

Board Office Use: Legislative File Info.	
File ID Number	26-1348
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



# 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 Montera Middle School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Montera Middle 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 Montera Middle School



**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Montera Middle School

**Site Number:** 211

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

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

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

**Date(s) plan was approved:** 4/21/2026

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

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

**Signatures:**

Latoya Williams  
*Principal*

*Dr. Latoya Williams*  
Signature

4/21/2026  
Date

Ali Metzler  
*SSC Chairperson*

*Ali Metzler*  
Signature

4/21/26  
Date

SELLS Representative (optional)

Signature

Date

Clifford Hong  
*Network Superintendent*

*Clifford Hong*  
Signature

04/22/2026  
Date

Lisa Spielman  
*Director, Strategic Resource Planning*

*Lisa Spielman*  
Signature

4/24/26  
Date

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

Date	Stakeholder Group	Engagement Description
1/20/2026	SSC	Facilitated group feedback on SPSA sections, Conducted mid-year or final SPSA review
2/10/2026	SSC	Facilitated group feedback on SPSA sections
2/10/2026	Faculty	Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft
2/10/2026	Admin Team	Facilitated group feedback on SPSA sections
4/21/2026	SSC	

## 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
Total Funds Provided to the School Through the Consolidated Application	\$236,880
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	\$623,985

### 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	\$232,650
Title I Parent & Family Engagement Resource 3010	\$4,230
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>\$236,880</b>

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
<b>\$623,985</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$43,600
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	\$193,505
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$387,105</b>

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

**1A: ABOUT THE SCHOOL**

<b>School Name: Montera Middle School</b>		<b>School ID: 211</b>
<b>CDS Code: 1612596057079</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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.

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

n/a

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.4%	26.2%	25.0%	0.6%	21.0%	16.6%	58.3%	5.3%	4.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.3%	15.4%	7.6%	0.4%	0.6%	0.3%	58.0%	0.0%	91.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	Close distance from met on ELA SBAC and Math SBAC.
<b>Identified School Need:</b>	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently performing at.

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-20.1	-18.1	5.7	-15.10	10.0

SBAC ELA Participation	All Students	94.0%	95.3%	98.0%	95.0%	95
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	26.6%	38.4%	58.1%	52.8%	60.0%
<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<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 Math Distance from Standard Met	All Students	-75.7	-54.2	-44.5	-65.7	-50.0
SBAC Math Participation	All Students	95.3%	95.3%	98.0%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	26.0%	27.1%	33.2%	37.1%	40.0%
California Science Test (CAST) Participation	All Students	87.4%	92.3%	94.9%	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>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
<b>Identified School Need:</b>	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

<b>Academic Measures &amp; Targets for Focal Student Groups</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 ELA Distance from Standard Met	Special Education Students	-105.7	-122.2	-101.9	-15.1	-80.0
SBAC ELA Distance from Standard Met	African American Students	-87.9	-85.9	-60.8	77.9	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	27.6%	31.8%	27.7%	70.4%	30.0%
SBAC Math Distance from Standard Met	Special Education Students	-172.2	-144.8	-144.6	-65.7	-50.0
SBAC Math Distance from Standard Met	African American Students	-156.1	-120.6	-119.8	136.1	-50.0

Reclassification Measures & Targets <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	12.2%	17.1%	2.9%	15.2%	20.0%
LTEL Reclassification	Long-Term English Learners	11.1%	17.9%	3.1%	14.1%	20.0%

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

**School Goal:** Increase connectedness to school, reduce suspensions and chronic absenteeism.

**Identified School Need:** Our school needs to provide targeted supports to students (leadership class, Black Girls Brilliance, Latino Male Achievement, African American Male Achievement, Peer RJ leaders) to increase school connectedness, reduce absenteeism and reduce suspension.

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	48.6%	51.0%	46.4%	58.6%	65.0%
Out-of-School Suspensions	All Students	7.0%	5.2%	6.0%	4.2%	4.0%
Out-of-School Suspensions	African American Students	13.4%	9.2%	12.3%	8.2%	5.0%
Out-of-School Suspensions	Special Education Students	16.4%	12.3%	8.6%	10.0%	6.0%
Chronic Absenteeism	All Students	57.2%	23.9%	23.2%	42.9%	30.0%
Chronic Absenteeism	African American Students	70.6%	34.1%	36.3%	52.9%	20.0%

