

| Board Office Use: Legislative File Info. |              |
|--|--------------|
| File ID Number                           | 20-1493      |
| Introduction Date                        | 8/26/20      |
| Enactment Number                         | 20-1249      |
| Enactment Date                           | 8/26/2020 If |



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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

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

---

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



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Montclair Elementary School  
**CDS Code:** 1612596002083  
**Principal:** Maite Barloga  
**Date of this revision:** 5/27/2020

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

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

**Contact:** Maite Barloga  
**Address:** 1757 Mountain Blvd.  
Oakland, CA 94611

**Position:** Principal  
**Telephone:** 510-339-6100  
**Email:** maite.barloga@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/27/2020*

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

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

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:** 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"/> School Improvement Grant (SIG)                         |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

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

**Date(s) plan was approved:** 5/27/2020

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

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

### Signatures:

Maite Barloga

Principal

*Maite Barloga*

Signature

5/27/2020

Date

Valerie Lines

SSC Chairperson

*Valerie Lines*

Date

5/7/2020

Kathleen Arnold

Network Superintendent

Signature

June 30, 2020

Date

**Lisa Spielman**

Director, Strategic Resource Planning

*Lisa Spielman*

Signature

7/1/2020

Date

*Jody London*

Jody London  
President, Board of Education

8/27/2020

*Kyla Johnson-Trammell*

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

8/27/2020

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

[illegible]

## 2020-2021 BUDGET SUMMARY

### Budget Summary

| Description   | Amount       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0.00       |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0.00       |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$161,454.00 |

### 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<br>(Title I #3010)           | \$0.00           | TBD           | Local Control Funding Formula Base Grant<br>(General Purpose Discretionary #0000)     | \$36,504.00         | TBD           |
| Title I, Part A: Parent Engagement Activities<br>(Title I #3010) | \$0.00           | TBD           | Local Control Funding Formula Supplemental<br>Grant (LCFF Supplemental #0002)         | \$124,950.00        | TBD           |
| 21st Century Community Learning Centers<br>(Title IV #4124)      | \$0.00           | TBD           | Local Control Funding Formula Concentration<br>Grant (LCFF Concentration #0003)       | \$0.00              | TBD           |
| Comprehensive Support and Improvement<br>(CSI #3182)             | \$0.00           | TBD           | After School Education and Safety Program<br>(ASES #6010)                             | \$0.00              | TBD           |
| School Improvement Grant<br>(SIG #3180)                          | \$0.00           | TBD           | Low-Performing Students Block Grant<br>(LPSBG #7510)                                  | \$0.00              | TBD           |
|  |                  |               | Measure G<br>(Measure G #9334)  | \$0.00              | TBD           |
|  |                  |               | Measure G1: Teacher Retention and Middle<br>School Improvement Act (Measure G1 #9332) | \$0.00              | TBD           |
|  |                  |               | Measure N: College & Career Readiness For All<br>(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>\$161,454.00</b> | <b>\$0.00</b> |

|  |                     |
|--|---------------------|
| <b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL<br/>FUNDING:</b> | <b>\$161,454.00</b> |
| <b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>         | <b>TBD</b>          |

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Montclair Elementary School**School ID:** 143**School Description**

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

**School Mission and Vision**

Montclair Vision

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

-August 2016, Montclair Teachers

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

| <b>Focus Area:</b>              | <b>Priority Strengths</b>   | <b>Root Causes of Strengths</b>   |
|---------------------------------|---|---|
| <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>   |

|                                 |  |   |
|---------------------------------|--|---|
| <i>College/Career Readiness</i> | <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 recieve Free and Reduced Lunch scored the lowest school wide and were at -7.8% DFS. (2) Latinx student were at -0.2 DFS and (3) African American students were at +0.1% DFS. Comparitively all other subgroups scored at least +40% DFS in Math. Some curriculum, instruction and classroom opportunites not consistently aligned with CCSS/testing approach.</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> |
| <i>Focal Student Supports</i>   | <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>  |



