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Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Montera Middle School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Montera Middle School.

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

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

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

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

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Montera Middle School

Legislative File Id. No. 22-1727
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: **Montera Middle School**
CDS Code: 1612596057079
Principal: Darren Avent
Date of this revision: 4/29/20

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: Darren Avent

Position: Principal

Address: 5555 Ascot Drive
Oakland, CA 94611

Telephone: 510-531-6070

Email: darren.avent@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/29/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Montera Middle School

Site Number: 211

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

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

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

Date(s) plan was approved: _____

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

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

Signatures:

Darren Avent

Principal




Signature

4/29/2022

Date

Heaven Walker

SSC Chairperson



Signature

4/29/2022

Date

Clifford Hong

Network Superintendent




Signature

5/21/2022

Date

Lisa Spielman

Director, Strategic Resource Planning



Signature

5/27/2022

Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Montera Middle School

Site Number: 211

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/17/2022	SSC	Reviewed and approved the SPSA
3/16/2022	ILT	Reviewed SPSA

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,350.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$623,087.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$116,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$49,350.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,100.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$276,320.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$178,067.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$119,350.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$503,737.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$623,087.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Montera Middle School

School ID: 211

School Description

We recognize that adolescence is a period of important and dramatic social and emotional development. As such, our model incorporates numerous layers of social and emotional support for our students to help them develop the skills they will need to navigate middle school and succeed in the future. If we authentically partner with families to support our students by creating open communication channels and hosting engaging events, we will have stronger relationships with students and their families.

School Mission and Vision

The vision of Montera Middle School is to provide a safe, comfortable, and caring learning environment in which all students pursue a rigorous, comprehensive, academically orientated core curriculum, that cultivates and celebrates the cultural diversity of the school community, irrespective of race, ethnicity, gender, or spiritual background.

The mission of Montera Middle School is to provide a positive learning environment that acknowledges and addresses the intellectual, psychological, physical and social emotional needs of the adolescent students in our care. Montera Middle School strives to ensure that all students have equitable access to attaining the academic skills and competencies in the California Common Core Standards.

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-37.3	n/a	<i>not available until Fall 2022</i>	-25
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	14%	<i>not available until Fall 2022</i>	15%

10.9

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-87.7	n/a	<i>not available until Fall 2022</i>	-75
CAST (Science) at or above Standard	All Students	20%	n/a	<i>not available until Fall 2022</i>	25%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-147.1	n/a	<i>not available until Fall 2022</i>	-130.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-97.4	n/a	<i>not available until Fall 2022</i>	-87.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	12%	<i>not available until Fall 2022</i>	17%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-198.3	n/a	<i>not available until Fall 2022</i>	-175.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-153.3	n/a	<i>not available until Fall 2022</i>	-135.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	2%	0%	<i>not available until Fall 2022</i>	5%
LTEL Reclassification	Long-Term English Learners	2%	0%	<i>not available until Fall 2022</i>	5%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	52%	69%	<i>not available until Fall 2022</i>	75%
Out-of-School Suspensions	All Students	4%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	African American Students	10%	n/a	<i>not available until Fall 2022</i>	7%
Out-of-School Suspensions	Special Education Students	13%	n/a	<i>not available until Fall 2022</i>	7%

Chronic Absenteeism	All Students	16%	7%	<i>not available until Fall 2022</i>	5%
Chronic Absenteeism	African American Students	24%	11%	<i>not available until Fall 2022</i>	5%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Art Portfolio, Speaker Series, CTE/Woodshop, Career nights, Counselors	Site Leadership identified a need for College and Career Readiness. Montera's pursuance to connect the College and Career Readiness using a global approach. Partnering with industry leaders to support our woodshop at Montera and the initial planning of a pathway from Montera to Skyline to Laney for students interested in pursuing a Trades career after secondary school. We also have a very strong annual Career event that is led by our counseling staff. Our counseling staff is truly representative of a 21st century counseling team. Their work with our students, families, and teachers supports the college and career pipelines through the individual development of each student.

