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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Montclair Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Montclair Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Montclair Elementary School



2025-26 School Plan for Student Achievement (SPSA)

School: Montclair Elementary School
CDS Code: 1612596002083
Principal: David Kloker
Date of this revision: 3/11/25

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: 3/11/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Montclair Elementary School

Site Number: 143

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 3/11/2025

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

- ☐ Flyers in students' home languages ☒ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

David Kloker

Principal

Sherree Cierra

SSC Chairperson

SELLS Representative (optional)

Sabrina Moore

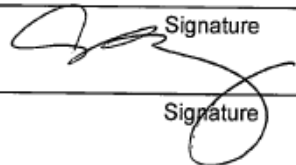
Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning



Signature



Signature

Signature

Sabrina Moore

Signature



Signature

4/29/25

Date

5/1/2028

Date

Date

Date 5/9/25

Date 5/9/25

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/10/2024	SSC & SELLS combined	Reviewed the responsibilities of the SSC in helping to craft the SPSA, review data, and inform/vote on budget decisions.
12/12/2024	African American Families, Language Learner Families, LGBT+ families, and families of students who receive Special Education Services	Reviewed the upcoming data reflection, goal setting, and budget process with African American Families, Language Learner Families, LGBT+ families, and families of students who receive Special Education Services
12/18/2024	Parent Teacher Association General Assembly	Reviewed the upcoming data reflection, goal setting, and budget process with the PTA General Assembly
12/18/2024	entire community	put out a survey of budget priorities for staff and families to collect input through January 2025
1/10/2025	PTA and SSC leaders	Optional Montclair 25-26 Budget Review meeting to review the one-pager, its implications, and the process of Montclair now being a Title I school
1/14/2025 & 1/22/2025	SSC & SELLS combined PTA General Assembly	Presented the proposed SPSA goals for 25-26 and gave recommended options for using the Title I funding
1/23/2025	African American Families, Language Learner Families, LGBT+ families, and families of students who receive Special Education Services	Presented the proposed SPSA goals for 25-26 and gave recommended options for using the Title I funding
1/27/2025 & 2/11/2025	SSC & SELLS combined	Voted on approval of the 25-26 SPSA goals and choice to fund a Social Worker (FTE 0.6) with Title I funds; Present draft 25-26 SPSA and begin discussion of ask of PTA for 25-26 funds
2/19/2025	PTA General Assembly	Present draft 25-26 SPSA and begin discussion of ask of PTA for 25-26 funds
2/25/2025	SSC & SELLS combined AND PTA General Assembly	approve 25-26 SPSA goals and vote on PTA 25-26 funds contribution
3/11/2025	SSC & SELLS combined	Voted on approval of the 25-26 SPSA in entirety

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$71,780.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$315,276.00

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$69,840
Title I, Part A Parent & Family Engagement (#3010)	\$1,940
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$71,780

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$315,276.00

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$20,000
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$73,496
SUBTOTAL OF STATE & LOCAL FUNDING:	\$243,496

2025-26 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: 3/11/2025	Board Approval Date:

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.

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

Montclair needs more consistent tier one Social-Emotional Learning instruction, including appropriate supervision and engagement of students during nonstructured times. Montclair needs more sustained, systematic, and targeted mental health supports for students in or recovering from trauma. Montclair needs more engagement with all families, specifically prioritizing the participation of families whose students show the most persistent opportunity gaps (African American families, Language Learner families, and families of students who receive Special Education services).

School Demographics, 2023-24

% 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:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

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%	41.9%	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%	73.6%	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%	72.8%	not available until fall 2025	55.0%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	35.3	not available until fall 2025	70.0
SBAC ELA Participation	All Students	99.2%	97.6%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	63.4%	68.8%	not available until fall 2025	77.0%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	36.9	27.1	not available until fall 2025	50.0
SBAC Math Participation	All Students	97.6%	97.6%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	45.9%	51.0%	not available until fall 2025	60.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	72.8%	59.8%	not available until fall 2025	75.0%
California Science Test (CAST) Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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	-37.9	not available until fall 2025	70.0
SBAC ELA Distance from Standard Met	African American Students	-18.1	-22.0	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%	34.2%	not available until fall 2025	45.0%