|                                |   |   |
|--------------------------------|---|---|
| <i>Student/Family Supports</i> | An achievement gap exists between our students based on socio economic standings. The gap as measured by DFS between students who receive free and reduced lunch and those who do not is 61.7 points in ELA and 44.1 points in Math. Students who received free and reduced lunch scored the steepest negative score across all subgroups (ethnic and socioeconomic) and were at (-7.8 points). Not all ethnic groups are performing equally. Gap measured in distance from standard (DSF) between White students and African American students is 60.6 points in ELA and 56.7 points in Math. Gap measured in DFS between White students and ELL students is 56.1 points and 57 points in Math. ELLs were the only ethnic subgroup to score a negative DFS score (-0.2 points) while African American students hovered on positive at (0.1 points) also in Math. | Need to ensure access to basic immediate needs: before and afterschool care, enrichment activities and content based tutoring programs. Some but not all, teachers trained in specific ELL teaching strategies such as GLAD and culturally responsive practices. Access to these trainings have been limited. Need to raise awareness of this schoolwide. Making sure all teachers aware of student achievement data at the start of the school year. This includes not just SBAC but also ELPAC scores and formative task such as F&P and SIPPS. Identifying students and possibly implementing focal students especially within the ELL and African American subgroups. |
| <i>Staff Supports</i>          | Need for more coaching, peer observation, collaboration time, PD  | Limited support staff for coverage, not enough PD/PLC time  |

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

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

|   |                           |   |                       |                     |                     |
|---|---------------------------|---|-----------------------|---------------------|---------------------|
| School Goal for May 2023:   |                           | 100% of students in grades 3-5 will grow at least one grade level as measured by year-end SBAC and SRI data and 100% of students in K-2 will grow at least one grade level as measured by the final F&P and math assessments in May 2023. |                       |                     |                     |
| Instructional Focus Goal: All students experience success in the early years.                                     |                           |   |                       |                     |                     |
| Measure   | Target Student Group      | District Growth Targets   | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
| K at or above Benchmark   | All Kindergarten Students | +5pp  | 19.6%                 | n/a                 | 85.5%               |
| 1st Grade at or above Benchmark   | All Grade 1 Students      | +5pp  | 20.4%                 | n/a                 | 84.0%               |
| Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. |                           |   |                       |                     |                     |

| Measure   | Target Student Group   | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|---|------------------------|-------------------------|-----------------------|---------------------|---------------------|
| SBAC ELA  | All Students           | +15 points DF3          | 55.4                  | n/a                 | 90.0                |
| Reading Inventory (SRI) Growth of One Year or More  | All Grade 3-5 Students | +5pp                    | 53.9%                 | n/a                 | 85.0%               |
| <b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science. |                        |                         |                       |                     |                     |
| SBAC Math   | All Students           | +15 points DF3          | 37.2                  | n/a                 | 75.0                |
| CAST (Science)  | All Students           | TBD                     | 63.3%                 | n/a                 | 80.0%               |

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

**School Goal for May 2023:** 100% of students in grades 3-5 will grow more than one grade level as measured by year-end SBAC and SRI data and 100% of students in K-2 will grow more than one grade level as measured by the final F&P and math assessments in May 2023.

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

| Measure  | Target Student Group       | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|--|----------------------------|-------------------------|-----------------------|---------------------|---------------------|
| SBAC ELA   | Students with Disabilities | +20 points DF3          | -36.1                 | n/a                 | 6.8                 |
| SBAC ELA   | Low Income Students        | +20 points DF3          | 8.9                   | n/a                 | 48.9                |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Grade 3-5 Students     | -5pp                    | 7.2%                  | n/a                 | 0.0%                |

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

|           |                            |                |       |     |      |
|-----------|----------------------------|----------------|-------|-----|------|
| SBAC Math | Students with Disabilities | +20 points DF3 | -44.7 | n/a | 10.5 |
| SBAC Math | Low Income Students        | +20 points DF3 | -7.8  | n/a | 32.2 |

**Instructional Focus Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

|                      |                  |                |       |     |       |
|----------------------|------------------|----------------|-------|-----|-------|
| ELL Reclassification | English Learners | Reclassify 16% | 20.0% | n/a | 90.0% |
|----------------------|------------------|----------------|-------|-----|-------|

|                          |                               |                |     |     |     |
|--------------------------|-------------------------------|----------------|-----|-----|-----|
| LTEL<br>Reclassification | Long-Term<br>English Learners | Reclassify 25% | n/a | n/a | n/a |
|--------------------------|-------------------------------|----------------|-----|-----|-----|

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

|                                  |  |
|----------------------------------|--|
| <b>School Goal for May 2023:</b> | 100% of families will feel and see themselves as part of the Montclair community.<br>100% of students will feel engaged in their learning and feel safe and supported. |
|----------------------------------|--|