<i>LCAP Goal 2: Focal Student Supports</i>	PTO, COVID relief fund, Parent Nights.	Montera's PTO is centered on supporting the population of families who have greater needs (i.e. food shortage, housing instability, etc). Working with our Community Support Liason (Ms. Harambe) in providing Parent meetings and Parent informationals to help connect families to the school and the larger OUSD community.
<i>LCAP Goal 3: Student/Family Supports</i>	QSA, International Day, Black Girl Brilliance, AAMA Class, after school program, sports program, student leadership class, clubs, Mayorga's class, social emotional support, Catholic charities, COST	Connecting students and families to available support resources offered at Montera. Our Site Leadership teams, PLC's, and PTO have worked closely together to identify the needs of our community through community webinars and surveys to help determine where our gaps were in providing services and resources. We continued to work with our school staff and partners to help close these gaps.
<i>LCAP Goal 4: Staff Supports</i>	PTO, Salesforce, Instructional Coach/IB Coordinator, Librarian, Auxillary Staff, Wellness Team	Working closely with Oakland EdFund to support the Salesforce Middle School Initiative. Having an Instructional Coach/IB Coordinator to help coach teachers and staff and lead Professional Development throughout the year. Continued literacy support for students, families, and teachers throughout our distance learning program. This support has aligned with teachers curriculum scope and sequence. Other agencies that provide support to students also support staff. Our Wellness team, PTO, and Salesforce provides support for staff's personal needs.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Keeping our counseling staff	Funding cuts as well as FTE cuts that strain the supports available for our families and students.

<i>LCAP Goal 2: Focal Student Supports</i>	lack of reading/math intervention	Lack of funding to hire staff in order to effectively support students who are reading below grade level. Lack of funding to hire staff in order to effectively support students who are performing below grade level in mathematics.
<i>LCAP Goal 3: Student/Family Supports</i>	Student and family accessing resources outside of bell to bell instruction (i.e. weekends,vacations), Accessing adjacent OUSD schools for partnership services. Lack of reading/math intervention. Instructional and socio-emotional support for students.	Our location is a challenge for many of our families due to the distance Montera is from where our families reside. Lack of intervention supports to partner with families in order to help students who are below grade level in Math and English. Additionally, 100% online instruction has proven to be very difficult in providing the needed counseling drop-in and on-going support that students would normally have if we were in in-person instruction.
<i>LCAP Goal 4: Staff Supports</i>	Providing social emotional support for staff, instructional coaching	Our wellness team consist of teachers who support teachers. This model is effective and lacks the ability to have all teachers be supported simultaneously via an outside agency, etc. Funding is an issue and does not allow for us to hire an organization that can support this. We only have (1) instructional coach. Funding for additional coaches is needed to provide support for more staff members.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

The pandemic of 2020 has exposed the school inequities in access to technology. Many of our students do not have access to internet devices and a few do not have any internet.

There are also inequities to healthy food choices for many of our families.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Montera Middle School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

Due to the Pandemic we were not able to utilize peer-to-peer restorative justice circles. However, we did identify a need for peers to engage outside of their academic settings. Thus, the creation of cluster groups. These groups allowed students to be assigned to small cohorts (10-12) led by (1) adult. Cluster groups utilized restorative practices as needed and provided an opportunity for students to connect via their shared Interests (i.e. hobbies) and they were introduced to various activities by their cluster leader.

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

The positive impact of cluster groups is evidenced by the feedback that we get from students, parents, teachers, and instructional aides. The cluster groups have provided teachers and students with the opportunity to have a small group setting that provides a check-in/check-out opportunity and does not focus on academics. Instead, we really targeted the socio-emotional needs of students and worked to make cluster groups flexible and fun for students and teachers. We implemented the cluster model so that it is a 1x per week engagement on Wednesday mornings. Due to the change of a 9-week quarter system the cluster groups have provided stability and predictability for our students.