SBAC Math Distance from Standard Met	Special Education Students	-36.4	-45.6	not available until fall 2025	50.0
SBAC Math Distance from Standard Met	African American Students	-27.6	-48.0	not available until fall 2025	-10.0
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	18.2%	30.8%	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	100.0%	not available until fall 2025	10.0%

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

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%. Montclair families will increase their sense of connection and trust as measured by the California Healthy Kids Survey (CHKS) parent survey and and a complementary internal survey by 10%.				
Identified School Need:	Montclair needs to increase the reach of the existing Climate and Culture team to influence the daily practice in every classroom and among every staff member to consistently teach positive behaviors, co-regulate with dysregulated students, and use behavioral problems as individual/collective learning opportunities. Montclair needs to be in daily conversation with the families of Montclair students about what their children are learning (including/especially positive behaviors), what are their specific challenges, and how families can be partners with the school in the lifting up of each child's potential.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.8%	74.5%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.5%	0.0%	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	2.9%	0.0%	not available until fall 2025	1.0%

Out-of-School Suspensions	Special Education Students	2.8%	0.0%	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	47.7%	15.0%	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	47.7%	28.6%	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 staff will reduce behavior referrals by 25% month over month using Social Emotional Learning (SEL) practices, including Positive Behavior Intervention Systems (PBIS) and Restorative Discipline				
Identified School Need:	Montclair needs to expand the services available through the COST process to teachers, including more specific teacher coaching on how to set students up for success, tracking interventions, and being in relationship with families. Montclair needs to train teachers around and monitor the implementation of SEL, PBIS, and restorative discipline practices.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reduction in referrals for using body to cause harm, threats of harm, derogatory slurs, and leaving without permission (4 no-ways)	All Teachers	503 referrals	636 referrals	778 referrals (as of Jan 2025)	25% reduction on 24-25 # of referrals

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i>	<p><i>Montclair has engaged in two years of Universal Design for Learning training and study with a specific emphasis on math during the 2024-2025 school year. The special education push ins and pull outs are not coordinated so that students are not missing core instruction in the classroom, meaning interventions are a second dose of instruction, not a replacement. Further, the minimum days have been rearranged to specially offer teachers a designated time to analyze Curriulum Embedded Assessments.</i></p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i>	<p><i>The addition of an African American Achievement Facilitator position in 2024-25 has allowed for a specific focus on the full inclusion and academic acceleration of African American students into the leadership team and throughout the other various teams. In addition, the Special Education team is now cored to offer a consisent Resource Specialist who follows a child as they age through the various grades. This offers much needed consisentecy and better coordination of services.</i></p>

LCAP Goal 3:	<p>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%. Montclair families will increase their sense of connection and trust as measured by the California Healthy Kids Survey (CHKS) parent survey and a complementary internal survey by 10%.</p>	<p>Use of the PBIS systems, especially the Otter Tickets for being Safe and Inclusive, have helped students get consistent recognition for doing the right things. Further cultural assemblies, student council, Black Student Union, and Rainbow clubs have helped students feel represented and connected with their whole selves. A specific example comes from a pair of biracial Asian and African American students who prepared a speech about their unique identity for the 24-25 Oratorical Festival</p>
LCAP Goal 4:	<p>Montclair staff will reduce behavior referrals by 25% month over month using Social Emotional Learning (SEL) practices, including Positive Behavior Intervention Systems (PBIS) and Restorative Discipline</p>	<p>Montclair has significantly finer grain detail than other schools because of its internal 4 no-way system that allows for rapid response to all behaviors, helping student understand that even if the use of body to cause harm was minor (e.g. a push in line) that adults are there to help them understand alternative ways to meet needs and respond to negative interactions.</p>
Goal Area:	School Goal:	Priority Challenges

