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| Board Office Use: Legislative File Info. | |
| File ID Number | 23-1588 |
| Introduction Date | 8/9/23 |
| Enactment Number | 23-1369 |
| Enactment Date | 8/9/2023 os |



Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

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

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Montclair Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

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



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Montclair Elementary School
CDS Code: 1612596002083
Principal: David Kloker
Date of this revision:

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: David Kloker | Position: Principal |
| Address: 1757 Mountain Blvd. Oakland, CA 94611 | Telephone: 510-339-6100 Email: david.kloker@ousd.org |

The School Site Council recommended this revision of the SPSA for Board approval on: 5/4/2023

The District Governing Board approved this revision of the SPSA on: 8/23/2023

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

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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



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

Date(s) plan was approved: 5/4/2023

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

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

Signatures:

| | | |
|---|---|--|
| David Kloker <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i> | <i>D.M. Kloker</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature | 5/4/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Natalie Tran <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i> | <i>Natalie Tran</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature | 5/4/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Kathleen Arnold <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | 5/5/23 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | 5/9/23 <hr style="border: 0; border-top: 1px solid black;"/> Date |

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

| Date | Stakeholder Group | Engagement Description |
|------------|--|--|
| 11/2/2022 | SSC & SELLS combined | reviewed the SPSA from 2022-23 |
| 11/16/2022 | Parent Teacher Association General Assembly | Presented on ideas for upcoming budget season based on last year's SPSA and evaluation of needs |
| 12/2/2022 | SSC & SELLS combined | reviewed trimester one data and began identifying next steps for development of 23-24 SPSA |
| 12/7/2022 | Family Advisory Councils for African American, LGBT+, and Special Education Families | reviewed priorities for African American, LGBT+, and families of students receiving special education services around the SPSA. |
| 12/14/2022 | Parent Teacher Association General Assembly | Presented formal ask to the PTA to supplement the funding of positions funded by one-time COVID ESSER funds and commissioned community budget survey to run for month of January |
| 1/5/2023 | SSC & SELLS combined | presented draft goals for the 23-24 SPSA |
| 1/18/2023 | Parent Teacher Association special budget meeting | discussed using PTA funds to supplement some of the draft goals for the 23-24 SPSA developed by the SSC, specifically the continuation of academic and behavioral intervention. |
| 1/25/2023 | Parent Teacher Association General Assembly | affirmed using PTA funds to supplement some of the draft goals for the 23-24 SPSA developed by the SSC, specifically the continuation of academic and behavioral intervention. |
| 2/2/2023 | SSC & SELLS combined | finalized goals for the 23-24 SPSA |
| 2/9/2023 | SSC & SELLS combined | created specific actions for the 23-24 SPSA |

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$135,840.00 |

Federal, State, and Local Funds

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

| Federal Programs | Projected Budget | Final Budget | State and Local Programs | Projected Budget | Final Budget |
|---|------------------|--------------|---|------------------|--------------|
| Title I, Part A: Schoolwide Program (Title I #3010) | \$0 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$32,220 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$0 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$103,620 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0 | TBD | After School Education and Safety Program (ASES #6010) | \$0 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$0 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | \$0 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$0 | TBD | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | \$0 | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | \$0 | TBD |
| SUBTOTAL OF FEDERAL FUNDING: | \$0 | \$0 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$135,840 | \$0 |

| | |
|--|------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$135,840 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

2023-24 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

School Demographics, 2021-22

| % Male | % Female | % English Learners | % Newcomers | % Unhoused | % Foster Youth | % Socioeconomically Disadvantaged | % Students with Disabilities |
|---------------------------|-------------------|--------------------|-------------|------------|--------------------|-----------------------------------|------------------------------|
| 50.4% | 49.5% | 4.8% | 1.3% | 0.4% | 0.6% | 23.8% | 8.1% |
| % Black/ African-American | % White/Caucasian | % Hispanic/Latino | % Asian | % Filipino | % Pacific Islander | % American Indian/ Alaskan Native | % Multiracial |
| 13.0% | 38.8% | 15.4% | 8.2% | 1.3% | 0.2% | 0.2% | 17.8% |

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Montclair will increase the academic achievement of all students as measured by the iReady and CAASSP (state testing in grades 3-5), and specifically the achievement in both reading and math of African American students and students receiving special education services by 10%, by committing to multidisciplinary planning around all subjects; coaching of teachers around greater facility with adopted curriculum and culturally relevant pedagogy; and a targeted intervention program that includes classroom push in, teacher pull out, and community organizational support.

