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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Montclair Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Montclair Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Montclair Elementary School
CDS Code: 1612596002083
Principal: David Kloker
Date of this revision: 3/12/2024

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: 3/12/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 3/12/2024

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 type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

Signatures:

David Kloker

Principal

Mike Gooding

SSC Chairperson

Sabrina Moore

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

D.M. Kloker

Signature

Mike Gooding

Signature

Dr. Sabrina Moore

Signature

Lisa Spielman

Signature

4/19/2024

Date

4/22/24

Date

5/21/24

Date

5/21/24

Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/22/2023	PTA and SSC	Shared high level information from the one-pager, given to the principal the day before. Committed to have a more comprehensive overview at the next SSC meeting.
1/10/2024	PTA and SSC	Held preview meeting with the leaders of the SSC and PTA around the changes to the Montclair budget per the one-pager, and reviewed the implications for the SSC ask of the PTA.
1/12/2024	SSC	Held a special SSC meeting to review the recommendations of the principal for the 24-25 budget. As part of this meeting the principal recommended continuing with the existing goals from the SPSA of last year in to the next school year.
1/16/2024	PTA	Principal attended a PTA board meeting to review changes to the Montclair 24-25 budget and the anticipated ask from the SSC for funding.
1/17/2024	Faculty	Principal reviewed the SSC budget presentation with the teachers as part of a professional development meeting.
1/23/2024	SSC	Continued conversation around how the continuing SPSA goals would be applied to a new budget landscape for the 24-25 school year. SSC voted to approve the principal's recommendations.
1/24/2024	PTA	The general assembly approves the ask for additional funds to supplement the budget driven by the SPSA formally asked by the PTA.
1/25/2024	Faculty	Review approved budget items from the SSC and PTA with all staff.
2/13/2024	SSC	SSC approves a shift in the budget plan from the previous year of two academic mentor positions to one African American Achievement Facilitator
3/12/2024	SSC	SSC will approve a draft of the 2024-2025 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.

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.

2024-25 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	\$207,923.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$0	LCFF Discretionary (General Purpose Discretionary #0000)	\$27,550
Title I, Part A Parent & Family Engagement (Title I #3010)	\$0	LCFF Supplemental (LCFF Supplemental #0002)	\$110,025
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$70,348
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$0		\$207,923

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$207,923.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Montclair Elementary School

School ID: 143

CDS Code: 1612596002083

SSC Approval Date: 3/12/2024

Board Approval Date: 8/1/2024

School Mission and Vision

OUR Montclair MISSION

Our mission is to provide a rigorous and collaborative learning experience by creating a safe and inclusive learning environment in order to honor our students' diversity, build connectedness to the local community, and develop global citizenship. Our diversity is our strength.

OUR Montclair VISION

Our vision is for our students to be lifelong learners, reaching their full personal and academic potential, and contributing to their community, through our commitment to an inclusive, rigorous, and joyous learning environment.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
46.3%	12.0%	18.5%	0.2%	34.3%	9.7%	28.1%	6.2%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
53.8%	19.9%	7.7%	2.1%	0.2%	0.6%	24.7%	1.1%	94.4%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	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.
Identified School Need:	Academic Achievement of all student, especially African American and those receiving Special Education Services

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	30.6%	not available until fall 2024	not available until fall 2025	45.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	51.8%	not available until fall 2024	not available until fall 2025	65.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	45.6%	not available until fall 2024	not available until fall 2025	55.0%

English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	55.9	not available until fall 2024	not available until fall 2025	70.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	63.4%	not available until fall 2024	not available until fall 2025	77.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	36.9	not available until fall 2024	not available until fall 2025	50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	45.9%	not available until fall 2024	not available until fall 2025	60.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	72.8%	not available until fall 2024	not available until fall 2025	75.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	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.
Identified School Need:	Academic Achievement of all student, especially African American and those receiving Special Education Services

