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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Montclair Elementary School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Montclair Elementary School





## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
9/15/2025	Faculty	Reviewed SPSA goals and strategies, Reviewed data and identified school needs
10/14/2025	SSC	Reviewed data and identified school needs, Reflected on progress and challenges, Reflected on instructional p
11/3/2025	Faculty	Reflected on progress and challenges, Reviewed SPSA goals and strategies
12/9/2025	SSC & SELLS	Discussed proposed expenditures and priorities
1/13/2026	SSC & SELLS	Collected input for next year's SPSA draft
1/26/2026	Faculty	CSM and TSA presented on areas of responsibility, and potential gaps in service if positions are lost (per princi
1/27/2026	Faculty, SSC & SELLS	Discussed proposed expenditures and priorities, Reviewed SPSA goals and strategies
2/10/2026	SSC & SELLS	Collected input for next year's SPSA draft, Reviewed data and identified school needs, Discussed proposed ex
3/10/2026	SSC & SELLS	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections
4/21/2026	SSC & SELLS	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## **2026-27 BUDGET SUMMARY**

### **Budget Summary**

Description	Amount
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Total Funds Provided to the School Through the Consolidated Application	\$108,640
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$363,740

**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 Resource 3010	\$106,700
Title I Parent & Family Engagement Resource 3010	\$1,940
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$108,640</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$363,740</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$21,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$83,800
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$255,100</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Montclair Elementary School</b>		<b>School ID: 143</b>
<b>CDS Code: 1612596002083</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
47.7%	11.5%	22.5%	0.0%	30.2%	15.0%	36.6%	4.9%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
52.1%	17.4%	9.1%	2.7%	0.4%	0.2%	35.5%	0.9%	93.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified School Need:</b>	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."

<b>Early Literacy Measures &amp; Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	30.6%	41.9%	14.4%	45%	50%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	51.8%	73.6%	61.3%	66%	71%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	45.6%	72.8%	63.6%	69%	74%
<b>English Language Arts Measures &amp; Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	55.9	35.3	36.7	50.00	60.0
SBAC ELA Participation	All Students	99.2%	97.6%	96.4%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	63.4%	68.8%	65.9%	71.0%	76.0%
<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	36.9	27.1	27.8	50.0	60.0
SBAC Math Participation	All Students	97.6%	97.6%	96.4%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	72.8%	59.8%	51.8%	75.0%	80.0%
California Science Test (CAST) Participation	All Students	100.0%	100.0%	97.7%	95.0%	95.0%

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

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified School Need:</b>	- 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-10.1	-37.9	-50.9	0.0	10.0
SBAC ELA Distance from Standard Met	African American Students	-18.1	-22.0	-1.0	10.0	25.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	26.7%	34.2%	31.4%	15.0%	5.0%
SBAC Math Distance from Standard Met	Special Education Students	-36.4	-45.6	-55.7	0.0	10.0
SBAC Math Distance from Standard Met	African American Students	-27.6	-48.0	-22.6	-10.0	5.0

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	18.2%	30.8%	15.0%	20.0%	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	100.0%	N/A	10.0%	25.0%

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

**School Goal:** 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%  
2. An annual suspension rate below 2%

**Identified School Need:** 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven.  
2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	68.8%	74.5%	64.6%	80.0%	90.0%
Out-of-School Suspensions	All Students	0.5%	0.0%	0.7%	0.5%	0.5%
Out-of-School Suspensions	African American Students	2.9%	0.0%	0.0%	1.0%	0.5%
Out-of-School Suspensions	Special Education Students	2.8%	0.0%	2.2%	1.0%	0.5%
Chronic Absenteeism	All Students	47.7%	15.0%	11.2%	8.2%	5.2%
Chronic Absenteeism	African American Students	47.7%	28.6%	23.3%	20.0%	17.0%