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

**School Goal:** Increase teacher retention.

**Identified School Need:** Build a school where students are successful, then teachers will be success and will stay.

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	78.3%	78.4%	79.3%	88.3%	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and Math SBAC.	ELA and Math coaches; Master schedule common planning periods.
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	ELA and Math coaches; Master schedule common planning periods, Blueprint Math
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Community School Manager, Case Manager, Counselors, Additional Culture Keepers, Black Girls Brilliance, Latino Male Achievement, African American Male Achievement, Leadership Class, Peer RJ leaders, Providing materials and supplies for parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students. We also provide supplemental mental health services, including targeted counseling and crisis intervention to improve student self-regulation and emotional stability, thereby increasing classroom engagement and academic endurance. Instructionally, this includes technology upgrades and repairs to keep all teachers, students and families up to date with technology use.
<i>LCAP Goal 4:</i>	Increase teacher retention.	New teacher coaching (in-house), buddy teacher (in-house)
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and Math SBAC.	Funding to retain ELA and Math coaches. Enough FTE to maintain current Master Schedule
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	Funding to retain ELA and Math coaches to support teachers with instructional planning for students in these specific subgroups, Blueprint math.
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Funding to retain current school staffing model.
<i>LCAP Goal 4:</i>	Increase teacher retention.	funding to support additional hours to pay for in-house support

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Montera Middle 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.

Our current SPSA implementation has provided our school community with an opportunity

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

1. Providing teachers and coaches with curriculum planning time allows for better classroom to assessment alignment, improved standards-aligned lesson plans, and strengthening the professional learning communities

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.

We want to continue our program as is. We will continue with the positions, stipends, and license agreements.

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

<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<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>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Teacher Stipends	Staff Participation in Foundational Professional Learning	Funds additional planning hours for staff members to receive training on standards aligned curriculum as well as develop instructional plans in our core subjects (i.e. English and Math).	Preliminary evidence of success is rooted in the high-quality instructional planning opportunities provided to staff. Qualitative feedback from coaches and teachers indicates that these collaborative sessions have significantly strengthened student engagement and created a vital space for pedagogical reflection. By analyzing past lessons to refine upcoming standards-aligned instruction, teachers are reporting a more precise delivery of core academic content. Currently, this allocation remains unexpended as we are utilizing a phased implementation model. While the planning and reflection phase is currently driving student growth, the formal expenditure of funds is being strategically deferred. This ensures that the final investment in supplemental resources and staff compensation is informed by definitive outcome data.	We will be continuing this investment because it establishes a sustainable infrastructure for instructional excellence that transcends a single assessment cycle. By prioritizing additional planning hours for standards-aligned curriculum in English and Math, Montera is moving beyond 'one-off' training toward a culture of continuous improvement.

Math Coach	SBAC Math Distance from Standard Met	Support the 7th grade	Our math initiative has shown significant growth through an increased number of teachers receiving math coaching—growing from 1 to 6 staff members this year. This is anchored by a strong math PLC led by the math coach, where 100% of teachers report increased confidence in using data to drive instruction. Additionally, we saw increased participation in iReady, with 95% of our students participating in the iReady administration, and the successful launch of an advanced math elective supported by the math coach, which currently serves 25 students who previously lacked access to accelerated coursework.	We want to continue this position and continue the prioritized items that are mentioned in "what's working"
Counselor	College/Career Readiness	Academic counseling, social emotional counseling, academic and social emotional activities	Funding a full-time counselor provides a total of 2.0 counselors for the site, which allows for a 350:1 student-to-counselor ratio. This is working because our student population currently has high SEL needs. With this lower ratio, counselors are able to provide direct 1:1 counseling support and stay active on the COST team to manage student referrals and additional services	We will continue this investment because our student body has grown from 560 to 730 students in less than four years. This 30% increase in enrollment has created a significantly higher demand for student services. Funding a second counselor is essential to maintaining a 350:1 ratio, which ensures our students are served equitably according to district standards. Without this additional position, the caseload would exceed 700:1, making it impossible to provide the 1:1 SEL support and COST team referrals currently required by our growing population.
Desmos License	SBAC Math Distance from Standard Met	Provide Math curriculum for teachers, students, families	Annual Math SBAC growth shows a positive trajectory, providing a strong baseline and empirical evidence that our targeted math interventions are high-leverage. Although this line item is currently unexpended, the positive growth in student outcomes serves as a 'proof of concept.' The site remains committed to this investment; the funds will be utilized to provide the specialized materials and supports necessary to move students from the 'Standard Nearly Met' category into 'Standard Met' and 'Exceeded,' ensuring the growth is sustainable over multiple years.	Each year the math department assesses the supplemental curriculum needs and has chosen to continue with Desmos. In addition to a strong Professional Learning Community, our math department has increased math performance for our students.