Early Literacy Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| i-Ready Reading at or above Mid-Grade (Kindergarten) | All Students | n/a | 74.7% | 54.5% | <i>not available until Fall 2023</i> | 80.7% |
| i-Ready Reading at or above Mid-Grade (Grade 1) | All Students | n/a | 77.6% | 69.1% | <i>not available until Fall 2023</i> | 83.8% |
| i-Ready Reading at or above Mid-Grade (Grade 2) | All Students | n/a | 74.2% | 50.0% | <i>not available until Fall 2023</i> | 80.1% |

English Language Arts Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | All Students | 55.4 | n/a | 47.0 | <i>not available until Fall 2023</i> | 59.8 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | All Students | n/a | 58.8% | 62.4% | <i>not available until Fall 2023</i> | 6340.0% |

Mathematics/Science Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | All Students | 37.2 | n/a | 38.3 | <i>not available until Fall 2023</i> | 40.1 |

| | | | | | | |
|---|--------------|-------|-----|-------|--------------------------------------|-------|
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | n/a | n/a | 50.1% | <i>not available until Fall 2023</i> | 80.0% |
| CAST (Science) at or above Standard | All Students | 63.3% | n/a | 58.2% | <i>not available until Fall 2023</i> | 68.4% |

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

School Goal for Targeted Supports for Focal Student Groups: Montclair will increase the academic achievement of all students as measured by the iReady and CAASSP (state testing in grades 3-5), and specifically the achievement in both reading and math of African American students and students receiving special education services by 10%, by committing to multidisciplinary planning around all subjects; coaching of teachers around greater facility with adopted curriculum and culturally relevant pedagogy; and a targeted intervention program that includes classroom push in, teacher pull out, and community organizational support.

Academic Measures & Annual Targets for Focal Student Groups

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -36.1 | n/a | -19.3 | <i>not available until Fall 2023</i> | -28.9 |
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | African American Students | 20.4 | n/a | -30.6 | <i>not available until Fall 2023</i> | 24.5 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | Special Education Students | n/a | 27.3% | 42.9% | <i>not available until Fall 2023</i> | 32.7% |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -44.7 | n/a | -25.0 | <i>not available until Fall 2023</i> | -35.8 |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | African American Students | 0.1 | n/a | -31.6 | <i>not available until Fall 2023</i> | 0.3 |

Reclassification Measures & Annual Targets

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

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|-----------------------|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| ELL Reclassification | English Learners | 52.6% | 0.0% | 0.0% | <i>not available until Fall 2023</i> | 57.9% |
| LTEL Reclassification | Long-Term English Learners | 100.0% | n/a | 0.0% | <i>not available until Fall 2023</i> | 100.0% |

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

School Goal for Student & Family Engagement: Montclair will increase the percentage of students that identify feeling welcomed, safe, and engaged at school as measured by the California Healthy Kids Survey (CHKS) for 5th graders and a complementary internal survey for all grade levels by 10%, by providing specific planning, curriculum, and coaching support around best practices of Social Emotional Learning; committing to common practices and language around classroom community circles; and continuing training and practices related to Restorative Justice and the rapid response behavioral system (4 no ways) already in place.