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

**School Goal:** By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

**Identified School Need:** Specifically:  
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.  
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.  
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	81.7%	80.9%	77.0%	85.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	By May 2027, 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	From fall to midyear, reading proficiency increased from 27.1% to 43.1%, with students moving from one grade below into the mid-to-above grade level range. Students early on grade level decreased slightly, reflecting targeted instruction and interventions. Math proficiency also improved, with mid-to-above grade level students increasing from 15.9% to 28.2% and one grade below decreasing from 48.6% to 32.9%. Despite these gains, over half of students remain below grade level, and math continues to lag behind reading performance. To support growth, the leadership team, including the Principal and TSA, conducts classroom visits at least twice a month and reviews data in bi-weekly Instructional Leadership meetings. Professional Learning Communities and Professional Development sessions provide structured time for backwards lesson planning and clear performance expectations. Classroom aides support small reading groups for high-level readers, while targeted small-group interventions are led by the TSA, Reading Specialist, and African American Achievement Facilitator to accelerate learning for all students.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p><b>Reading – African American (AA) Students</b>  AA students showed notable gains in reading from Fall to Mid-Year. Students at or above grade level increased from 15.3% to 24.0%, while those on grade level rose from 16.9% to 24.0%. The proportion of students one grade below decreased from 45.8% to 40.0%, reflecting a shift toward higher performance. Fewer students remained significantly below grade level, indicating effective instruction and interventions.</p> <p><b>Math – African American (AA) Students</b>  Growth in math was modest. Students at or above grade level reached 18.0%, and those one grade below decreased from 49.2% to 40.0%. However, students two or more grades below increased slightly from 20.3% to 24.0%. While some progress occurred, most students remain below grade level, highlighting math as an area of continued focus.</p> <p><b>Reading – Students with IEPs</b>  Students with IEPs demonstrated meaningful growth in reading. The proportion performing at or above grade level increased from approximately 5% to 18%. Students one grade below rose from 18.8% to 39.3%, showing movement from the lowest tiers. Students two or more grades below decreased slightly, indicating gradual progress, though performance of students with IEPs remains behind peers, signaling a need for targeted interventions.</p> <p><b>Math – Students with IEPs</b>  Students with IEPs also showed moderate growth in math. At Fall, 7% were at or above grade level, 43.8% one grade below, 15.6% two grades below, and 20.3% three or more grades below. By Mid-Year, 29.5% were at or above grade level, 36.1% one grade below, 16.4% two grades below, and 14.8% three or more grades below. Gains were strongest among students at or near grade level, but a significant portion remain behind, highlighting ongoing intervention needs.</p> <p><b>Reading – English Learner (EL) Students</b>  ELL students demonstrated moderate growth in reading. The percentage performing at or above grade level increased from 0% in Fall to 30% by Mid-Year, while students one grade below decreased from 68% to 55%. The proportion of students three or more grades below remained relatively stable at 10–15%, showing moderate progress overall.</p> <p><b>Math – English Learner (EL) Students</b>  ELL students showed measurable growth in math. Students at or above grade level increased from 5% in Fall to 20% by Mid-Year, while those one grade below decreased from 70% to 55%. Students two grades below remained steady at 15%, and those three grades below decreased from 10% to 5%, indicating progress toward grade-level performance.</p> <p>Our team uses targeted small-group instruction, extended-day support, and tiered interventions—led by the TSA, Early Literacy Reading Specialist, and African American Achievement Facilitator—to accelerate learning for students with IEPs, African American, ELL, and high-priority students in reading and math. Montclair</p>
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<i>LCAP Goal 3:</i>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%	For the 2025–26 school year, there has been one suspension so far. Social work interns, the COST and Culture teams, and targeted SEL interventions have strengthened behavior supports and contributed to improved attendance. Student leadership is promoted through Safe Student Ambassadors and in-class opportunities, while family engagement is supported through monthly meetings, weekly newsletters, volunteer opportunities, and participation in SST, 504, and IEP meetings. The attendance team has implemented a visible tracking board and monthly incentives to celebrate student attendance, helping maintain strong overall rates. Additionally, proactive communication with families before students reach chronic absentee status ensures they understand the importance and impact of consistent attendance.