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Montera Middle School		<b>SCHOOL ID:</b>	211	
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>		<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		Close distance from met on ELA SBAC and Math SBAC.		
<b>Identified Need:</b>		Students need targeted supports to master reading, writing, and math at a higher rate than we are currently performing at.		
#	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	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	Teachers engage in regular professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus; and attend Foundational Curriculum PD through Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-6	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal
1-7	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-8	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 1 - Universal
1-9	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental

1-10	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-11	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 2 - Supplemental
1-12	Schools monitor progress of students receiving literacy support and refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Targeted
1-13		All Students	Academic	Tier 3 - Targeted

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

<b>School Goal:</b>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
<b>Identified Need:</b>	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

#	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	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal
2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-8	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental

2-9	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

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

<b>School Goal:</b>		Increase connectedness to school, reduce suspensions and chronic absenteeism.		
<b>Identified Need:</b>		Our school needs to provide targeted supports to students (leadership class, Black Girls Brilliance, Latino Male Achievement, African American Male Achievement, Peer RJ leaders) to increase school connectedness, reduce absenteeism and reduce suspension.		
#	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	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			
3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal

3-8	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted

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

<b>School Goal:</b> Increase teacher retention.				
<b>Identified Need:</b> Build a school where students are successful, then teachers will be success and will stay.				
#	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	All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	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	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

<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	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Provide daily instruction to students	\$80,347	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10503	Teacher Structured Eng Immersn	0.80			Students engage daily in standards-aligned tasks from the adopted curriculum.	211-1
Teacher Professional Development Hours. Provide training and support for teachers in the Arts.	\$796	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	211-2
Materials and supplies purchases to sustain the VAPA course needs. Students will have access to materials to participate in the learning activities.	\$23,986	Arts & Music in Schools (Proposition 28)	4410	Equipment < \$5,000			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	211-3
Provide Mental Health support for students	\$13,843	Arts & Music in Schools (Proposition 28)	5739	Mental Health Provider			0.00			Uses a universal screener to identify students needing additional support.	211-4
Fund .5 Drama Teacher	\$30,131	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10829	Teacher Structured Eng Immersn	0.20			Students engage daily in standards-aligned tasks from the adopted curriculum.	211-5
Fund .5 Drama Teacher	\$44,401	Arts & Music in Schools (Proposition 28) Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	211-6
Provide Extended Learning program for leaders grades 6-8	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	211-7
Staff support for Extended Learning Program	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	211-8
Support Raciali literacy project and provide professional development hours beyond the normal working hours.	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	211-9
Provide additional hours for counselors beyond the work day. Family presentations and academic support projects during the school year.	\$3,600	LCFF Supplemental	1220	Certificated Pupil Support Salaries: Stipends			0.00			Uses a universal screener to identify students needing additional support.	211-10

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Supplies for classrooms	\$12,000	LCFF Supplemental	4310	School Office Supplies			0.00			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	211-11
Provide Desmos Licenses for Math teachers, students, and families.	\$8,000	LCFF Supplemental	5846	Licensing Agreements			0.00			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	211-12
Provide Literacy Coach for ELA teacher support, student ELA growth and parent academic involvement.	\$168,208	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10831	TSA 11Mon 12Pay	1.00			Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	211-13
Community School Manager	\$182,096	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7868	Program Mgr Community School	1.00			Uses a universal screener to identify students needing additional support.	211-14
Provide full time Library	\$89,909	Measure G, Library Support	2205	Classified Support Salaries	9413	Library Technician	1.00			Uses a universal screener to identify students needing additional support.	211-15
Hre 1.0 FTE	\$90,604	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	10833	Teacher Structured Eng Immersn	1.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	211-16
TSA will support student retention and culture and climate. These efforts will increase student connectedness, improve attendance and reduce the number of out of school suspensions that students experience.	\$108,295	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1119	Certificated Teachers on Special Assignment Salaries	9572	TSA 10Pay	0.90			Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	211-17





## **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:

- Providing performance data on iReady and district-level assessments.

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:

- Providing parent engagement opportunities. Parents are able to schedule in-person or Zoom meetings with teachers on Monday or Friday between 8:30 AM and 9:10 AM. Parents are also encouraged to schedule meetings with teachers meetings during a teacher's prep period or after school.
- Montera Middle School will have several academic engagement evenings for families:
  - Back to School
  - Science Fair Night
  - Math Night

## **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.
- Our Annual Title 1 Meeting was held on Thursday, September 4, 2025.

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

- During our Annual Title 1 meeting, we provide the parents with the Title 1, Part A training and updates.
- The meeting date/time is posted in the front of the school and in our weekly communications to parents.

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:

- This communication happens during Back To School Night, Weekly eBulletin, Parent Square, Parent/Teacher meetings, Admin/Parent Meetings, and Counselor/Parent Meetings, IEP's and 504's.