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

| Measure         | Target Student Group       | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|-----------------|----------------------------|-------------------------|-----------------------|---------------------|---------------------|
| Connectedness   | All Students               | +5pp                    | 88.6%                 | n/a                 | 100.0%              |
| 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                    | 14.6%                 | n/a                 | 12.6%               |
| Chronic Absence | African-American Students  | -2pp                    | 21.6%                 | n/a                 | 10%                 |

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

|                                  |   |
|----------------------------------|---|
| <b>School Goal for May 2023:</b> | All MES staff will consistently communicate with families using multiple modes to ensure that all families are receiving the information. The school-home communication will use language and tone that helps families understand student progress and school events. Families will be surveyed to determine how to most effectively communicate. |
|----------------------------------|---|

| Measure  | Target Group | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target  |
|--|--------------|-------------------------|-----------------------|---------------------|--|
| Teacher newsletters and Memberhub posts will be collected and used to monitor frequency and content of information communicated to families. | All Teachers | TBD                     | n/a                   | n/a                 | 100% of teachers will contact families with updates on learning and student progress |

|  |              |     |     |     |   |
|--|--------------|-----|-----|-----|---|
| Survey results will be collected at end of each trimester to determine best modes of communication and measure efficacy of school-home communication | All Teachers | TBD | n/a | n/a | Survey will determine most effective means of communication |
|--|--------------|-----|-----|-----|---|

#### 1D: IDENTIFIED NEED

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

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

#### 1E: RESOURCE INEQUITIES

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

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

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

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

|   |   |
|---|---|
| <b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>   |   |
| <b>School:</b> Montclair Elementary School  | <b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>   |
| <b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>  |   |
| <b>19-20 Language &amp; Literacy Priority: Literacy</b>   |   |
| <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. |
| <b>Related School Goal:</b>   | 100% of students in grades 3-5 will grow at least one grade level as measured by year-end SBAC and SRI data and 100% of students  |
| <b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>   |   |
| Overall teachers are working more effectively and collaboratively. Teachers are using data, primarily student work at this point, to assess learning and determine needs. Grade levels are sharing best practices in their professional learning communities and we have begun to open this up for grade levels/individuals to share schoolwide. Teachers meet formally with families once a year and informally throughout the year. The intervention team has been working with teachers to provide targeted instruction. |   |
| <b>What evidence do you see that your practices are effective?</b>  |   |
| Grade levels are bringing student work to PLCs, conversations are focused on data, strategies are being shared and implemented, students are receiving more one one one and small group instruction.  |   |
| <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>  |   |
| We will use student data (SBAC, F&P and school created data points) to guide our discussions of teaching practice. Input from intervention team will be more intentionally included in analysis of student growth.  |   |
| <b>19-20 Standards-Based Instruction Priority: Improving Rigor</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).  |
| <b>Related School Goal:</b>   | 85% of students in grades 3-5 will meet or exceed standard measured by year-end SBAC and CEoU data and 85% of students in K-2 will meet or exceed standard as measured by CEoU data.  |
| <b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>   |   |
| Teachers are working diligently to implement CCSS. A focus on applying knowledge is an area that needs to be incorporated into learning.  |   |
| <b>What evidence do you see that your practices are effective?</b>  |   |

Test scores remain "high" but alternate assessments show that students are not able to apply what they have learned to real world/life scenarios or explain the relevance of their learning.

**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 are hoping to incorporate student showcases and project based learning opportunities for students to apply their learning to relevant and real world scenarios as well as have authentic audiences to showcase their learning.

**19-20 Conditions for Student & Adult Learning Priority: Culture & Climate**

**Theory of Change:** 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.

**Related School Goal:** n/a

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

It has become evident that additional work is necessary. Literature has been used in recent years but in order for the literature to make real change and move us forward more intentional work around race and culturally responsive practices needs to take place.

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

More and more staff members are speaking up, naming the root causes and self reflecting which is making its way to raising awareness of how school practices and treatment of certain students and families needs to be adjusted.

**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.**

Incorporating a more targeted exercise and approach on how to unveil and work on personal biases will help staff reach a level of understanding and improve communication and impact.

**19-20 Conditions for English Language Learners Priority: ELL Progress and Acceleration**

**Theory of Change:** If we provide training on quality instruction for ELLs, then we'll be able to advance the learning of ELLs as well as all students and significantly increase the percentage of ELLs that are reclassified.

**Related School Goal:** By the end of the 2019-20 school year, 75% of ELL students will be reclassified.

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Several teachers attended a summer GLAD training and many incorporated strategies. This was not carried out schoolwide.