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-10.1	not available until fall 2024	not available until fall 2025	10.0
SBAC ELA Distance from Standard Met	African American Students	-18.1	not available until fall 2024	not available until fall 2025	10.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	26.7%	not available until fall 2024	not available until fall 2025	45%
SBAC Math Distance from Standard Met	Special Education Students	-36.4	not available until fall 2024	not available until fall 2025	-10.0
SBAC Math Distance from Standard Met	African American Students	-27.6	not available until fall 2024	not available until fall 2025	-10.0
Reclassification Measures & Targets					
<i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	18.2%	not available until fall 2024	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Goal:	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.
Identified School Need:	Student sense of welcome, safety, inclusion, and engagement.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.8%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.5%	not available until fall 2024	not available until fall 2025	0.50%
Out-of-School Suspensions	African American Students	2.9%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	2.8%	not available until fall 2024	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	47.7%	not available until fall 2024	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	47.7%	not available until fall 2024	not available until fall 2025	30.0%

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

School Goal:	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 23-24 into the 24-25 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.				
Identified School Need:	High turn over of especially staff of color leading to family/student concern around continuity.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	81.7%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>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.</i>	<i>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>

<p><i>LCAP Goal 2:</i></p>	<p><i>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.</i></p>	<p><i>The use of supplemental funds to fund 50% of the TSA interventionist position allowed us to have high quality in-house coaching of teachers, especially those new to the profession, a dedicated staff for intervention coordination, and a voice of quality literacy instruction in all staff professional development opportunities.</i></p>
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<p>LCAP Goal 3:</p>	<p><i>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.</i></p>	<p><i>The internal behavioral referral system connected to the Otter Way taught in every single class TK-5th grade. Students know that if they use their body to hurt in any way, threaten to hurt, use a derogatory slur and/or leave their designated learning space without permission, they will need to follow up with either the Community School Manager and/or the principal. This rapid response system has led to a significant decrease in out of class referrals (and time away from learning). Further, the most recent internal survey of student connectedness, done in February 2024, demonstrates that Montclair is well on its way to make significant jumps on the CHKS this may in terms of student safety and connectedness.</i></p>
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<p>LCAP Goal 4:</p>	<p><i>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 23-24 into the 24-25 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.</i></p>	<p><i>Every new teacher is receiving coaching from a coach of their choosing, blending outside supports and in-house coaching. Staff who are struggling and/or need additional support are given classroom coverage rather than having to try to fit in coaching, understanding IEP accommodations, or other necessary shift to their instruction beyond their work day.</i></p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>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.</i></p>	<p><i>The Instructional Leadership Team of Montclair had become all but nonexistent during the pandemic. Principal Kloker made its reestablishment a major focus of his first two years of leadership. He used the educator effectiveness grant funds to provide a stipend for every member of the ILT in 2023-2024, a practice we intend to continue in 2024-2025. This stipend allowed the ILT to meet weekly and have every member of the ILT facilitate at least one (often multiple) professional development sessions in 23-24. Now that the ILT is up and running, we need to leverage it in the PLCs where teachers do data analysis and common planning. There is still too much of "every teacher for themselves" approach to instruction.</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>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.</i></p>	<p><i>Another major growth area is around scheduling to accomodate smooth intervention and special education services. Multiple students need math push in support for example. And with so many classes teaching math at the very same time this year, the special education and other internvention resources are unnecessarily spread then. Working with the ILT, Montclair is rolling out a cored grade level schedule for 24-25 to ensure that our resources are best used. We also struggled with chronic absenteeism with our students identified for special education services over the past two years.</i></p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>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.</i></p>	<p><i>A major source of isolation and sometimes harm for students is sadly the lunch recess time. Students who are not sports or gross motor inclined are not sure what to do with themselves. Further, less focused supervision leads to more students testing boundaries around unkind behavior towards their peers. This year we insituted a student council that meets every Tuesday. We also have a Black Student Union and Rainbow club meeting on alternating Fridays. Finally, we are beginning a 'board game Monday' for students in 4th and 5th grade. In 24-25 we plan to reorganize the utilization of the various yards for more cooperative games and continue to have quieter options for less gross motor inclined students during recesses.</i></p>
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<p>LCAP Goal 4:</p>	<p><i>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 23-24 into the 24-25 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.</i></p>	<p><i>Montclair is unusual among Bay Area schools in it being a minority experience to be a new teacher. The average years of teaching exceeds 10 at Montclair, and teachers new to the profession often feel isolated or judged for going through appropriate learning paces for their new profession. In 23-24, we at least tried to name this reality. We were more intentional around how we were welcoming new teachers, matching them with specific coaches and situating them on experienced teams. However, the daily logistics were often a mystery to new staff, causing unnecessary stress as the school year started. In 24-25, we plan to have a special session on Montclair logistics, open to all, especially targeted to new staff, especially teachers.</i></p>
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ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	50.0%	not available until fall 2024	not available until fall 2025	19.6%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Montclair Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