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 updates/changes to the cluster model will be determined by the configuration that we have for the opening of Fall 2021. Cluster groups work well online as the only movement that happens is students signing into their designated link. If we are still under COVID restrictions/social distancing and/or hybrid learning for the opening of the school year then we will not have cluster groups for the students who are in-person. However, we will keep the cluster model for the students who are completing online instruction. This will allow us to keep the cluster model for all students with a newly modified schedule.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Counselor (.29FTE)	Student Connectedness to School	Use counselor academic group support for college readiness program	The 1:1 is working well. Because of COVID we need to rebuild our list of students who need extra support.	We will continue the 1:1 meetings but working on developing more academic support

Community Schools Manager	Student Connectedness to School	School community opportunities to engage in students culture (i.e. origin of language, culture, food, etc.	The community School Manager has engaged families and worked with the PTO to raise over \$7000 in COVID support for Montera Families in need.	We will continue to raise funds for families in need.
Contract translation services	Student Connectedness to School	translate to parent home language	We never created a contract for translation services	We continue to try to contract for translation services

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Montera Middle School

School ID: 211

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Encourage and support Student-run Positive Behavior initiatives and incentives programs developed by students for students.
School Theory of Change:	If we develop a student Restorative Justice leaders program and have students lead welcome and friendship circles. Along with teacher Restorative Justice training and utilize Restorative Justice, Conflict Mediation. We develop a more nurturing and less punishing organization.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Coordinate Restorative Justice strategies in the classroom	Practicing Restorative Justice strategies with students and families	Classroom RJ circles	All Staff	Tier 1
1-2	Teachers support Restorative practices during return to in-person learning	Provide teachers with small cohorts of students to safely engage in Restorative practices during in-person instruction	RJ Student support teams	All Staff	Tier 1
1-3	Provide teachers with Restorative and wellness support during the change to online instruction	Work with wellness team to provide wellness support for teachers during the Pandemic.	Teacher support programs	All Staff	Tier 1
1-4	Teachers engaged in PLC work to identify and dismantle implicit bias that may exist in instruction and relationships with students and families.	Provide Professional learning opportunities for teachers during PD time.	PD Agendas	All Staff	Tier 1

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

School Priority:	Evidence-based Reasoning (in all content areas)
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School Theory of Change:	<p>If leaders...</p> <ul style="list-style-type: none"> - Facilitate professional learning that develops content knowledge about evidence-based reasoning at grade level - Facilitate teachers to calibrate on student work in reference to grade level standards about evidence-based reasoning <p>If teachers...</p> <ul style="list-style-type: none"> - Develop a common vision of what the standards (aligned to evidence-based reasoning) look like for students at each grade level and in each content area - Can develop or use core curriculum assignments that accurately reflect the expectations of the standards - Can accurately evaluate student work according to the expectation of the standards <p>Then students will increase their level of Evidence-based Reasoning in all content areas.</p>
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Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teacher planning time	Develop a Master Schedule that supports subject area planning time	Time for teacher planning time in Master schedule		Tier 1
2-2	Use counselor academic group support for college readiness program	Communicate with school community about available support programs for students. Provide counselors with the time needed to provide the listed support.	Counselors use Parentsquare to let families know about school support		Tier 1
2-3	Teachers will participate in TGDS through observations and other professional development.	Leaders with Schedule TGDS observations and feedback session.	TGDS observations		Tier 1

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

School Priority:	Develop a reading culture (Literacy).
School Theory of Change:	If we require all students to visit the library twice a month, we should develop a culture of reading.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Classroom teachers work with site Librarian to schedule visits twice monthly	Work with staff to develop schedule that provides Library visitation time schoolwide.	Bi-monthly library classroom visits		Tier 1
3-2	Librarian host authors, read alongs, and family reading evenings	Support Librarian in hosting these events, provide custodial support, etc.	Librarian family night agenda		Tier 1
3-3	Updating school library with new texts and other materials to support literacy development	Work with Librarian to purchase materials. Survey students for their input on updating/inclusion/etc.	New supplies purchased		Tier 1