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

The teachers using GLAD strategies report that they are effective with not only ELLs but all students.

**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.**

Incorporating GLAD strategies schoolwide is a next step.

**DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**

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

No significant changes



| 2020-21 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>                       |  |  |  |  |
| School Priority ("Big Rock"):  | Conditions for student learning  |  |  |  |
| School Theory of Change:   | If we engage in targeted professional development and read professional literature and learn to use culturally responsive teaching strategies, then we will become an all-inclusive school where all students feel respected by adults.  |  |  |  |
| Related Goal(s):   | All students build relationships to feel connected and engaged in learning.  |  |  |  |
| Students to be served by these actions:  | All Students   |  |  |  |
| #  | TEACHING ACTIONS   | LEADERSHIP ACTIONS   | EVIDENCE OF IMPLEMENTATION   | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |
| 1-1  | Teachers will administer formative/summative assessments then analyze data using a culturally responsive lense (4 lense protocol). Using the data teachers will use culturally responsive teaching to ensure academic and SEL achievement of all students of all races, including African American students, Latinx students, Asian/Pacific Islander students, and students of other race/ethnicities. | Administration will provide PD on data analysis with a focus on how to interpret disaggregated data in order to address all students with a focus on students with greatest need. PD will focus on using professional literature on culturally-responsive teaching and implicit bias. Consistent implementation of culturally-responsive teaching strategies and development of implicit bias awareness. Implement regular self-reflection and discussion. | Administration will provide PD using professional literature on culturally-responsive teaching and implicit bias. Culturally-responsive teaching strategies and development of implicit bias awareness. Reduction in achievement gaps across based on race and socioeconomic status. |  |

|     |  |  |  |  |
|-----|--|--|--|--|
| 1-2 | Teachers will participate in a school wide implementation of PBIS as a tier 1 system. Teachers will teach the PBIS lesson plans to support the positive culture and climate.   | Create and implement a MTSS (multi-tiered system of supports) structure. Consistent implementation of Tier 1 PBIS.   | URFs, PBIS assessments and feedback/review<br>Reduction in achievement gaps across based on race and socioeconomic status. |  |
| 1-3 | 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). Assign bulletin boards in the main building to classrooms in portables and new building.        | Presence of student work; frequency of changing student work   |  |
| 1-4 | Teachers will develop classroom management goals supporting PBIS practices that are integrated with classroom instruction. These will include positive behavioral interventions, restorative justice and mindfulness practices. TIER 1 SEL, CSC PBIS, 3 expectations lesson (to be redeveloped) plans create and implement a beginning of the 6 week culture and climate plan<br>Tier 1 All classrooms implement all components of balanced literacy a focus on complex text close reading Integrate ELA, complex text and close reading with science and social studies | Provide PD and 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 | Observations, URFs   |  |

|     |   |   |  |  |
|-----|---|---|--|--|
| 1-5 | Teachers will identify interested students and intentionally create student leadership opportunities. A Student Leadership Team will be established. Initially the team will be made up of representatives from grades 1st-5th, who meet monthly to discuss current school issues and events, to make decisions, and to bring school-wide information back to each classroom. Activities will be student driven and may include: publishing a student newspaper, participating in assemblies, being a junior coach or participating in a technology team. | Observe classrooms and provide feedback. Continue student jobs, the student newspaper, to differentiate instruction. This program addresses all learning modalities. Support how students are chosen for these groups and ensure that the experience is maximized for all students. | Number of students involved; monitoring how students are selected; observations of how these experiences are shared. Survey students on their experience and what they learned |  |
| 1-6 | Improve communication between school and home through offerings such as community meetings. Provide multiple family engagement nights throughout the school year to engage families around strategies to support academic and social emotional learning. Topics will include a Family Math Night, a Teaching and Learning with Digital Resources Workshop. Leadership will partner with PTA and SELLS to ensure that increased community access.  | Partner with families 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.  | Number of families involved; parent surveys  |  |

|     |  |   |  |  |
|-----|--|---|--|--|
| 1-7 | <p>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> | <p>Create a protocol for all new students as an introduction for joining the community. Welcome new families and students to Montclair. Continue to host, through PTA, Open House for incoming Kinder Families the last week of May. Continue to host, potential incoming families tours from the first Wednesday in November through the first Wednesday in January, including one Saturday and one weeknight tour, to appropriately show the school to potential families. and the New Family 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>Ensure that no one will be excluded from any activity (for example, no families excluded from activities if they cannot make donations). Communication of this will go to all families.</p> | <p>Number of families involved; family surveys</p> |  |
|-----|--|---|--|--|