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:

- Information is shared in a parent's chosen language using our ParentSquare platform. Parents are able to choose the translation that best fits their language needs.

## **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:

- PTO works with families to organize volunteer interests.

- PTO and site administration work together to train parents and provide them with volunteer opportunities.

#### **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 Middle School provides parents with access to curriculum materials (books, workbooks) and/or technology (Chromebooks) as needed/requested.

#### **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:

- Professional Development training for teachers provides them with tools to enhance their academic instructional, and academic communication with their students/parents.

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:

- Families are invited to attend meetings related to school decisions. Such meetings include PTO, SSC, Coffee with the Principal, and the annual Title 1 meeting.

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:

- Our annual Title 1 meeting provides parents with the understanding of Title 1 and their ability to be involved with decision making.
- Our SSC meetings extend this involvement as budget and programmatic decisions are updated and adjusted throughout the year.

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:

- There is an ELL parent liaison who works with our ELL families to support their engagement and inclusion. Also, our Programs for Exceptional Children provides parents an opportunity to engage with teachers who are case managers for

students with IEP's. Two examples of these opportunities include parents meetings as well school engagement opportunities (i.e. field trips).

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

- Montera works with the Parent/Teacher Organization as well as provides site based opportunities that are requested by parents. Our Community School Manager works with families to assess what is needed to help families fully integrate into the school 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:

- We have created parent engagement opportunities (during the school day), which are led by a Montera Teacher. We also have a Student/Parent Hub where parents can meet and utilize site-based resources. If a Montera parent needs access to textbooks or other curriculum materials, these resources will be provided upon request.

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 Montera Middle School on September 4, 2025, and will be in effect for the period August 11, 2025, through May 31, 2026.

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

Latoya Williams  
**Name of Principal**

Latoya Williams  
**Signature of Principal**

September 4, 2025  
**Date**

Please link the [School-Parent Compact](#) to this document.



## Montera Middle School

### School-Parent Compact

**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) In addition to using Parentsquare, emails, and various software programs to communicate with the students, parents, and the public at large, parents are invited to participate in ongoing meetings such as: SSC, SELL, SSTs, Back to School/OpenHouse, School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meetings, as well as Coffee with the principal.
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - a) Parent/Student/Teacher conferences will take place in the Fall of 2025 and the Spring of 2026. The School-Parent-Home Compact will help facilitate the conference.

- 3) Provide parents with frequent reports on their children’s progress and assistance in understanding the state’s academic content standards, and assessments, and how to monitor and improve the achievement of their children.
  - 6 marking periods with a report distributed after each completed period.
  - Student enrolled in Blueprint Math (Support class) will also receive assessment data for their student(s).
  - iReady ELA and MATH assessment data provided to families
    - ELA (3x per year)
    - MATH (targeted students)
  
- 4) Provide parents with reasonable access to staff.
  - a) Parents can meet with the teacher in the morning between 8:30 - 9:10 am, during their prep periods, and or during other previously arranged times.
  - b) Parents have access to staff during Back to School, Open House, and other scheduled events.
  - c) District email and Schoology are other ways to communicate with staff.
  
- 5) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) iReady parent info session (Fall and Spring)
  - b) Parent affinity nights
  - c) Library check-out allows for parents to access curriculum materials
  - d) Info evenings hosted by site and/or community partners
  
- 6) 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) Teachers participate in ongoing training to support their instructional growth as well as deliver culturally responsive instruction.
  - b) Teachers are provided training during buy-back days that also support their growth as culturally responsive educators.
  
- 7) 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) Site based meetings and online meetings (general meetings, PTO, parent/teacher conference, available for families and published in Parentsquare and a weekly eBulletin.) Parent translation is made available

when needed.

## PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time. Limit cell phone use, video games, and television, and ensure 30 minutes of reading daily.
- 4) Support your student in participating in Montera's school community agreements.

This Compact was adopted by Montera Middle School on September 4, 2025, and will be in effect for the period of August 11, 2025, to May 31, 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.

<u>Latoya Williams</u>	<u><i>Latoya Williams</i></u>	<u>September 4, 2025</u>
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

Please link the [Parent and Family Engagement Policy](#) to this document.



**Montera Middle School**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Ali Metzler
Vice Chairperson:	Lindsay Fox
Secretary:	Zhuge

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Dr. Latoya Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Derrick Bell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Martin Price	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Christopher Kerr	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Maria Rodgers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Ali Metzler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Lindsay Fox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Senhit Gamble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Brandy Bendy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Zhuge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Highlighted names are Aeries verified-SM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Tuesday at 6 PM on Zoom
--	-----------------------------

**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)