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---------------------------------|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| Student Connectedness to School | All Students | 78.0% | 81.9% | 78.1% | <i>not available until Fall 2023</i> | 88.5% |
| Out-of-School Suspensions | All Students | 0.2% | n/a | 0.4% | <i>not available until Fall 2023</i> | 0.1% |
| Out-of-School Suspensions | African American Students | 1.0% | n/a | 0.4% | <i>not available until Fall 2023</i> | 1.0% |
| Out-of-School Suspensions | Special Education Students | 0.0% | n/a | 0.4% | <i>not available until Fall 2023</i> | 0.0% |
| Chronic Absenteeism | All Students | 5.8% | 2.2% | 18.2% | <i>not available until Fall 2023</i> | 1.7% |
| Chronic Absenteeism | African American Students | 11.2% | 4.9% | 28.6% | <i>not available until Fall 2023</i> | 3.9% |

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

School Goal for High-Quality Staff: Montclair will maintain a 90% retention of its staff, including staff self-identifying as African American, Native American, and/or other person of color from the 22-23 into the 23-24 school year, and hire at least one more staff person of color for the 23-24 school year from the open positions by preserving 95% or more of the scheduled preparation times for teachers to independently prepare for teaching; strengthen the faculty council by posting a scope and sequence for the year along with specific agendas well in advance; compensating teachers for additional planning time done in collaboration with educators beyond their immediate grade level team; and continuing staff professional development around the intersection of culturally relevant pedagogy and anti-racist practices.

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| One-Year School Teacher Retention Rate | All Teachers | 70.6% | 86.6% | 84.0% | <i>not available until Fall 2023</i> | 90.0% |

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|---|--|--|
| <i>LCAP Goal 1: College, Career & Community Readiness</i> | Montclair has targeted intervention program that includes classroom push in, teacher pull out, and community organizational support. | There is an existing intervention program that includes SEL and academic support funded in partnership with the SSC and PTA that has served over 60 students in academic intervention and over a 1/3 of the school in some sort of SEL support |
| <i>LCAP Goal 2: Focal Student Group Supports</i> | Student support team leading identity groups are a part of Montclair support | The stability in PTA-funded intervention and recess support positions has led to this strength. |
| <i>LCAP Goal 3: Student & Family Engagement</i> | Montclair is continuing training and practices related to Restorative Justice and the rapid response behavioral system (4 no ways) already in place. | The incoming principal was able to meld a system of rapid behavioral responses with the existing structure to improve responsiveness to student concerns |

| | | |
|---|---|---|
| <i>LCAP Goal 4: Staff Supports</i> | Montclair has been able to preserve 95% or more of the scheduled preparation times for teachers to independently prepare for teaching | Extra flexibility among TSA, STIP, and interventionist team have prevented absences from taking away scheduled planning time. |
| Focus Area: | Priority Challenges | Root Causes of Challenges |
| <i>LCAP Goal 1: College, Career & Community Readiness</i> | committing to multidisciplinary planning around all subjects; coaching of teachers around greater facility with adopted curriculum and culturally relevant pedagogy | Lack of coordination around teacher coaching, PLC structure, and |
| <i>LCAP Goal 2: Focal Student Group Supports</i> | The newness of the curriculum, combined with lack of consistent common practices has led historically marginalized students, especially African American students and students receiving special education services, to have disproportionate outcomes. | The leadership transition of principal, inconsistency in special education staff, and new curriculum have combined to create a challenging climate for focal students. |
| <i>LCAP Goal 3: Student & Family Engagement</i> | Montclair needs to engage in specific planning, curriculum, and coaching support around best practices of Social Emotional Learning; committing to common practices and language around classroom community circles. | This was a practice named in the previous SPSA but not put into place to sufficient extent this year. |
| <i>LCAP Goal 4: Staff Supports</i> | Montclair needs to strengthen the faculty council by posting a scope and sequence for the year along with specific agendas well in advance; compensating teachers for additional planning time done in collaboration with educators beyond their immediate grade level team; and continuing staff professional development around the intersection of culturally relevant pedagogy and anti-racist practices. | Despite a very experienced and dedicated staff, the turmoil of the ongoing pandemic, increased demands on teacher time (including incorporating new curriculum and inside the classroom lunch), and leadership turnover has all led to a suffering of morale. |

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Comparitively our needs are in the following areas:

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Montclair Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Montclair staff have done a good job of adopting the new curriculums, establishing/refining morning meetings, and implementing SEL activities. Some of the intervention and coaching actions were limited by persistent lack of substitutes and higher than historic averages of illness (tail end of a global pandemic).

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

Many of the goals from the 22-23 SPSA lacked a measurable outcome. If one community circle is held in the entire year, that could technically be seen as meeting the SPSA goal.