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

School Priority:	Develop a differentiated approach to supporting department PLCs.				
School Theory of Change:	<p>If leaders...</p> <ul style="list-style-type: none"> - Facilitate professional learning that develops content knowledge about evidence-based reasoning at grade level - Facilitate teachers to calibrate on student work in reference to grade-level standards about evidence-based reasoning <p>Teachers will...</p> <ul style="list-style-type: none"> - Develop a common vision of what the standards (aligned to evidence-based reasoning) look like for students at each grade level and in each content area - Develop or use core curriculum assignments that accurately reflect the expectations of the standards - Will accurately evaluate student work according to the the expectation of the standards 				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Department PLC's meet weekly to support Instruction and Teacher needs.	Assign department PLC's to specific admin	ILT/PLC agendas		Tier 1

4-2	Department PLC's will embed wellness support for staff, which will support their engagement with students.	Work with SLT and site staff wellness coach to determine staff needs via survey data	Survey results		Tier 1
4-3	Teachers will be participate in TGDS through observations and other professional development.	Leaders with Schedule TGDS observations and feedback session.	TGDS Schedule		Tier 1

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

School Priority:	Supporting African -American Student via The AAMA & Black Girls Brilliance programs				
School Theory of Change:	If We Coordinate strategies in the classroom to meet the social-emotional needs of our African American students we should see an decrease in suspension and increase in academic performance.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	AAMA & Black Girls Brilliance Classes	Build classes in Master schedule	One class for each grade level	n/a	Tier 2
5-2	Opportunities to engage families in students culture (i.e. origin of language, culture, food, etc.	Working with our Community Support Liason (Ms. Harambe) in providing Parent meetings and Parent informationals to help connect families to the school and the larger OUSD community.	Agenda from famiy meetings	n/a	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	Targeted Support for EL				
School Theory of Change:	If we identify and make contact with small number of ELL students and families at the beginning of the school year, we should be able to develop support system for these students. We noticed that our ELL 6th graders need help with writing.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				

Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Provide ELL designated classes for ELL students	Develop a master schedules that includes the classes needed to support our ELL population.	ELL Claases in Master Schedule		Tier 2
6-2	Provide ELL designated classes for ELL students	Hire teacher who will be the instructor for our ELL program	ELL Teacher		Tier 2
6-3	Improved communication	Provide affinity group meetings for our ELL families.	ELL Agenda		Tier 2
6-4	Administer the SRI to assess student Lexile level	Provide support for SRI administration and analyze data to gauge ELL student progress	SRI results		Tier 2

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:		Dual Language Development & Robust VAPA program			
School Theory of Change:		If we provide students with a robust Arts, Music, and World Language program, then students will have more opportunities to connect with their school environment. Teachers will also have more options for interdisciplinary instruction. Justice.			
Related Goal:		Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Workshops to support teching and Learning	Lead PD's and provide teachers with an opportunity to attend non site opportunities.	Agendas		Tier 1
7-2	Native speaker course	Develop language course for native speakers	EPH Class		Tier 2