This was the first year in anyone's memory in which the SPSA goals were explicitly named in staff meetings and/or family meetings. Just this act of being clear on the goals we are driving towards was a very effective frame for everything we did as teachers AND as how we structured the School Site Council. The School Site Council especially needed to go through a necessary process of orienting itself to its mission as a body within the overall Montclair Community. That work was often intense, and ultimately very rewarding as it dramatically increased the effectiveness of the SSC as a body that can discuss the pros and cons of a given leadership or teacher action, knowing that those are always driven by the core SPSA goals. The principal specifically boiled down the SPSA goals into three 'big rocks' that he would put in his metaphorical cup of professional responsibility before all others. Namely: Use Universal Design for Learning principles to improve the accessibility of standards-based learning for every student; Adopt the Caring School Community curriculum as the primary tool for teaching Social Emotional Learning; and Integrate students from the Special Day Classes into the learning and community life of the larger school community

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

We have made more progress on the social emotional learning, and student sense of belonging than we have on the academic gains for our students receiving special education services or our African American students. The hope is that progress around connectedness and safety will be a leading indicator of future academic gains for the two subgroups that have consistently underperformed when compared to their peers.

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.

As an SSC, we intentionally decided to stick with the same SPSA goals for 24-25 that we began in 23-24. We see Montclair as going through a multi-year process of establishing itself as a community school whose community is all of Oakland. In order to achieve this vision, there should be similarly high academic performance of students regardless of background, similarly high levels of student safety & connectedness for all, and a stable staff that reflects the diversity of Oakland.

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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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n/a

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Montclair Elementary School	SCHOOL ID: 143
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	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.
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Identified Need:	Academic Achievement of all student, especially African American and those receiving Special Education Services
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Rotating Learning Walks that hit EL Ed, SIPPS, Eureka, and Caring School Communiity each month	All Students	Academic	Tier 1 - Universal
1-2	Math Professional Development focused on productive struggle and asset based learning	All Students	Academic	Tier 1 - Universal
1-3	Continue with commitments from Antiracism and Universal Design for Learning book study in February 2024	All Students	Academic	Tier 2 - Supplemental
1-4	Intervention specialists and other qualified staff provided additional support to highest-needs kids	All Students	Academic	Tier 2 - Supplemental

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

School Goal:	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.
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Identified Need:	Academic Acheivement of all student, especially African American and those receiving Special Education Services
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	create an African American Achievement Facilitator position to help engage African American students to feel more connected, engaged, and seen at school	African American Students	Academic	Tier 2 - Supplemental
2-2	Core schedules to allow for great use of staff in special education and/or intervention pull outs	Special Education Students	Academic	Tier 2 - Supplemental
2-3	Expand Orton Gillingham and SPIRE practices in intensive intervention and special education settings	Special Education Students	Academic	Tier 3 - Intensified
2-4	Engage in PLCs and collaboration with grade-level teachers to unpack and unit plans and analyze data.	All Students	Academic	Tier 1 - Universal

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

School Goal:	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.
Identified Need:	Student sense of welcome, safety, inclusion, and engagement.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	More specifically identify and put into place culturally relevant support for African American students who academically struggling and/or not feeling welcomed including a bi-monthly Black Student Union and intentional connections to the African American Achievement Facilitator	African American Students	SEL / Mental Health	Tier 2 - Supplemental
3-2	Shift enrichments to meet new budgetary requirements from the District while maintaining beloved programming. Maintain garden, physical education. library, and music programming.	All Students	Behavioral	Tier 1 - Universal

3-3	Dedicated time for SEL activities. Communicated priority to staff in PDs and provided time for staff to share examples and successes. Weekly team level meetings to collaborate on implementation of teaching actions.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Improve the coordination and flow of tier-one supports and tier-two/three supports through the Coordination of Service Team	All Students	Behavioral	Tier 2 - Supplemental