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<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>The TSA provides weekly coaching, targeted PD, math and UFLI/ELED support, and instructional rounds, supported by release days, bi-weekly coach/admin huddles, and an open-door culture, with progress tracked and supports adjusted regularly.</p>
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Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p><b>Reading Challenges:</b>  While proficiency improved significantly, 56.9% of students are still below grade level, indicating ongoing gaps. The proportion of students “early on grade level” decreased slightly, suggesting some students are not progressing as quickly as expected. Continued support is needed for students who remain significantly below grade level to ensure they reach proficiency.</p> <p><b>Math Challenges:</b>  Despite gains, over 50% of students remain below grade level, showing that math growth is slower and less consistent than reading. Students performing two or more grades below persist, requiring targeted interventions. Overall math proficiency still lags behind reading, highlighting the need for focused instruction and remediation.</p> <p><b>Challenges:</b>  Sustaining growth will require differentiated instruction to meet varied student needs. Targeted interventions are critical for students at the lower end of the performance spectrum. Progress monitoring and instructional adjustments need to continue to close gaps, particularly in math.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Reading Challenges:</p> <p>AA students: While gains were made, 52% remain below grade level, indicating continued support is needed for students not yet on grade level.</p> <p>Students with IEPs Despite growth, many remain below grade level, with only 18% at or above grade level; students one grade below increased, showing movement but ongoing gaps.</p> <p>EL students: Moderate progress is evident, yet 55% remain one grade below and 10–15% are three or more grades below, requiring continued scaffolds.</p> <p>Math Challenges:</p> <p>AA students: Growth was modest, with 66% still below grade level and students two or more grades below increasing slightly, highlighting a persistent achievement gap.</p> <p>Students with IEPs: Although gains were strongest for students near grade level, a significant portion (about 31% two or more grades below) remain behind.</p> <p>EL students: Progress is visible, but over half remain below grade level, and students two grades below have not decreased, indicating need for targeted math interventions.</p> <p>Challenges:</p> <p>Math remains an area of greater concern than reading across all groups. Students with IEPs and EL students continue to require differentiated supports and scaffolds.</p> <p>Continued monitoring and targeted interventions are needed to move students from below grade level to proficiency.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Positive behavior and attendance remain strong; however, challenges include sustaining consistent SEL reinforcement, expanding student leadership opportunities, and increasing meaningful family engagement across diverse language groups. Language barriers, limited coordination of family outreach, and scheduling constraints can reduce parent participation in school meetings and learning opportunities that support student success. The school also needs stronger coordination of family engagement and community support systems to address attendance barriers and strengthen home–school partnerships. Additional supports are needed to provide teacher-led family workshops, translation services, welcoming meeting environments that encourage participation, and dedicated coordination through a full-time Community Schools Manager to connect families with resources that support student attendance, engagement, and academic success.</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	Supporting both new and experienced teachers remains a challenge as staff work to meet diverse instructional needs and strengthen consistent instructional practices across classrooms. Teachers need additional time for collaborative planning, data analysis, and professional dialogue to refine instruction, analyze student progress, and implement targeted supports. Opportunities for joint classroom visits, coaching, and reflective feedback have been limited due to scheduling constraints. Increased structured time for teacher collaboration and instructional planning will help build teacher capacity, promote a growth-oriented culture of feedback, and strengthen instruction for all students.
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**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Montclair Elementary School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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.

