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Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date December 9, 2020
Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Montera Middle School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Montera Middle School
CDS Code: 1612596057079
Principal: Darren Avent
Date of this revision: 10/22/2020

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
Address: 5555 Ascot Drive
Oakland, CA 94611

Position: Principal
Telephone: 510-531-6070
Email: darren.avent@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 10/22/2020

The District Governing Board approved this revision of the SPSA on: 12/9/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and 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 (ASES) | <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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 Education Code 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 10/22/2020

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

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

Signatures:

Darren L Avent

11/13/2020

Principal

Signature

Date

Michael Louden

11/13/2020

SSC Chairperson

Signature

Date

Clifford Hong

11/13/2020

Network Superintendent

Signature

Date

Lisa Spielman

11/13/2020

Director, Strategic Resource Planning

Signature

Date

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/9/2020	SSC	Review budget priorities for the 2020-2021 school year.
2/26/2020	SSC	Shared rationale and overview of site plan.
3/5/2020	SSC	Continue overview of site plan.
4/9/2020	SSC	Approve carryover for 2020-2021 school year
10/22/2020	SSC	Approve 2020-2021 SPSA

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$132,620.00
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	\$642,846.00

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)	\$129,828.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$48,225.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,792.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$290,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$171,301.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$132,620.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$510,226.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$642,846.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths	
<i>College/Career Readiness</i>	critical thinking and/or problem solving; student access to career sector	Intro to IB; Career Day	
<i>Focal Student Supports</i>	Check in check out; Mental wellness	Tier 2 advisor; robust counseling support (Fred Finch, Catholic charities, counseling interns); implementation of Restorative Justice, peer Restorative Justice training	
<i>Student/Family Supports</i>	Mental wellness; family involvement	robust counseling support (Fred Finch, Catholic charities, counseling interns); PTO	COST support/services
<i>Staff Supports</i>	Staff wellness; family involvement; PD opportunities	Professional Development, PD Cycle,	
Focus Area:	Priority Challenges	Root Causes of Challenges	

<i>College/Career Readiness</i>	access for all	Our students are not as prepared for college/career and do not have the benefit of multiple learning opportunities because our teachers and staff are so focused on core subjects. Our students need a more well-rounded education in order to really thrive in college and career, including art and music courses.
<i>Focal Student Supports</i>	frequency of students who need support vs. staffing to provide the support	We do not have adequate funding to pay for staff to support all of our student needs, making it difficult to consistently and cohesively support students in all core academic areas. Our teachers and staff are stretched too thin.
<i>Student/Family Supports</i>	access for all	The location of our school makes it difficult for all families to attend meetings and other opportunities for family engagement, thus keeping them from having a strong connection to the school and their children's academic success.
<i>Staff Supports</i>	retention; some vital PD not accessible	low wages; budget

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: All students will meet or exceed the District Growth Targets in ELA, Math, and Science.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-38.2	n/a	-8.2
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	17.4%	n/a	27.4%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-87.7	n/a	-57.7
CAST (Science)	All Students	TBD	20.3%	n/a	40%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: Identified focal groups will meet or exceed annual district growth targets in Language Arts and Math.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-147.2	n/a	-107.2
SBAC ELA	English Learners	+20 points DF3	-162.7	n/a	-122.7
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	17.4%	n/a	7.40%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-198.3	n/a	-158.3
SBAC Math	African-American Students	+20 points DF3	-153.3	n/a	-118.3
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	2.3%	n/a	16%.2
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	2.8%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		By 2023 Montera's CHKS survey will show an annual increase in connectedness that meets or exceeds District Growth Targets. By 2023 Montera's suspension data and chronic absence data for all students and targeted subgroups will show a decrease that meets or exceeds district growth targets.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	53.3%	n/a	63.3%
Suspensions	All Students	-2pp	6.6%	n/a	-2.6%
Suspensions	African-American Students	-2pp	12.8%	n/a	8.8%
Suspensions	Students with Disabilities	-2pp	18.8%	n/a	14.8%

Chronic Absence	All Students	-2pp	28.1%	n/a	24.1%
Chronic Absence	African-American Students	-2pp	37.4%	n/a	33.40%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: Partnering with the school community to promote student learning.