|     |  |  |  |  |
|-----|--|--|--|--|
| 1-8 | School wide focus on behavior norms such as “be safe, be mindful, and be respectful” established at the start of the school year. All teachers will set clear expectations together with their students by conducting campus tour and reviewing procedures and expectations in the cafeteria, hallways, playground and classrooms. | Whole school tours will be offered twice a year of the common spaces at the site and the expected behaviors in each area. The school will use URFs and Playground Meeting notes to determine what guided tours for January need to cover. Students that transfer in are given a tour with familiess where the shared expectations are reviewed and modeled. The principal or support staff lead the tours. | Students will follow the rules and expectations for the different common spaces across the school. |  |
|-----|--|--|--|--|

| <i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b> |  |                           |                                   |   |
|--|--|---------------------------|-----------------------------------|---|
| <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).<br>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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b> |

|     |   |   |  |  |
|-----|---|---|--|--|
| 2-1 | <p>Every six weeks, PLCs will plan their work by analyzing data and planning interventions, reviewing standards, and collaborating with each other. Targeted cycles of inquiry in math will be embedded in these six week cycles. Teachers will implement instructional routines focused on sense making, engaging in math practices and that provide targeted support to our highest needs students and have supports for ELLs.</p>  | <p>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. PD in math on instructional routines.</p> | <p>Walkthroughs, observations, goals up in the room</p>                  |  |
| 2-2 | <p>Teachers will identify students' current level of mastery at the onset of the year and progress monitor across all content areas throughout the year. They will use pre-assessment tools, academic and observational data, and PLC collaboration and monitor students most impacted by achievement gap socio-economically disadvantaged, ELLS and African American students. This progress monitoring will support all students including ensuring that GATE students are engaged, challenged and achieving success.</p> | <p>Provide staff for intervention and teacher support. Structure teacher collaboration and PLC time to support differentiation.</p>   | <p>Observations and ongoing assessments (F&amp;P, SRI), student work</p> |  |

|     |   |   |  |  |
|-----|---|---|--|--|
| 2-3 | Teachers will develop appropriate lesson plans and structures to maximize effective use of intervention team.   | 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.  | Observations and ongoing assessments (F&P, SRI), student work  |  |
| 2-4 | Teachers will learn to develop and modify available formative assessments aligned to ELA and MATH units and analyze student work in PLCs. Teachers will use instructional routines in math to supplement Math Expressions and district provided curriculum. | Leadership team will provide PD for PLC development. Provide time for PLCs to develop common lessons, formative assessments, instructional routines, and analyze student data. Reach out to central support to train leadership and teachers on Illuminate.               | Teacher confidence in Illuminate, ability to form and administer assessments, observations of data use in PLCs               |  |
| 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.  | Teacher talk, teacher reflections, observations of PLC meetings  |  |
| 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. | Feedback sheets for leadership, review of student performance data, walkthroughs   |  |
| 2-7 | Teachers will work with Resource teachers and all other appropriate specialists to accommodate and differentiate instruction and provide 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 |  |

|   |   |                           |                                   |   |
|---|---|---------------------------|-----------------------------------|---|
| <i>District Strategy:</i> Developing <b>LANGUAGE AND LITERACY</b> 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.<br>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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b> |



|     |   |  |   |  |
|-----|---|--|---|--|
| 3-1 | Teachers will 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. And keep families informed of student progress in reading. | Leaders will provide F&P calibration PD for all teachers. Set expectations for beginning-of-year, midyear and long term assessments, utilize PD and coaching sessions to review data to inform next steps in instruction, conduct walkthroughs, leverage intervention team. Leader will complete site data conferences to ensure that there are appropriate flexible differentiated groups determined by needs, PLC collaboration time and PD cycle are 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. | 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 |  |
| 3-2 | Teachers partner with intervention teacher and intervention team 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 create a robust intervention team that includes time for collaboration time, provide feedback for the intervention team; setting goals with the intervention team; monitor the performance of the intervention team.  | Observations of whether intervention team are meeting predetermined goals   |  |