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

School Goal:	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 23-24 into the 24-25 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.
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Identified Need:	High turn over of especially staff of color leading to family/student concern around continuity.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Create coverage for IEP, 504, and coaching meetings so teachers are not expected to fit these meetings in beyond the normal school/work day.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Create an onboarding to the Montclair Way opportunity for new staff. Intentionally pair new staff with a veteran educator not on their grade level team for questions about existing systems and structures within the professional community.	All Students	SEL / Mental Health	Tier 2 - Supplemental
4-3	Continue the alternating week professional development and PLC structure agreed upon with the staff and principal	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	Refine the "one-stop-shop" document for Montclair as a central clearing house of all resources necessary for working at Montclair	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS <i>Instructions & resources</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Conduct equity audits of behavioral and academic data to look at how we as educators created opportunity gaps.	African American	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Implement curricular embedded designated English Language Development structure for EL Education decided upon by the Montclair Instructional Learning Team in January 2024.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Build in more academic conversations opportunities into all lessons beginning in TK	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$5,550	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue with commitments from Antiracism and Universal Design for Learning book study in February 2024	143-1
4200 - Copier Maintenance	\$7,000	LCFF Discretionary	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Refine the "one-stop-shop" document for Montclair as a central clearing house of all resources necessary for working at Montclair	143-2
5826 - Transportation	\$15,000	LCFF Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue with commitments from Antiracism and Universal Design for Learning book study in February 2024	143-3
1150 - Teachers Substitutes	\$3,030	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Math Professional Development focused on productive struggle and asset based learning	143-4
4310 - Materials and Supplies	\$7,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Rotating Learning Walks that hit EL Ed, SIPPS, Eureka, and Caring School Community each month	143-5
5825 - Classified Extended contract	\$35,124	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Intervention specialists and other qualified staff provided additional support to highest-needs kids	143-6
Para Educator	\$64,871	LCFF Supplemental	2105	Classified Instructional Aide Salaries	New	Para Educator	0.8	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Create coverage for IEP, 504, and coaching meetings so teachers are not expected to fit these meetings in beyond the normal school/work day.	143-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$7,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Math Professional Development focused on productive struggle and asset based learning	143-8
1120 - Teacher Stipends	\$8,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Conduct equity audits of behavioral and academic data to look at how we as educators created opportunity gaps.	143-9
5825 - Consultants	\$14,000	Proposition 28 (Arts & Music in Schools)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Shift enrichments to meet new budgetary requirements from the District while maintaining beloved programming. Maintain garden, physical education, library, and music programming.	143-10
1150 - Teachers Substitutes	\$56,348	Proposition 28 (Arts & Music in Schools)	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Shift enrichments to meet new budgetary requirements from the District while maintaining beloved programming. Maintain garden, physical education, library, and music programming.	143-11
Teacher Structured Eng Immersn	\$124,683	PTA/PTO Donations	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	1	Goal 1: All students graduate college, career, and community ready.		create an African American Achievement Facilitator position to help engage African American students to feel more connected, engaged, and seen at school	143-12
Teacher Education Enhancement	\$139,170	PTA/PTO Donations	1105	Certificated Teachers' Salaries	4272	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	1	Goal 1: All students graduate college, career, and community ready.		Shift enrichments to meet new budgetary requirements from the District while maintaining beloved programming. Maintain garden, physical education, library, and music programming.	143-13
Library Technician	\$39,961	Measure G, Library Support	2205	Classified Support Salaries	9543	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.		Build in more academic conversations opportunities into all lessons beginning in TK	143-14



MONTCLAIR
ELEMENTARY

School Site Council Membership Roster
2023-2024

SSC/SELLS

Chairperson:	Mike Gooding
Vice Chairperson:	Kate Seven
Secretary:	Teresa Hopkins

SSC-SELLS - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
D.M. Kloker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Kate Seven	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Amanda Haick	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Mara Gahagan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Erica Taylor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Teresa Hopkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Sherrie Cierra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mike Gooding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Khashini Gajananan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
L.D. Louis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

SSC Meeting Schedule: (Day/Month/Time)	Second Wednesday of the Month at 6:00 PM
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members. **(at least one ELL parent)**
- 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