School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Retention	All Staff	n/a	68.8%	75.0%	80.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE

School: Montera Middle School

SPSA Year Reviewed: 2019-20

SPSA Link: [19-20 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)

19-20 Language & Literacy Priority: Literacy

Theory of Change: If we use the SRI at the beginning of the school year and during the bridge program for incoming sixth-graders, we should be able to identify students who are multiple years below in reading. After identifying the students we should then be able to tailor reading intervention to best help the students.

Related School Goal: Develop a reading intervention program

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

SRI was used at the beginning of the year to identify students reading below grade level. We developed a strategy two years ago to create a culture of reading. That first year (2018-2019) all 6th-grade classes visiting the Libray twice a month. This school year (2019-2020) it was expanded to include all 7th-grade classes.

What evidence do you see that your practices are effective?

We know this strategy was effective based on the data, During 2018-2019, August - March 13th, 5139 library books were checked. During 2019-2020, August - March 13th, 9319 library books were checked. Almost doubling the number I checked out books.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes in the goal. We are expanding Library visits to the 8th grade for the 2020-2021 school year.

19-20 Standards-Based Instruction Priority: Evidence-based Reasoning (in all content areas)

Theory of Change:

If leaders...

- 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

If teachers...

- 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 accurate reflect the expectations of the standards
- Can accurate evaluate student work according the the expectation of the standards

Then students will...

Related School Goal: Use Blueprint math and teacher PLC's to focus on Math improvement

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

During the 2019-2020 school year, we plan to design stronger PLCs so that there are stronger collaboration and student improvement. We wanted to start by having the SLC develop their own practice as a PLC by developing their own theory of action and goals. The SLC members will then lead Department PLCs through a similar process, developing theories of action aligned to the broader, school-wide theory of action. We also modeled PLC practices, such as norms and process checks.

What evidence do you see that your practices are effective?

We feel it was effective because all departments started to meet consistently and find PLCs to be useful and focused spaces for collaboration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changing a few of the members of the SLC to ensure that we have teacher leaders that have the will and capacity to lead their departments.

19-20 Conditions for Student & Adult Learning Priority: School Climate & Culture

Theory of Change: Need to develop a differentiated approach to supporting department PLCs.

Related School Goal: Encourage and support Student-run Positive Behavior initiatives and incentives programs developed by students for students.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We focused on the use and training the staff in restorative practices. We developed strategies with the Special Education Department to reduce the number of suspensions of SPED students.

What evidence do you see that your practices are effective?

We experienced a reduction of suspension for the 19-20 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We started the process of training students to be Restorative Justice Peer Leaders

19-20 Conditions for English Language Learners Priority: Targeted Support for ELL

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 School Goal: Develop writing support for ELL's

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The focus was to identify ELL students early in the year and support them in ELA and SRI testing

What evidence do you see that your practices are effective?

We could have been more effective if we targeted ELL students in classes to focus on the support they need.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
A strategy changed would be to develop ELA classes that support ELL students.	
19-20 Arts, Music & World Language Priority: Dual Language Development	
Theory of Change:	If we follow the IB mandate and require foreign language for all students taking Spanish. Also requiring students to continuing with one of these languages for their seventh and eighth grade school year. We should see an increase in the number of students leaving the school with understanding of a foreign language.
Related School Goal:	Target the reading intervention for lowest 24 6th and 7th graders.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Every student is required to take a world lanaguage	
What evidence do you see that your practices are effective?	
All students take Spanish for 3 years.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
None	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
No major changes, but because of COVID-19, we couldn't purchase needed materials.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Montera Middle School

School ID: 211

3: SCHOOL STRATEGIES & ACTIONS

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

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"): 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.