|     |   |  |  |  |
|-----|---|--|--|--|
| 3-3 | Teachers use the BAL model to ensure that small groups are being pulled during literacy blocks, including reading and writing, that students receive differentiated instruction and that students are reading at their just right levels as determined by F&P assessments.  | Ensure Lucy Calkins' Reading & Writing PD so that teachers are trained in best practices aligned to OUSD curriculum and Common Core Standards. Hold teachers accountable for use of set grade level rubrics.   | F&P, SRI; on-demand, review of student work  |  |
| 3-4 | Teachers will increase the use of technology in their classrooms for students to do research, prepare presentations, and practice keyboarding.  | Principal and ILT will develop a model blended learning schedule for grade levels to use. PD will be designed to support blended learning across the school.   | We will see an increase in the intentional use of technology through our weekly school wide ST math and student generated reports and projects.  |  |
| 3-5 | Students who are identified as GATE students or working above grade level will be supported through our BAL program through exposure to materials at their instructional level. When appropriate students may be sent up to the next grade level for math or reading based on assessment data and recommendation. | In data conferences with teachers ensure that there are plans for continuing to move students who are already above grade level and keep them challenged. Provide additional leveled texts or book club books for these students. On walkthroughs monitor the book boxes of these students to ensure they are being provided higher level texts. | Notes from data conferences, small group instruction and teacher lesson planning will show that teachers are identifying and planning appropriate instructional supports for GATE students.                                      |  |
| 3-6 | Teachers will meet in PLC's each week to discuss student data and instruction.  | TSA & Principal will hold teachers accountable for grade level PLCs around assessment data to identify implications for instruction. Schedule time for PLCs to discuss reading data and review formative data with SSC and SELLS   | During walk throughs we will see evidence of common planning among grade levels as well as similar anchor charts, graphic organizers, and supporting materials. As well as evidence in regular PLC notes from grade level teams. |  |

|     |   |   |   |  |
|-----|---|---|---|--|
| 3-7 | Work with Tier 2 reading support intervention team to support differentiated reading instruction across all grade levels. Ensure African American, Latinx, ELLs, Foster Youth and socioeconomically challenged students get needed support as needed. This includes immediate and frequent assessments, priority intervention support and additional home school communication. | Ensure that targeted students be identified assessed within the first 2 weeks and designated Tier 1 and Tier 2 support. Schedule intervention team support accordingly, conduct progress monitoring with frequency, set the expectation that all intervention support and grouping is flexible and that all student success is expected. Provide PD on ability grouping and avoidance of deficit mindset. | Intervention team schedule, Tier 2 students exit supports and groups shift over time (maybe 6-8 weeks?) |  |
|-----|---|---|---|--|

| <i>District Strategy:</i> Building <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b> |   |                    |                            |  |
|--|---|--------------------|----------------------------|--|
| <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 I-FUNDED: WHAT NEED IS THIS ADDRESSING? |

|     |  |   |  |  |
|-----|--|---|--|--|
| 4-1 | Teachers will meet in PLC's each week to discuss student data and instruction. | TSA and Principal will monitor work done through PLC structure by reviewing PLC notes, goals, and data at check in meetings. Hold regular COST meetings at least three times a month to identify students in need of further academic, behavioral, or social interventions or testing. Teachers will present to panel made of School Psychologist, School Social worker, nurse, and Resource Teacher to determine best next steps for students. | During walk throughs we will see evidence of common planning among grade levels as well as similar anchor charts, graphic organizers, and supporting materials. As well as evidence in regular PLC notes from grade level teams. |  |
| 4-2 | Teachers will foster a 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.<br><br>Develop structures and routines that deal with teacher practice that they feel are most challenging.  | Observations of teacher-to-teacher conversations that are more at ease in a reflective environment; teachers' openness to feedback   |  |

|     |   |  |  |  |
|-----|---|--|--|--|
| 4-3 | Every six weeks, PLCs will plan their work by analyzing data and planning interventions, reviewing standards, and collaborating with each other. Teachers will utilize consultancy protocols to help build capacity for grade level facilitation of PLCs, provide expectations and assign responsibilities to each member. Teachers will analyze student work and record data and informed next steps in instruction in a school wide recording document. | Support teachers with use of consultancy protocol, set clear expectations on materials needed (ie. student work, formative/summative tasks) for PLCs. Facilitate PLC discussions that ask questions that highlight school wide trends in student strengths and struggles in a supportive, encouraging way while maintaining a focus on both content and equity. 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. | Walkthroughs, observations, goals up in the room |  |
|-----|---|--|--|--|

| 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.<br>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>  |                    |                            |  |
| #  | TEACHING ACTIONS  | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |