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

This coming SPSA focuses more on both measurable goals and teacher-to-teacher collaboration.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| Title I Expenditure | Target Addressed by Expenditure | Actions/Activities <i>(e.g., what does this person or program do?)</i> | What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i> | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|---------------------|---------------------------------|---|--|--|
|---------------------|---------------------------------|---|--|--|

N/A

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Montclair Elementary School

School ID: 143

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Priority: Providing Equitable Access to Standards-Based instruction

School Theory of Change:

If we collectively have an urgency to improve rigor and alignment to standards, then all students (no matter the grade level or ability level) will significantly advance their learning level, enjoy learning, and leave with the foundations that they can use to be successful (developing the 4 C's: communication, collaboration, creativity, and critical analysis).
Screen reader support enabled.

Students to be served by these actions:

All Students

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|--|---|--|--|
| 1-1 | Implementation of research-based equitable curriculum (EL Education, Heggerty, etc...) and equity protocols in instruction | Organized opportunities to facilitate collaboration among teachers and dedicated time in schedule for the purpose of fulfillment of this action. | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |
| 1-2 | Targeted instruction in homogenous groups | Utilization of MTSS to provide intervention groups | intervention schedules and increased achievement for targeted students as measured by iReady, IABs and SBAC | | Tier 2 |
| 1-3 | Heterogenous grouping to provide student-to-student collaboration across range of abilities | Class groupings are heterogenous | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |

| | | | | | |
|-----|---|---|---|--|--------|
| 1-4 | Provided technology and continued tech support to families to ensure access for all | Dedicated personnel resources towards fulfillment of this action. | CSM, admin, and tech lead working together to make sure all families are connected to appropriate resources | | Tier 1 |
|-----|---|---|---|--|--------|

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

| | |
|--|---|
| School Priority: | Developing Language and Literacy Across the Curriculum |
| School Theory of Change: | Teachers will learn how to work effectively using a research-based PLC model to analyze data, plan lessons, support students at all levels to access grade level common core standards. This work will assure our achievement gap is eliminated. If we meet with families multiple times a year to set reading goals, if teachers know and use grade level CCSS to plan and deliver high quality learning opportunities, and if we also provide ways to support students at school through targeted intervention then we will have more students demonstrating performance at or above grade level. Screen reader support enabled. |
| Students to be served by these actions: | <i>All Students</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|---|---|--|--|
| 2-1 | Teachers utilized technology tools for teaching and assessing student performance in ELA to create individualized instruction and intervention for students who most need it. | Encouraged the adoption of tools and technologies to help in teaching and assessment of ELA performance, mandated compliance with I-Ready assessments | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |
| 2-2 | Intervention specialists and other qualified staff provided additional support to highest-needs kids | Allocated personnel to provide small-group support and intervention for highest needs kids. | intervention schedules and increased achievement for targeted students as measured by iReady, IABs and SBAC | | Tier 1 |

| | | | | | |
|-----|---|---|--|--|--------|
| 2-3 | At various grade levels incorporate different teaching strategies and equitable, research-based curricula | Encouraged the use of mandated small-group time be used for fulfillment of this action. | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |
| 2-4 | Engage in PLCS and collaboration with grade-level teachers to unpack and unit plans and analyze data. | Facilitate schedules that allow grade-level collaboration | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |

| LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | | | | | |
|---|-----------------------------------|---|--|--------------------------------------|--|
| School Priority: | | Conditions for student learning | | | |
| School Theory of Change: | | If we engage in targeted professional development and read professional literature and learn to use culturally responsive teaching strategies, then we will become an all-inclusive school where all students feel respected by adults. | | | |
| Students to be served by these actions: | | <i>All Students</i> | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 3-1 | Whole morning meeting | Communicated priority to staff in PDs and provided time for staff to share examples and successes. Weekly team level meetings to collaborate on implementation of teaching actions. | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |
| 3-2 | Dedicated time for SEL activities | Communicated priority to staff in PDs and provided time for staff to share examples and successes. Weekly team level meetings to collaborate on implementation of teaching actions. | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |

