration protocols	<i>Feedback sheets for leadership, review of student performance data, walkthroughs</i>
2-7	Teachers will implement ST Math or a comparable math program that expands math learning of all students.	Leaders will provide PD on ST Math systems and how to incorporate it in the classroom	<i>ST Math progress data, math end-of-unit assessments</i>
2-8	Teachers will regularly observe each others' instruction in order to improve their own.	Leaders will provide sub coverage or cover classrooms in order to ensure that teachers can observe each other	Walkthroughs, number of observations from teachers
2-9	After-school intervention programming will help our students that are struggling.	Leaders will identify a location, provide funding to support the programming, and identify who would best benefit from such a program.	<i>Observations, growth of identified students in assessments.</i>
2-10	Teachers will present practices to each other that demonstrate the rigor of their classroom	Leaders will create time and space for these activities (e.g., establish "Rigorous Mondays"); leaders will ask teachers if they can videotape classrooms in order to share with colleagues	Teachers sharing practices with each other; feedback for leadership on time spent
2-11	Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	Notes from meetings between Resource Specialists and teachers are uploaded to google docs and show evidence of this practice

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture & Climate	Over 90% of fifth grade students will respond that teachers and other grown-ups at school treat students with respect most or all of the time. There will continue to be no disparity between students of color and White students.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	California Healthy Kids Survey	All Students	91.0%	91.0%	91.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	URFs, incidents on the yard, implementation of playground rules, PBIS implementation, restorative justice circles		
Theory of Action for Conditions for Student & Adult Learning Priority:	If we 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.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	<p>Teachers will use culturally responsive teaching practices to support students of all races, including African American students, Latino students, Asian/Pacific Islander students, and students of other race/ethnicities.</p> <p>Teachers will regularly review their biases and understand the ways that culture impacts teaching and learning.</p>	Administration will provide PD using professional literature on culturally-responsive teaching and implicit bias. Consistent implementation of culturally- responsive teaching strategies and development of implicit bias awareness	<i>Observations looking for culturally responsive teaching practices</i>
3-2	Teachers will strengthen the Tier 1 system at site and create the Tier 2 protocol that proactively addresses our most vulnerable students, specifically foster youth and homeless youth	Implementation of Tier 2 PBIS - Year 2 PBIS; Consistent implementation of Tier 1 PBIS and planning. organizing. implementing and monitoring Tier 2 PBIS	<i>URFs, PBIS assessments and feedback/review</i>
3-3	Teachers will display student work and a positive classroom climate reflecting the learning of each student	Develop standards and rubrics for displays of student work (identifying specific space and timeframes for changing boards, ideally every six weeks)	<i>Presence of student work; frequency of changing student work</i>
3-4	Teachers will develop classroom management goals supporting PBIS practices that are integrated with classroom instruction	Provide PLC time so teachers meet with grade levels to plan and develop lessons supporting PBIS management strategies. Provide time for teachers to attend necessary trainings or PD's. Provide professional time for teachers to collaborate	<i>Observations, URFs</i>

3-5	Teachers will identify interested students and intentionally create student leadership opportunities, like participation in Otter Tales student newspaper and student council	Observe classrooms and Otter Tales meetings at lunch and provide feedback. Continue Otter Tales, the student newspaper, to differentiate instruction. This program addresses all learning modalities. Support how students are chosen for these groups and ensuring that the experience is maximized for all students.	<i>Number of students involved; monitoring how students are selected; observations of how these experiences are shared</i>
3-6	Three times a year offer community meetings that overview the state of rigor at the school w/r/t Common Core Standards and learning toward SBAC, reviewing and presenting data; asking parents how they might be able to help support students and teachers in these goals	Partner with parents and the PTA to schedule ongoing meetings and use several communication vehicles to send out information on these meetings. Videotape meetings to ensure that people have access to info.	<i>Number of parents involved; parent surveys</i>
3-7	Teachers will welcome all incoming new Montclair students and families. Special attention should be given to students that live outside the neighborhood and socio-economically disadvantaged students.	<p>Welcome and recruit a diverse family and student population representative of Oakland and continue to support all families at Montclair Continue to host, potential incoming families tours from the first Wednesday in November through the first Wednesday in January, including one Saturday and one week night tour, to appropriately show the school to potential families. and the New Parent Mixer, and Dad's Club, to acquaint new families with all the structures, procedures, players, groups and possibilities that make Montclair a wonderful place for students to grow and learn.</p> <p>Welcome new families and students to Montclair Continue to host, through PTA, Open House for incoming Kinder Families the last week of May.</p> <p>Ensuring that no one will be excluded from any activity (for example, no parents excluded from activities if they cannot make donations). Communication of this will go to all parents.</p>	<i>Number of parents involved; parent surveys</i>