|     |  |  |  |  |
|-----|--|--|--|--|
| 5-1 | Teachers will receive PD on ELA and Math instruction for English learners and provide targeted instruction using GLAD and integrated EL strategies.                              | Dedicate PD time for teachers on ELL instruction; build on GLAD training some teachers currently have, conduct walkthroughs to provide feedback for teachers on their instruction for ELLs | Amount of PD received, ELL strategies present in planning and instruction, observations/walkthroughs   |  |
| 5-2 | Teachers will observe their peers at Montclair to learn more about ELL instruction   | Support substitute coverage for teachers in order to observe each other  | Number of observations   |  |
| 5-3 | Assess the need for materials for ELL students   | Review existing materials and research the availability of materials that will support ELL students  | Suitability of materials to ELL needs  |  |
| 5-4 | 0.8 Intervention Teacher will provide push in support and coach teachers.  | Monitor for distribution of services.  | Regular data conferences and walkthrough observations to ensure that the Intervention Teacher is supporting ELs and teachers to grow their practice. Students who receive intervention will show growth on SRI, F&P, and other district assessments. |  |
| 5-5 | Through data conferences teachers will refer students who have not made baseline growth at the end of each Trimester for specific intervention with a focus on our ELL students. | Use a school wide data tracker for all students. Acceleration support will be provided by Intervention Teacher, classroom teachers and supported by intervention team.                     | Student growth in all assessments across content areas. Growth in teacher practice-creating formative assessments, analyzing and using assessment data to inform teaching and learning.  |  |

|     |   |  |   |  |
|-----|---|--|---|--|
| 5-6 | Through data conferences teachers will refer students who have not made baseline growth at the end of each trimester for specific intervention with a focus on our ELL students.  | Create a stronger school wide acceleration program utilizing intervention teacher and intervention team. Use a school wide data tracker for all students focusing on those working below grade level. Acceleration support will be provided by our intervention teacher, intervention team, and TSA.                       | Students will show growth.                            |  |
| 5-7 | Teachers will be aware of all ELL students' proficiency levels and progress on ELPAC at the onset of the year and monitor each students progress throughout the year. ELPAC snapshots will be provided at the onset of the year and used to inform instruction. Relevant information will also be provided on all RFEP and IFEP students. | Will provide ELPAC snapshot data on each student to all teachers and instructional support providers. PD to support school wide understanding of ELL proficiency levels and how this knowledge should inform instruction across all content areas, all the while, maintaining same high expectations for our ELL students. | Classroom observations                                |  |
| 5-8 | Family engagement at least twice a year, supported by SELLS, on goal setting through parent conferences or small group meetings. Teachers discuss ELL Snapshots, student progress towards reclassification as well as maintaining and valuing native language.  | Provide teachers PD and modeling on sharing ELL snapshot at onset of year. Monitor school wide progress toward reclassification of all ELL students.   | Schedule and observation of goal setting conferences. |  |

**PROPOSED 2020-21 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 for school and classroom instruction                              | \$15,000      | General Purpose Discretionary | 4310        | School Office Supplies          | n/a  | n/a            | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Teachers will develop appropriate lesson plans and structures to maximize effective use of intervention team.  | 143-1                |
| Copy machine contract  | \$10,000      | General Purpose Discretionary | 5610        | Equip Maintenance Agreemt       | n/a  | n/a            | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Teachers will administer formative/summative assessments then analyze data using a culturally responsive lense (4 lense protocol). Using the data teachers will use culturally responsive teaching to ensure academic and SEL achievement of all students of all races, including African American students, Latinx students, Asian/Pacific Islander students, and students of other race/ethnicities. | 143-2                |
| Training, supports for teachers to better meet the needs of focal students | \$5,004       | General Purpose Discretionary | 5825        | Consultants                     | n/a  | n/a            | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Create a stronger school wide acceleration program utilizing intervention teacher and intervention team. Use a school wide data tracker for all students focusing on those working below grade level. Acceleration support will be provided by our intervention teacher, intervention team, and TSA.   | 143-3                |
| Continue ST Math   | \$6,500       | General Purpose Discretionary | 5846        | Licensing Agreements            | n/a  | n/a            | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                                 | Teachers will develop appropriate lesson plans and structures to maximize effective use of intervention team.  | 143-4                |
| STIP   | \$58,910      | LCFF Supplemental             | 1105        | Certificated Teachers' Salaries | 6251 | STIP Teacher   | 1.00 | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Provide staff for intervention and teacher support. Structure teacher collaboration and PLC time to support differentiation.   | 143-5                |