| | | | | | |
|-----|--|---|--|--|--------|
| 3-3 | Buddy classes (upper grade-lower grade) | Encouraged cross grade level collaboration to create opportunities for enhanced student interaction | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |
| 3-4 | Provided new tools and strategies to enhance communication during distance learning | Communicated priority to staff in PDs and provided time for staff to share examples and successes. Weekly team level meetings to collaborate on implementation of teaching actions. | Learning Walks, principal observation, and PLC grade level notes | | Tier 1 |
| 3-5 | Differentiate learning: prioritize the student's well being for the foundation of their learning program. Including home/learning situation, accessibility and manageable workload | Communicated priority to staff in PDs and provided time for staff to share examples and successes. Weekly team level meetings to collaborate on implementation of teaching actions. | Learning Walks, principal observation, and PLC grade level notes | | |

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

| School Priority: | Conditions for Adult Professional Learning | | | | |
|--|---|---|---|--------------------------------------|--|
| School Theory of Change: | Teachers will learn how to work effectively using a research-based PLC model to analyze data, plan lessons, support students at all levels to access grade level common core standards. | | | | |
| Students to be served by these actions: | <i>All Students</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 4-1 | Teachers lead PLCs based on need and interest | Time allocated for professional development | teacher schedule and use of additional teacher collaboration money allocated by SSC from supplemental funds | | Tier 1 |

| | | | | | |
|-----|---|--|---|--|--------|
| 4-2 | Teachers collaborated and exchanged resources/knowledge/lesson plans/insights/etc... to an unprecedented degree | Communication and organizational systems established to promote collaboration. PD time used to facilitate teacher-to-teacher collaboration and knowledge-exchange. | teacher schedule and use of additional teacher collaboration money allocated by SSC from supplemental funds | | Tier 1 |
| 4-3 | Teachers attended various trainings on common core standards | Time allocated for professional development | teacher schedule and use of additional teacher collaboration money allocated by SSC from supplemental funds | | Tier 1 |

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

| | | | | | |
|--|--|---------------------------|-----------------------------------|---|---|
| School Priority: | Empowering and Engaging Black Students | | | | |
| School Theory of Change: | Black families and Black students will become a key voice in navigating our school's vision and advocating for change through the process of meaningful engagement and an outcome of Black families and Black students leading in decision making at the school. | | | | |
| Related Goals: | Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. | | | | |
| Students to be served by these actions: | <i>Black students and families</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |

| | | | | | |
|-----|---|---|--|--|--------|
| 5-1 | Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings. | Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities | regular meeting and community-wide presentations by the Black Student Union, increase assessment scores by African American students, and increased sense of belonging by African American students as measured by CHKS and in-house SEL surveys | | Tier 2 |
| 5-2 | Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives. | Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices. | PD and ILT documentation | | Tier 2 |
| 5-3 | Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities. | Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration | PD and ILT documentation | | Tier 2 |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