<p><i>LCAP Goal 1:</i></p>	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>In math there is a significant bulk of students who are not at automaticity in their arithmetic facts, even into 5th grade. This causes students to lose sight of what a given math problem is actually asking and means that they are more prone to minor errors even when they understand the math. This is why we are instituting a promotional campaign in February 2025 around using the Fluency Flight portion of the iReady platform for students in grades 2nd-5th. In ELA, students are more likeley to struggle with deeper comprehension, although there are certainly students who are not mastering the necessary decoding skills as measured by SIPPS. We need to increase our SIPPS mastery test passage rate in 1st and 2nd grade. And for all grades, we need to be setting up text-dependent questions.</i></p>
<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p><i>We still have many African American students and students receiving special education services who are not fully engaged in the learning happening in the classroom. We need to engage in more tier-one practices to make sure students are welcomed, engaged, and set up for success. Specifically, we need more bridging of SEL practices into ELA and math through having students apply areas of interest and/or think about problems specific to their lives. Additionally, there is a persistent narrative from some staff of certain students not being ready to be in a given class and/or they not having the right training to serve them. Montclair needs to embrace the idea that everyone belongs at Montclair, and that it is the reponsibility of professionals to seek out the training they need to successful lift up the learning of all students.</i></p>

<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%. Montclair families will increase their sense of connection and trust as measured by the California Healthy Kids Survey (CHKS) parent survey and a complementary internal survey by 10%.</i></p>	<p><i>INTENTIONALLY REPEATING NARRATIVE FROM LCAP GOAL 2 AS IT IS RELEVANT TO LCAP GOAL 3 FOR MONTCLAIR: We still have many African American students and students receiving special education services who are not fully engaged in the learning happening in the classroom. We need to engage in more tier-one practices to make sure students are welcomed, engaged, and set up for success. Specifically, we need more bridging of SEL practices into ELA and math through having students apply areas of interest and/or think about problems specific to their lives. Additionally, there is a persistent narrative from some staff of certain students not being ready to be in a given class and/or they not having the right training to serve them. Montclair needs to embrace the idea that everyone belongs at Montclair, and that it is the responsibility of professionals to seek out the training they need to successfully lift up the learning of all students.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Montclair staff will reduce behavior referrals by 25% month over month using Social Emotional Learning (SEL) practices, including Positive Behavior Intervention Systems (PBIS) and Restorative Discipline</i></p>	<p><i>Montclair staff are not recognizing collectively how we are sometimes escalating negative behavior from students. The question is not whether it is okay for a student to use their body to harm, clearly it is not. The relevant question is what did we as adults do to set up an environment, teach specific practices, and co-regulate with students as necessary to minimize the frequency of unsafe behavior. Further, we need to do more post-incident reflections on how we could have responded differently after we have addressed particularly unsafe behaviors.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW					
School: Montclair Elementary School			SPSA Year Reviewed: 2024-25		
			SPSA Link: 2024-25 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.					
We are not on track to meet our goals around student achievement or staff retention from the 24-25 SPSA based on a variety of factors, most significant of which is staff inconsistency. We lost two teachers midyear, one was not onboarded until November in a self-contained Special Education class, and two teachers were out on extended leaves. Further, necessary supports for Special Education were consistently strained because there continues to be a vacancy paraprofessional position through January 2025 and there are never substitutes available when existing paraprofessionals or Instructional Support Specialists need to be absent. This situation, combined with a significant shift in the demographics of the school culminating in becoming a Title I school, mean that the majority of 2024-25 has been about trying to keep programming running and students safe. Specific initiatives, like the Family Council, are poorly attended or implemented in part because the outreach/organizing capacity of the organizing staff is severely limited.					
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.					
Despite the challenges listed above, staff have risen to the challenge of what is being called "the great pivot" of Montclair as we all readjust to the current reality of who goes to Montclair. A particular success has been in coring of the Special Education services around a cored grade level schedule of when subjects are taught. In addition, staff are working to welcome in new staff, including substitutes to ensure continuous learning for students regardless of what staff challenges that classroom or group of student has faced. An internal survey of student attitudes shows promise that we are helping students feel welcomed and connected, offering the hope we will meet the goals around student connectedness as measured by the CHKS.					
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.					
The pivot into being a Title I school means that different skill sets need to be employed to help all students at Montclair succeed than were true 10 years ago. This has been received as an interesting professional challenge for some and a natural departure point for others. Until Montclair stabilizes into a new demographic reality, no longer significantly increasing the percentages of students likely to have barriers to their learning year over year, there will continue to be staff fluctuation as individual professionals match their professional goals to the ethos of the school. As such, the staff related SPSA goal is instead being re-tooled to focus on reducing behavior referrals through better training/implementation of SEL/PBIS/restorative practices. Further, we are adding in a family connection goal for the 2025-2026 SPSA					
2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION					
Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a					