|   |          |                                     |      |   |         |                                       |      |   |  |        |
|---|----------|-------------------------------------|------|---|---------|---------------------------------------|------|---|--|--------|
| ILT, COST                                     | \$4,029  | LCFF Supplemental                   | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a     | n/a                                   | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Every six weeks, PLCs will plan their work by analyzing data and planning interventions, reviewing standards, and collaborating with each other. Targeted cycles of inquiry in math will be embedded in these six week cycles. Teachers will implement instructional routines focused on sense making, engaging in math practices and that provide targeted support to our highest needs students and have supports for ELLs.                    | 143-6  |
| School psychologist                           | \$48,972 | LCFF Supplemental                   | 1205 | Certificated Pupil Support Salaries                 | NH0-459 | Psychologist                          | 0.40 | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | Create and implement a MTSS (multi-tiered system of supports) structure. Consistent implementation of Tier 1 PBIS.   | 143-7  |
| office supplies for school-home communication | \$319    | LCFF Supplemental                   | 4310 | School Office Supplies                              | n/a     | n/a                                   | n/a  | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | Improve communication between school and home through offerings such as community meetings. Provide multiple family engagement nights throughout the school year to engage families around strategies to support academic and social emotional learning. Topics will include a Family Math Night, a Teaching and Learning with Digital Resources Workshop. Leadership will partner with PTA and SELLS to ensure that increased community access. | 143-8  |
| School supplies                               | \$7,842  | LCFF Supplemental                   | 4399 | Unallocated   | n/a     | n/a                                   | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                  | Teachers will develop appropriate lesson plans and structures to maximize effective use of intervention team.  | 143-9  |
| intervention teacher                          | \$9,182  | Low-Performing Students Block Grant | 1105 | Certificated Teachers' Salaries                     | 7067    | Teacher, Structured English Immersion | 0.07 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | 0.8 Intervention Teacher will provide push in support and coach teachers.  | 143-10 |
| School supplies                               | \$119    | Low-Performing Students Block Grant | 4310 | School Office Supplies                              | n/a     | n/a                                   | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                  | Teachers will develop appropriate lesson plans and structures to maximize effective use of intervention team.  | 143-11 |
| intervention teacher                          | \$32,228 | Parent Group Donations              | 1105 | Certificated Teachers' Salaries                     | 7067    | Teacher, Structured English Immersion | 0.25 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | 0.8 Intervention Teacher will provide push in support and coach teachers.  | 143-12 |

|                                 |          |                        |      |                             |      |                                |      |  |  |        |
|---------------------------------|----------|------------------------|------|-----------------------------|------|--------------------------------|------|--|--|--------|
| Student support and supervision | \$42,627 | Parent Group Donations | 2205 | Classified Support Salaries | 7771 | School Enrichment Recess Coach | 1.00 | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Provide staff for intervention and teacher support. Structure teacher collaboration and PLC time to support differentiation. | 143-13 |
| Student support and supervision | \$42,627 | Parent Group Donations | 2205 | Classified Support Salaries | 7772 | School Enrichment Recess Coach | 1.00 | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Provide staff for intervention and teacher support. Structure teacher collaboration and PLC time to support differentiation. | 143-14 |



## Strategic Resource Planning

**2019-2020**

### **School Site Council Membership Roster**

School Name: **MONTCLAIR ELEMENTARY SCHOOL**

**Chairperson : VALERIE LINES**

**Vice Chairperson: KIMBERLY WALSH**

**Secretary: ANN GONZALEZ**

| Member's Name      | Principal | Classroom Teacher | Other Staff | Parent/Community Member |
|--------------------|-----------|-------------------|-------------|-------------------------|
| MAITE BARLOGA      | X         |                   |             |                         |
| VALERIE LINES      |           | X                 |             |                         |
| DELINE DAVIS       |           | X                 |             |                         |
| JAMILA BROOKS      |           | X                 |             |                         |
| JOEL HIGGINS       |           |                   | X           |                         |
| REGINALD MOSLEY    |           |                   |             | X                       |
| KIMBERLY WALSH     |           |                   |             | X                       |
| ANN GONZALEZ       |           |                   |             | X                       |
| MICHAEL RADKE      |           |                   |             | X                       |
| BEREKET OGHUBAZGHI |           |                   |             | X                       |
|                    |           |                   |             |                         |
|                    |           |                   |             |                         |

Meeting Schedule  
(day/month/time)

THE FIRST THURSDAY OF EVERY MONTH AT 5:00 PM.

#### **SSC Legal Requirements (EC Sections 65000-65001):**

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

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