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

| Related Goals: | | Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. | | | |
|--|--|---|----------------------------|--------------------------------------|--|
| Students to be served by these actions: | | <i>English Language Learners</i> | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 6-1 | Differentiated reading/ELA opportunities made available to students. | Encouraged the adoption of softwares/technologies that provided differentiated reading/ELA opportunities (including things like I-Ready, Newsela, Sora, etc...) | PD and ILT documentation | | Tier 2 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|---|-------------|--|------|--|------|---|--|--|----------------------|
| Extended contract plus benefits | \$15,000 | Educator Effectiveness Grant | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Staff Satisfaction with Professional Development | Teachers collaborated and exchanged resources/knowledge/lesson plans/insights/etc... to an unprecedented degree | 143-1 |
| STIP Teacher | \$83,420.66 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | New | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Implementation of research-based equitable curriculum (EL Education, Heggerty, etc...) and equity protocols in instruction | 143-2 |
| STIP Teacher | \$87,538 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | 6251 | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | i-Ready Math at or above Mid-Grade | Implementation of research-based equitable curriculum (EL Education, Heggerty, etc...) and equity protocols in instruction | 143-3 |
| Noon Supp extra time | \$11,220.00 | LCFF Discretionary | 2922 | Other Classified Salaries: Extra Compensation | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Dedicated personnel resources towards fulfillment of this action. | 143-4 |
| Supplies | \$10,000.00 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration | 143-5 |
| Copier Maintenance | \$11,000.00 | LCFF Discretionary | 5610 | Equip Maintenance Agreemt | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration | 143-6 |
| 10-Month Classroom Teacher on Spec | \$67,501.91 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 8695 | 10-Month Classroom Teacher on Special Assignment (TSA) | 0.50 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Intervention specialists and other qualified staff provided additional support to highest-needs kids | 143-7 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|----------------------------|-------------|--|------|--|------|--|---|---|----------------------|
| Supplies | \$6,118 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Staff Satisfaction with Professional Development | Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration | 143-8 |
| Reading Partners Contract | \$30,000 | LCFF Supplemental | 5825 | Consultants | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Reading Inventory (RI) Multiple Years Below Grade Level | Intervention specialists and other qualified staff provided additional support to highest-needs kids | 143-9 |
| Library Technician | \$43,114 | Measure G, Library Support | 2205 | Classified Support Salaries | New | Library Technician | 0.50 | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Differentiate learning: prioritize the student's well being for the foundation of their learning program. Including home/learning situation, accessibility and manageable workload | 143-10 |
| Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | \$80,335 | PTA/PTO Donations | 1105 | Certificated Teachers' Salaries | 1596 | Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | 0.80 | Goal 1: All students graduate college, career, and community ready. | Chronic Absenteeism | Dedicated time for SEL activities | 143-11 |
| 10-Month Classroom Teacher on Special Assignment (TSA) | \$67,502 | PTA/PTO Donations | 1119 | Certificated Teachers on Special Assignment Salaries | 8695 | 10-Month Classroom Teacher on Special Assignment (TSA) | 0.50 | Goal 1: All students graduate college, career, and community ready. | Staff Participation in Foundational Professional Learning | Implementation of research-based equitable curriculum (EL Education, Heggerty, etc...) and equity protocols in instruction | 143-12 |
| School Enrichment Recess Coach | \$64,997 | PTA/PTO Donations | 2205 | Classified Support Salaries | 7771 | School Enrichment Recess Coach | 1.00 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Chronic Absenteeism | Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives. | 143-13 |
| School Enrichment Recess Coach | \$81,099 | PTA/PTO Donations | 2205 | Classified Support Salaries | 7772 | School Enrichment Recess Coach | 1.00 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities | 143-14 |

PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|---|-------------|--|------|----------------------|------|---|---------------------------------|-----------------------------------|----------------------|
| Carryover unallocated | \$12,067 | PTA/PTO Donations | 4391 | Carryover, Prior Year | n/a | n/a | n/a | n/a | Student Connectedness to School | Dedicated time for SEL activities | 143-15 |
| Early Literacy Tutor | \$23,094 | Rainin Foundation Grant | 2105 | Classified Instructional Aide Salaries | 6699 | Early Literacy Tutor | 0.40 | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Dedicated time for SEL activities | 143-16 |
| Early Literacy Tutor | \$23,094 | Universal Prekindergarten Planning & Implementation Grant | 2105 | Classified Instructional Aide Salaries | 6699 | Early Literacy Tutor | 0.40 | Goal 1: All students graduate college, career, and community ready. | Chronic Absenteeism | Whole morning meeting | 143-17 |



Strategic Resource Planning (SRP)



School Site Council Membership Roster
2022-2023

SSC/SELLS - Officers

| | |
|-------------------|----------------|
| Chairperson: | Natalie Tran |
| Vice Chairperson: | Mike Radke |
| Secretary: | Teresa Hopkins |

SSC/SELLS - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Term (1st or 2nd year term?) |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| David Kloker | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -- |
| Natalie Tran | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| Geneva Peare | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| Kelly Thomas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| Patrick Surdoval | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1 |
| Teresa Hopkins | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Annie Gottbehuet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Yazmine Oguz (ELL Parent) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Mike Radke | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Ambler Mauger Ochstein | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |

| | |
|--|--|
| SSC Meeting Schedule: (Day/Month/Time) | First Thursday of the Month at 6:00 PM |
|--|--|

SSC Legal Requirements (EC Sections 65000-65001):

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

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