Overall implementation of the current SPSA strategies and actions has progressed well. Leadership conducts regular classroom visits and data reviews to guide instruction, while PLCs and professional development support effective planning and instruction. Targeted small-group interventions and tiered supports in reading and math are in place for students with IEPs, African American, EL, and other high-priority students, with ongoing progress monitoring.

Behavior and attendance supports have strengthened through SEL interventions, social work interns, and school teams, contributing to improved attendance and only one suspension during the 2025–26 school year. Family engagement and student leadership opportunities continue, and the TSA provides ongoing coaching and instructional support. Although the site social worker began in January 2026, limiting impact data, core systems such as SST and MTSS remain fully implemented

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

The strategies and actions implemented have been effective in supporting progress toward school goals. Targeted small-group instruction, tiered interventions, and extended-day support have accelerated learning for students with IEPs, African American, EL, and other high-priority students in reading and math. Regular classroom visits, Professional Learning Communities, and professional development have strengthened instructional practices and data-driven decision-making.

Behavior and attendance supports, including SEL interventions, social work interns, and the COST and Culture teams, have contributed to improved student behavior, high attendance rates, and only one suspension during the 2025–26 school year thus far. Family engagement and student leadership opportunities have promoted school-community connections. While the site social worker began mid-year, limiting data on their impact, social work interns effectively addressed student needs. Overall, the strategies have positively influenced academic growth, social-emotional well-being, and schoolwide engagement.

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.

Based on this analysis and funding changes, we will continue to maintain weekly coaching, targeted PD, math and UFLI/ELED support, instructional rounds, and SEL groups. Progress will be monitored and supports adjusted as needed.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Classified staff attending professional development and/or helping with additional programming for students.</p>	<p>Student Connectedness to School</p>	<p>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.</p>	<p>Although funds were allocated, many of the trainings were free though OUSD and the funds were not used.</p>	<p>Due to our staff not taking advantage of attending professional development opportunities, we will discontinue funding for this expenditure.</p>
<p>The Social Worker supports the social and emotional well being of students. Participates in the COST and SST meetings that support the academic and behaviors of students in school.</p>	<p>Student Connectedness to School</p>	<p>Improve the coordination and flow of tier-one supports and tier-two/three supports through the Coordination of Service Team</p>	<p>Our social worker began in January 2026, so there is limited data on the effects of the site social worker; however, we were lucky to have social work interns who made major impacts on the SEL of students. The social worker currently has 6 students on her caseload. There are 2 additional groups pending.</p>	<p>Due to SSC vote to allocate funds to go toward the Community School Manager position, we will discontinue funding this expenditure.</p>

<p>Wrap Around Student Success Team support from certificated staff.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Improve the coordination and flow of tier-one supports and tier-two/three supports through the Coordination of Service Team</p>	<p>Through Montclair's Student Support Team (SST), the school provided early identification and targeted academic, behavioral, and social-emotional interventions for students. The SST supported collaborative problem-solving among staff, strengthened the Multi-Tiered System of Supports (MTSS), and promoted data-driven decision-making. This process improved student outcomes, enhanced family engagement, ensured efficient use of school resources, and maintained clear documentation to support intervention and referral processes.</p>	<p>The team would like to allocate funds to go toward the Community School Manager positions and we will discontinue funding this expenditure.</p>

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Montclair Elementary School	<b>SCHOOL ID:</b> 143
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, 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
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<b>Identified Need:</b>	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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Rotating Learning Walks that hit EL Ed, UFLI, Eureka, and Caring School Community each month	All Students	Academic	Tier 1 - Universal
1-2	Whole school backwards 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-need kids to provide interventions that compliment tier one instruction	All Eligible Students	Academic	Tier 2 - Supplemental
1-5	Using data from iReady and/or Curriculum Embedded Assessments for the Universal Extended Day (UED)	All Eligible Students	Academic	Tier 2 - Supplemental
1-6	Computer-based and/or individualized intensive support for students significantly 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.**

<b>School Goal:</b>	By May of 2027 - 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			
<b>Identified Need:</b>	- 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 cascading intervention pull outs and effective use of staff in special education and/or intervention	Students who receive Special Education	Academic	Tier 2 - Supplemental
2-3	Collaborative data analysis between the African American Achievement Facilitator, Special Education Teachers, and principal at regular points throughout the school year (after BOY assessments, End of T1, Midyear, End of T2) to review data of African American students who receive Special Education services to coordinate services and next steps based on data.	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
2-7	Develop explicit strategies for English Language Learners and African American students including academic discussion, Before-During-After Reading strategies, and language scaffolds.	English Language Learners & African American Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	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 are struggling academically 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	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.).	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 Services Team	All Students	Behavioral	Tier 2 - Supplemental
3-5	Teachers will receive 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:** By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