7-3	Art and Music classes and programs	Develop master schedule to support program.	Art & Music classes		Tier 1
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PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
African American Achievement (AAMA/AAFE) Teacher	\$65,000	Centrally-funded	1105	Certificated Teachers' Salaries	8764	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Coordinate Restorative Justice strategies in the classroom	211-1
Assistant Principal, Middle School	\$7,548	General Purpose Discretionary	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2824	Assistant Principal, Middle School	0.05	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Use counselor academic group support for college readiness program	211-2
Assistant Principal, Middle School	\$7,548	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2824	Assistant Principal, Middle School	0.05	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Provide ELL designated classes for ELL students	211-3
Assistant Principal, Middle School	\$135,869	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2824	Assistant Principal, Middle School	0.90	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Administer the SRI to assess student Lexile level	211-4
Certificated Pupil Support Salary	\$65,633	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	7184	Counselor	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Use counselor academic group support for college readiness program	211-5
Clerical Salaries	\$36,580	LCFF Supplemental	2405	Clerical Salaries	6441	Receptionist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Working with our Community Support Liason (Ms. Harambe) in providing Parent meetings and Parent informationals to help connect families to the school and the larger OUSD community.	211-6
Community School Manager	\$62,504	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7868	Program Mgr Community School	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers will be participate in TGDS through observations and other professional development.	211-7
Computer Science Teacher	\$82,278	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	0894	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Use counselor academic group support for college readiness program	211-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Parent Education Contracts	\$3,100	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Supplies	211-9
Reading Intervention	\$51,000	Title I: Basic	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers engaged in PLC work to identify and dismantle implicit bias that may exist in instruction and relationships with students and families.	211-10
Supplies	\$41,802	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Lead PD's and provide teachers with an opportunity to attend non site opportunities.	211-11
Supplies	\$806	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers engaged in PLC work to identify and dismantle implicit bias that may exist in instruction and relationships with students and families.	211-12
Supplies	\$206	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Art and Music classes and programs	211-13
Supplies	\$728	Salesforce Principal Innovation Fund	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Teacher planning time	211-14
Supplies reading intervention	\$2,746	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Engage Families	211-15
Teacher	\$84,086	One-Time COVID Funding	1105	Certificated Teachers' Salaries	0173	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Provide teachers with small cohorts of students to safely engage in Restorative practices during in-person instruction	211-16

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$32,000	One-Time COVID Funding	1105	Certificated Teachers' Salaries	4077	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Supplies	211-17
Teacher	\$30,883	LCFF Supplemental	1105	Certificated Teachers' Salaries	4441	Teacher, Structured English Immersion	0.38	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Art and Music classes and programs	211-18
Teacher	\$74,294	LCFF Supplemental	1105	Certificated Teachers' Salaries	1187	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Art and Music classes and programs	211-19
Teacher	\$67,541	LCFF Supplemental	1105	Certificated Teachers' Salaries	1758	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Supplies	211-20
Teacher	\$48,000	LCFF Supplemental	1105	Certificated Teachers' Salaries	4077	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build classes in Master schedule	211-21
Teacher	\$10,668	LCFF Supplemental	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	0.12	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Supplies	211-22
Teacher	\$99,629	Measure G1	1105	Certificated Teachers' Salaries	6994	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Opportunities to engage families in students culture (i.e. origin of language, culture, food, etc.	211-23

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	\$78,232	Measure G1	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	0.88	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Work with Librarian to purchase materials. Survey students for their input on updating/inclusion/etc.	211-24



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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.

Montera Middle School

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:

- Montera use the online grade book Schoology to keep parents informed on student progress and provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children

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:

- Montera's PTO is centered on supporting the population of families who have greater needs (i.e. food shortage, housing instability, etc). Working with our Community Support Liaison (Ms. Harambe) in providing Parent meetings and Parent informational to help connect families to the school and the larger OUSD community.

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.
- Montera uses the online grade book Schoology to support families and school staff to engage in regular, two-way, meaningful communication about student learning.

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

- Holding Title I meeting and inviting families to SSC meetings.

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:

- Montera use the online grade book Schoology to communicate to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels

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:

- Montera uses ParentSquare to 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

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:

- Montera's PTO is centered on providing opportunities for families to volunteer in classrooms and other schools by hosting gatherings and school clean-up events.

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:

- Montera use the online grade book Schoology to provides parents with materials and training to help them work with their children to improve their children's achievement

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:

- Planning School community opportunities to engage in student's culture (i.e. origin of language, culture, food, etc) Plan International day to celebrate the diverse communities at Montera Middle School

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:

- Regular meetings are scheduled and led by our Community & Family Liason.