3-8	Teachers will foster a culture where students respect other students and feel safe in who they are	Use PD and coaching opportunities to support teachers to use opportunities like the MLK Oratorical Festival, writing and observations within our own community of people in need	<i>Content of student work, observations of the rigor and content of lesson plans</i>
3-9	Communicate current state of school and necessary announcements	Send home green folder every Wednesday, send memo to parents every two weeks, support PTA meetings, send out newsletters on specific subjects; intentional check-ins with parents that are not regularly engaged	<i>Parent involvement and awareness of issues at school</i>
3-10	Teachers will have foster culture of open and honest dialogue with each other	Open and honest conversations about teacher practice; create a culture of learning from the top down; create consistency around practices in PD, assessments, academic conferences, etc. Develop structures and routines that deal with teacher practice that they feel are most challenging	<i>Observations of teacher-to-teacher conversations that are more at ease in a reflective environment; teachers' openness to feedback</i>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	ELL Progress	By the end of the 2018-19 school year, 50% of ELL students will be reclassified; by the end of 2019-20, 75% of students; by the end of 2020-21, 100% of students.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	<i>n/a (too few students to report)</i>	<i>n/a (too few students to report)</i>	<i>n/a (too few students to report)</i>
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F&P, SRI, observations, student work review, grade-level student work				
Theory of Action for English Language Learners Priority:	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 percent of ELLs that are reclassified.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Teachers will receive PD on instruction for ELLs	Dedicate PD time for teachers on ELL instruction; conduct walkthroughs to provide feedback for teachers on their instruction for ELLs		<i>Amount of PD received; teacher confidence in ELL instruction, observations/walkthroughs</i>	

4-2	Teachers will observe their peers at Montclair and other schools to learn more about ELL instruction	Support substitute coverage for teachers in order to observe each other	<i>Number of observations</i>
4-3	Continue to foster an environment where the home language of incoming students is valued	Investment in the Montclair Language League to provide morning and after school instruction in language	<i>English Learner Progress in F&P, SRI, ELPAC</i>
4-4	Assess the need for materials for ELL students	Review existing materials and research the availability of materials that will support ELL students	<i>Suitability of materials to ELL needs</i>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 143

School: Montclair Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$13,185.58	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				143-1
\$6,250.00	General Purpose Discretionary	Copier	Improving Rigor	A2.3 Standards-Aligned Learning Materials	5610				143-2
\$18,000.00	General Purpose Discretionary	Mental Health Intern	Culture & Climate	A2.2 Social Emotional Learning	5739				143-3
\$78,646.00	General Purpose Discretionary	Consultants (for leader transition support with Denise Saddler)	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				143-4
\$500.00	General Purpose Discretionary	Postage	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5910				143-5
\$1,814.42	General Purpose Discretionary	EEIP	Improving Rigor	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0196	0.02	143-6
\$18,496.29	LCFF Supplemental	Subs to support teachers observing each other to learn best practices for ELL instruction	ELL Progress	A4.1 English Learner Reclassification	1150				143-7
\$13.93	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A2.3 Standards-Aligned Learning Materials	4310				143-8
\$24,302.00	LCFF Supplemental	Psychologist	Culture & Climate	A2.2 Social Emotional Learning	5734				143-9
\$18,000.00	LCFF Supplemental	Licenses (for intervention and acceleration)	Improving Rigor	A3.2 Reading Intervention	5846				143-10
\$51,411.54	LCFF Supplemental	STIP to support teachers observing each other to learn best practices for ELL instruction	ELL Progress	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP9999	1.00	143-11
\$46.42	PTA Donation	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				143-12

\$77,073.58	PTA Donation	EEIP	Improving Rigor	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0196	0.98	143-13
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2017-2018

School Site Council Membership Roster – Elementary

School Name: Montclair Elementary #143

Chairperson : Cynthia Tiangco-Withers
Vice Chairperson: Kyle Moss
Secretary: Leslie Sullivan

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Cynthia Tiangco-Withers				X
Leslie Sullivan				X
Alice Hansen				X
Sara Hauser				X
Asonda Adams				X
Denise Gail Saddler	X			
Cheryl Ousley			X	
Lori-Jill Seltzer		X		
Marilyn Springarn		X		
Kyle Moss		X		
Valarie Lines (Alternate Classroom Teacher)				

Meeting Schedule (day/month/time)	First Tuesday of the month 3:30-4:45
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SSC Legal Requirements: (Ed. Code 52852)

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

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