**Identified Need:** Specifically:  
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.  
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.  
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Direct all 1st year teachers to attend the summer New Teacher Institute and ongoing new teacher PD offerings on Wednesdays throughout the year. Monitor their attendance.	All Students	Academic	Tier 1 - Universal
4-3	Conduct regular observation and feedback, particularly in the first 6 weeks of the school year with a focus on classroom culture building. Integrate a focus on new teachers into your learning walks.	All Students	Academic	Tier 1 - Universal
4-4	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-5	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal

<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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 create opportunity gaps.	African American	Behavioral	Tier 2 - Supplemental

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>ELL Progress Data</i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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 2026-27 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
This funding source will pay for a teacher to support students who will benefit from this position for the art/music teacher.	\$80,220	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10520	Teacher Structured Eng Immersn	1.00			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.	\$3,580	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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			0.00			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			0.00			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. Extended contract to support our teacher driven PD and PLCs through our ILT work.	\$7,300	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Rotating Learning Walks that hit EL Ed, UFLI, Eureka, and Caring School Community each month	143-5
classified staff attending professional development and/or helping with additional programming for students	\$4,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime			0.00			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			0.00			Implement curricular embedded designated English Language Development structure for EL Education decided upon by the Montclair Instructional Learning Team	143-7

PROPOSED 2026-27 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
CSM will lead initiatives like the COST team, Culture and Climate, safety and village response team, and attendance team to promote collaboration and actively engage families in supporting student success and overall school community development.	\$84,876	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9148	Prog Mgr Community Schools11	0.50			Teachers will receive ongoing and targeted professional development in the best practices of SEL, PBIS, and trauma-informed practices	143-8
Supports for our students who are not yet making the progress we want to see in phonics	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	6699	Early Literacy Reading Tutor	0.80			Intervention specialists and other qualified staff provided additional support to highest-need kids to provide interventions that compliment tier one instruction	143-9
Supports for our students who are not yet making the progress we want to see in phonics	\$46,032	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			Intervention specialists and other qualified staff provided additional support to highest-need kids to provide interventions that compliment tier one instruction	143-10
Expenditures support certificated teacher professional learning, collaboration, and planning to strengthen instructional practices and improve student achievement. Funds may support teacher participation in professional development, curriculum planning, and collaborative work focused on high-quality instruction and effective academic intervention.	\$166,262	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1596	Teacher Education Enhancement	1.00			Professional development around looking at student work and/or assessments to guide future instruction	143-11
Classes will visit the library to attend read alouds and get opportunities to pick out new books to support our overall reading culture	\$48,194	Measure G, Library Support	2205	Classified Support Salaries	9543	Library Technician	0.60			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.).	143-12
Classes will visit the library to attend read alouds and get opportunities to pick out new books to support our overall reading culture	\$32,116	Measure G, Library Support	2205	Classified Support Salaries	10662	Library Technician	0.40			<b>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.).</b>	143-13

**PROPOSED 2026-27 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
This funding source will pay for a teacher to support students who will benefit from this position for the art/music teacher.	\$109,695	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10097	Teacher Education Enhancement	1.00			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.).	143-14
Extended contract to support parent workshops	\$1,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		Student Connectedness to School	Family and Staff education on the English Language Proficiency Assessments for California (ELPAC) around the stages of development up to and including reclassification	143-15
To support translation effort outside of the instructional day so that regardless of language, families can engage in family engagement events	\$400	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		ELL Reclassification	Family and Staff education on the English Language Proficiency Assessments for California (ELPAC) around the stages of development up to and including reclassification	143-16
Refreshments to support bringing in our families for events and important meetings	\$540	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Family and Staff education on the English Language Proficiency Assessments for California (ELPAC) around the stages of development up to and including reclassification	143-17
Expenditures support an African American Achievement Facilitator who provides math intervention during the school day and staff who support academic interventions, culture-building activities, and family engagement. Funding also supports parent workshops and community events, including Literacy Night, Black History Night, Unity Night, and the Oratorical Festival, to strengthen belonging and elevate family voice and agency. Tutors and provide small-group instructional interventions to meet student learning needs.	\$17,870	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10062	Teacher Structured Eng Immersn	0.15		i-Ready Math at or above Mid-Grade	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).	143-18
Additional planning, collaboration and PD time to improve instruction and support.	\$3,955	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		i-Ready Reading at or above Mid-Grade	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	143-19