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES
School: Montclair Elementary School

SCHOOL ID: 143

3: SCHOOL STRATEGIES & ACTIVITIES
[Click here for guidance on SPSA practices](#)
LCAP Goal 1: All students graduate college, career, and community ready.
School Goal:

By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:
 -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY
 -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY
 -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp

Identified Need:

Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry.
 Teachers receive professional development in all core areas."

#	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	Whole school backward mapping of the report cards using the adopted curriculum assessments and/or iReady to determine grade level mastery	All Students	Academic	Tier 1 - Universal
1-3	Professional development around looking at student work and/or assessments to guide future instruction	All Students	Academic	Tier 1 - Universal
1-4	Intervention specialists and other qualified staff provided additional support to highest-needs kids to provide interventions that compliment tier one instruction	All Eligible Students	Academic	Tier 2 - Supplemental
1-5	Using data from iReady and/or Currciulum Embedded Assessments for the Universal Extended Day (UED)	All Eligible Students	Academic	Tier 2 - Supplemental
1-6	Computer-based and/or individualized intesive support for students significatnly behind grade level expectations in reading	All Eligible Students	Academic	Tier 3 - Intensified

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	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	African American Achievement Facilitator creates a caseload of high, medium, or incidental check ins with African American students around academic progress (addressing any other needs around connection that might come up).	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	Students who receive Special Education	Academic	Tier 2 - Supplemental
2-3	Three summits on African American students who receive Special Education services to coordinate services between the African American Achievement Facilitator, Special Education Teachers, and principal	African American Students who receive Special Education	Academic	Tier 3 - Intensified
2-4	In Professional Learning Communities (PLCs) use Universal Design for Learning principles to unpack curriculum unit plans and analyze data from curriculum embedded assessments.	African American, Language Learning Students, and Students who receive Special Education	Academic	Tier 1 - Universal
2-5	Family and Staff education on the English Language Proficiency Assessments for California (ELPAC) around the stages of development up to and including reclassification	English Language Learners	Academic	Tier 2 - Supplemental
2-6	Teachers in the Self-Contained classes will track the percentage of their students that are meeting their annual math and literacy related goals	Students who receive Special Education in the self-contained classrooms	Academic	Tier 3 - Intensified

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

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%. Montclair families will increase their sense of connection and trust as measured by the California Healthy Kids Survey (CHKS) parent survey and and a complementary internal survey by 10%.
Identified Need:	Montclair needs to increase the reach of the exisiting Climate and Culture team to influence the daily practice in every classroom and among every staff member to consisently teach positive behaviors, co-regulate with dysregulated students, and use behavioral problems as individual/collective learning opportunities. Montclair needs to be in daily conversation with the families of Montclair students about what their children are learning (including/especially positive behaviors), what are their specific challengaes, and how families can be partners with the school in the lifting up of each child's potential.

#	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 Achievment Facilitator	African American Students	SEL / Mental Health	Tier 2 - Supplemental
3-2	All teachers, including enrchment teachers (garden, physical education, library, and music) have a classroom culture plan that involves use of schoolwide Postive Behavior Intervention Systems (PBIS) (e.g. students are greeted at the door, schedules are posted, there are calming corners, etc.)-please see linked example of a culture plan	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. Use Professional Learning Communities (PLCs) 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
3-5	Teachers will received ongoing and targeted professional development in the best practices of SEL, PBIS, and trauma-informed practices	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	Montclair staff will reduce behavior referrals by 25% month over month using Social Emotional Learning (SEL) practices, including Positive Behavior Intervention Systems (PBIS) and Restorative Discipline
Identified Need:	Montclair needs to expand the services available through the COST process to teachers, including more specific teacher coaching on how to set students up for success, tracking interventions, and being in relationship with families. Montclair needs to train teachers around and monitor the implementation of SEL, PBIS, and restorative discipline practices.