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:

- Holding Title I meeting and inviting families to SSC meetings.

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:

- Our Community Support Liaison (Ms. Harambe) provides Parent meetings and Parent informational to help connect families to the school and the larger OUSD community.

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

- Montera's PTO is centered on supporting the population of families who have greater needs (i.e. food shortage, housing instability, etc). Working with our Community Support Liaison (Ms. Harambe) in providing Parent meetings and Parent informationals to help connect families to the school and the larger OUSD community.

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:

- Planning School community opportunities to engage in student's culture (i.e. origin of language, culture, food, etc

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

Adoption

This policy was jointly developed and adopted by the Montera Middle School on August 31, 2021, and will be in effect for the period August 9, 2021, through May 25, 2022.

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

Name of Principal

Darren Avent

Signature of Principal

Darren Avent

Date: August 31, 2021

Please attach the School-Parent Compact to this document.



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

School-Parent Compact 2021-22

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 2020-21 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.**

Montera's pursuance of International Baccalaureate status was an initiative that our site pursued to connect the College and Career Readiness using a global approach. Partnering with industry leaders to support our woodshop at Montera and the initial planning of a pathway from Montera to Skyline to Laney for students interested in pursuing a Trades career after secondary school. We also have a very strong annual Career event that is led by our counseling staff. Our counseling staff is truly representative of a 21st century counseling team. Their work with our students, families, and teachers supports the college and career pipelines through the individual development of each student.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parent-teacher conferences held during the Title I meeting

- 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.**

Report cards, Schoology, and Parent-teacher conferences are ways we provide parents with information 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.

4) Provide parents with reasonable access to staff.

Montera uses Schoology, Parent Square, and email to provide parents with reasonable access to staff.

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.

Montera's PTO is centered on supporting the population of families who have greater needs (i.e. food shortage, housing instability, etc). Working with our Community Support Liason (Ms. Harambe) in providing Parent meetings and Parent information to help connect families to the school and the larger OUSD community.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Connecting students and families to available support resources offered at Montera. Our Site Leadership teams, PLC's, and PTO have worked closely together to identify the needs of our community through community webinars and surveys to help determine where our gaps were in providing services and resources. We continued to work with our school staff and partners to help close these gaps.

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.

Working closely with Oakland EdFund to support the Salesforce Middle School Initiative. Have an Instructional Coach/IB Coordinator to help coach teachers and staff and lead Professional Development throughout the year. Continued literacy support for students, families, and teachers throughout the school year. This support has aligned with teachers' curriculum scope and sequence. Other agencies that provide support to students also support staff. Our Wellness team, PTO, and Salesforce provide support for staff's personal needs.

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.

Student and family accessing resources outside of bell to bell instruction (i.e. weekends, vacations),
Accessing adjacent OUSD schools for partnership services. Lack of reading/math intervention.
Instructional and socio-emotional support for students.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible. Sign up with the PTO
- Participate in decisions related to the education of my child. Attend PTO Meetings
- Promote positive use of my child's extracurricular time.

Examples:

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Montera Middle School on August 31, 2021, and will be in effect for the period of to May 28, 2022.

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 October 31, 2021.

Signature of Principal

Darren Avent

Date: August 31, 2021



Strategic Resource Planning (SRP)

Montera Middle School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Heaven Walker
Vice Chairperson:	Myesha Mebane
Secretary:	Jo Mackness

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Darren Avent	X					
Derrick Bell		X				1
Myesha Mebane				X		2
Michael Louden				X		2
Jo Mackness				X		2
Heaven Walker				X		1
Eric Pettengill		X				1
Sharonda Williams			X			1
Alicia Mayorga		X				1
Amy Chinn		X				1
Victoria [REDACTED]					X	1
Loryn Hudson				X		1

SSC Meeting Schedule: (Day/Month/Time)	3rd Thursday of the Month
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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.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)