## **Title I, Part A School Parent and Family Engagement Policy**

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

### **Montclair Elementary**

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding parent-teacher-student led conferences to discuss students' assessments, progress, achievements, and report cards, 2 whole school data conferences per year between families and principal at monthly coffee with the Principal, with TRANSLATION for Spanish-speaking families.
- Building capacity with new and existing families around parent engagement and how they can learn more about the school and get involved
- Working to ensure Spanish and Chinese translation is present at as many parent events as possible.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Provide parents reasonable access to staff and Regular meetings between parents and teachers such as Tier I, Tier II, supports as well as how to initiate the process for an SST, 504 plan, and IEP.

## **OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers**

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the program requirements and the right of parents to be involved.
- Getting to Know Your School Event
- The school communicates to families about the school's Title I, Part A programs by:
  - The SSC meeting dates & agenda items will be advertised on Parent Square and posted 72 hours prior to the meeting outside the school office.
  - Communicating with ELL progress and data.

The school communicates to families about the school's Title I, Part A programs by:

- During the Get to Know Your School Event, monthly SSC meeting, & end of data cycles, Montclair teaching staff will provide an explanation of the curriculum, assessments, & proficiency levels students are expected to meet.
- During the monthly SSC meetings, data, student growth in literacy, mathematics, and language acquisition growth will be communicated to all stakeholders.
- Twice a year, parents are expected to participate in the Teacher-Parent-Student Conferences

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- During the Get to Know Your School Event, the monthly SSC meeting, & end of data cycles, Montclair teaching staff will provide an explanation of the curriculum, assessments, & proficiency levels students are expected to meet.
- During the monthly SSC meetings, data, student growth in literacy, mathematics, language acquisition growth will be communicated to all stakeholders.
- Twice a year, parents are expected to participate in the Teacher-Parent-Student Conferences

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Providing information via text, email, and ParentSquare in the parents' elected home language.

### **OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program**

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Twice a year, parents are expected to participate in the Student-Led Conferences
- Optional membership in any of our committees.
- Optional participation as a room parent.
- Optional participation in campus beautification projects.

### **OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home**

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Providing online student subscriptions to educational online programs that provide access from home to individualized math and reading activities that are aligned with the curriculum in the classroom.

### **OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Parents, volunteers, administration, and school staff participate in supporting school activities through information about volunteering in the classroom and coordinating the role of the Family Room Leader.
- Seasonal events (e.g. Otter Walk and Welcome Events ) inform families of school goals.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Parent-teacher conferences, goal-setting conferences

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Annual review of communication impact as part of the (SSC) school site council training and audit.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Monthly (SELLS) Site English Language Learners subcommittee, weekly Parent Square messages to families, and parent/teacher conferences several times per school year

The school provides support for parent and family engagement activities requested by parents by:

- Monthly PTA (parent teacher association meetings), Black family engagement meetings, coffee with the principal meetings, and School Site Council (SSC). Committees can also communicate with staff via email, Parent Square, in-person scheduled meetings, or phone calls.

### **OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources**

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

### **ADOPTION**

This policy was jointly developed and adopted by the Montclair on August 12, 2025, and will be in effect for the period August 11, 2025, through May 28, 2026.

The school will distribute this policy to all parents on or before September 30 of the current school year.