#	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	Allocate time to review and internalize relevant accommodations for students with ALL of the adults that interact with them (e.g. making sure noon supervisors are aware of and can support a Behavior intervention Plan if relevant during lunch recess)	Students who receive Special Education (or otherwise have accommodations including 504s or SST)	Behavioral	Tier 2 - Supplemental
4-2	Use Special Education staff to aide in the response to behavioral referrals of students who receive Special Education Services (e.g. leading and/or participating in restorative conferences and assisting in accountability actions required of students.)	Students who receive Special Education	SEL / Mental Health	Tier 2 - Supplemental
4-3	All classroom teachers use Caring School Community (CSC) Social Emotional Learning (SEL) curriculum including daily classroom circles and weekly lessons, as well as Caring School Discipline.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	All staff will use the follow the behavior flow chart when responding to student behaviors, aligned with the OUSD Behavior Matrix	All Students	SEL / Mental Health	Tier 1 - Universal
4-5	Staff will receive professional development around use of CSC, implementing the behavior flow chart, proactive classroom management, including support of neurodivergent students	All Students	Behavioral	Tier 1 - Universal
4-6	Students with significant behavioral challenges have specific plan of support shared between teacher, principal, and family	Students with more than 3 behavior referrals to office in a given trimester	Behavioral	Tier 3 - Intensified

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	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	With the leadership of the African American Achievement Facilitator, 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	With consultation between the leadership team and African American Achievement Facilitator, conduct equity audits of behavioral and academic data to look at how we as educators created opportunity gaps.	African American	Behavioral	Tier 2 - Supplemental
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</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	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 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
This funding source will pay for a teacher to support students who will benefit from this position for the art teacher.	\$67,288	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10520	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.55			All teachers, including enrichment teachers (garden, physical education, library, and music) have a classroom culture plan that involves use of schoolwide Positive Behavior Intervention Systems (PBIS) (e.g. students are greeted at the door, schedules are posted, there are calming corners, etc.)	143-1
This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$6,208	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			All teachers, including enrichment teachers (garden, physical education, library, and music) have a classroom culture plan that involves use of schoolwide Positive Behavior Intervention Systems (PBIS) (e.g. students are greeted at the door, schedules are posted, there are calming corners, etc.)	143-2
BACR Otter Club Programming: Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			In Professional Learning Communities (PLCs) use Universal Design for Learning principles to unpack curriculum unit plans and analyze data from curriculum embedded assessments.	143-3
BACR Otter Club Programming: Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			In Professional Learning Communities (PLCs) use Universal Design for Learning principles to unpack curriculum unit plans and analyze data from curriculum embedded assessments.	143-4
Leadership roles around curriculum, student culture, and family connections	\$6,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Family and Staff education on the English Language Proficiency Assessments for California (ELPAC) around the stages of development up to and including reclassification	143-5
classified staff attending professional development and/or helping with additional programming for students	\$4,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Family and Staff education on the English Language Proficiency Assessments for California (ELPAC) around the stages of development up to and including reclassification	143-6
This funding source will pay for materials and supplies that will benefit student improvement and achievement.	\$10,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			All classroom teachers use Caring School Community (CSC) Social Emotional Learning (SEL) curriculum including daily classroom circles and weekly lessons, as well as Caring School Discipline.	143-7

[illegible]



Strategic Resource Planning (SRP)


MONTCLAIR
ELEMENTARY

School Site Council Membership Roster
2024-2025
SSC/SELLS

Chairperson:	Sherree Cierra
Vice Chairperson:	Ilene Fortune
Secretary:	Kimberly Nibblett

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"/>	2
Kimberly Nibblett	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Geneva Peare	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Ilene Fortune	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Joe Manekin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sherree Cierra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Farha Marfani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Yan Liang	<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"/>	2

SSC Meeting Schedule: (Day/Month/Time)	Second Tuesday 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.