Angela Webster  
**Name of Principal**

*Angela Webster*  
**Signature of Principal**

August 11, 2205  
**Date**

*Please link the School-Parent Compact to this document.*



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **School-Parent Compact**

### **Montclair Elementary**



**2025-2026**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2025-2026 school year.*

#### **SCHOOL RESPONSIBILITIES**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
  - a) Teachers will provide strong lessons and support in a safe and caring classroom so that all students can learn and reach California's high academic standards.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - a) Teachers will support students & families by responding to their request for information within two days and welcoming families into the classroom (virtually or in-person).

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - a) Teachers will be hosting 2 student-led conferences with families each year and presenting student learning at 2 expositions of student work per year.
- 4) Provide parents reasonable access to staff.
  - a) Teachers will support students & families by responding to their request for information within two days and welcoming families into the classroom (virtually or in-person).
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
  - a) Families are invited to support classrooms, teachers, and students by learning of volunteer opportunities within the school. In particular, our (SELLS) site English Language Learners subcommittee is focused on ways to meaningfully engage EL families, educate them on the reclassification process and keep families informed of opportunities to observe and volunteer in classrooms. Further, parent workshops are provided for parents to provide parents with best practices related to instructional strategies.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) Family conferences include goal setting for students, grade-level expectations to make families aware of student progress to support the monitoring of academic progress. Data and attendance information is shared with families in parent meetings during the school year.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
  - a) Staff professional development sessions that include information on how to engage parents and strategies to build impactful relationships with families as well as creating an inclusive and welcoming community,
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- a) Bilingual certificated and support staff to support conversations and amongst families in their home language. Providing teachers with contacts to request translation support in language as needed to communicate with families in languages other than English and Spanish, such as Chinese.
- b) All teachers will be familiar with and consciously implement accommodations and support from 504 plans and IEPs. School Admin will ensure these documents are updated as required.

## PARENT RESPONSIBILITIES

As a parent, I will support my child's learning in the following ways:

- 1) Volunteering in my child's classroom if possible.
- 2) Participating in decisions related to the education of my child.
- 3) Promoting positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- 4) Making sure my child gets at least 9-10 hours of sleep a night.
- 5) Being familiar/reading the school-wide discipline plan and teaming with the school to support any discipline plan for my child
- 6) Checking ParentSquare as well as my child's backpack and Parent Square messages regularly for important communication from the school
- 7) Nutrition affects learning: Consider ways to provide a variety of snacks including healthy/nutritious options
- 8) Attending 2 student-led report card conferences
- 9) Talking with my child(ren) about what they are learning at school, safety & how their learning is preparing them to contribute to a larger community.

## STUDENT RESPONSIBILITIES

- 1) Be at school on time, every day I am healthy.
- 2) I will show respect to my school, classmates, teachers, community, and family at all times.
- 3) Reading at home for at least 30 minutes daily
- 4) Complete my homework on time, carefully and with pride.
- 5) Follow the Otter Way expectations at school: We are Safe, We are Inclusive
- 6) Talking with my family about what I am learning at school & how my learning is preparing me to contribute to a larger community.

This Compact was jointly developed and adopted by Montclair on August 12, 2025, and will be in effect for the period of August 12, 2025 to May 28, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30<sup>th</sup>** of this current school year.

Angela Webster  
**Name of Principal**

*Angela Webster*  
**Signature of Principal**

August 12, 2025  
**Date**

*Please link the Parent and Family Engagement Policy to this document.*



**MONTCLAIR**  
ELEMENTARY

**School Site Council Membership Roster**

**2025-26**

**SSC Members & Officers**

Chairperson:	Mike Gooding
Vice Chairperson:	Stephen Salinas
Secretary:	Jason Maffioli

**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?)
Angela Webster	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Kimberly Nibblett	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Freya Forstall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Christina Lam	<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"/>	2
Meg Williams Roberto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Jason Maffioli	<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"/>	2
Mike Gooding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Stephen Salinas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (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.

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