Related Goal(s): All students build relationships to feel connected and engaged in learning.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Coordinate Restorative Justice strategies in the school as well as the classroom.	Utilize Restorative Justice, Conflict Mediation. Become a more nurturing and less punishing organization. Provide students with training in restorative practices.	Student Restorative Justice leaders program. Student led welcome and friendship circles.	access for all
1-2	Teacher helps students become more organized. Utilize restorative circles to get to know students.	6th Grade Bridge Program Parent Workshop on cyber bullying during registration	Student led restorative circles to support case of bullying, friendship circles etc. Inform incoming families of the bridge program and provide signup during the acceptance process	access for all

1-3	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners, including low-performing students, struggling readers, English Learners, African American males.	Coordinate PBIS and student RJ peer group strategies in the school as well as the classroom and track the data for identified learners, including low-performing students, struggling readers, English Learners. Meeting time for PBIS team and student RJ peer group.	Student led circles and students feeling connected to the school.	access for all
1-4	Teachers need to embrace and understand the many different cultures they teach everyday	Support families in developing a family of color support group. Leadership needs to be willing to meet families off site. In time use the families of color support group as an extension of the PTO	Continued Implicit Bias training in 20-21. Develop plans to support teacher training.	access for all

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Evidence-based Reasoning (in all content areas)
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>
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Use SRI data to guide learning	Give SRI at the beginning of school year Adjusting (if needed) school schedule	We should see improvement after each testing cycle.	
2-2	Use counselor one-minute meetings to support college readiness program	Support the program and develop a culture of college on campus Educate families on the college process	Student and families will began planning and organizing to help prepare for transition to High School and beyond.	
2-3	Completing IB workshops	Set aside funds to support PD IB implementation	Teacher we use inquiry based Leeson in classroom.	
2-4	SLT to develop support low performing students	Follow up with SLT with bi-monthly meetings	Using data to Improved classroom instruction	
2-5	Teachers will be participate in TGDS through observations and other professional development.	Leaders with Schedule TGDS observations and feedback session.	Improved classroom instruction	

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	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.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together and assisting students to meet the state's academic proficiency levels in core subjects. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	Time is purposely and structurally given to staff to plan and align lessons. Norms for meeting and documenting progress.	Teacher planning together to address student needs	
3-2	Montera will begin the proces of becoming an IB school. In order to help this process teachers and staff need to start having PD's on inquiry based learning	Contiue training ILT members in inquiry based leaning	More lesson will use the Inquiry based learning model allowing Montera to receive IB authorization.	
3-3	Provide additional academic supports and intervention through extended learning time.	Create a 35-minute enrichment block in the master schedule	Student needs are address	
3-4	Required bi-monthly library visits of all grades	Contract and a Literacy support person and continue to build out our library to support the implementation of IB and strengthen the core academic program.	Student checking out books and use the library as a resource for book reports	

District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	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
Related Goal(s):	#REF!
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	SLT members will work with school administration share ideas and will give the whole staff an opportunity to have a voice in school day to day operations.	Administration will empower the SLT to continue the development of the school by having the staff plan with administration, share ideas and will give the whole staff an opportunity to have a voice in school day to day operations.	Meeting agenda	
4-2	Teachers will be participate in TGDS through observations and other professional development.	Leaders with Schedule TGDS observations and feedback session.	Improved classroom instruction	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Targeted Support for EL
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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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Contract bilingual community liaison to work directly with ELL families and Newcomer students.	Identify ELL and newcomer students and contact families provide support	More reclassification of ELL students.	
5-2	Develop writing support for ELL students	Support the development of writing support for ELL's	More reclassification of ELL students.	

ARTS, MUSIC & WORLD LANGUAGES

School Priority ("Big Rock"):	Dual Language Development			
School Theory of Change:	If we follow the IB mandate and require foreign language for all students taking Spanish. Also requiring students to continuing with one of these languages for their seventh and eighth grade school year. We should see an increase in the number of students leaving the school with understanding of a foreign language.			
Related Goal(s):	Partnering with the school community to promote student learning.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
6-1	IB Workshops	Develop master schedule to support program.	All Students are in a world language class	access for all
6-2	Native speaker course	Develop language course for native speakers	Include 6th grades in Native Speaker course	frequency of students who need support vs. staffing to provide the support

6-3	Art and Music classes and programs	Develop master schedule to support program.	All students complete 50 hours of Art and music before leaving Montera	access for all
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PROPOSED 2020-21 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 ACTION	BUDGET ACTION NUMBER
Core Teacher	\$7,968	General Purpose Discretionary	1105	Certificated Teachers' Salaries	6994	Teacher, Structured English Immersion	0.09	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together and assisting students to meet the state's academic proficiency levels in core subjets. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	211-1
General school supplies for instruction.	\$30,315	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Montera will begin the proces of becoming an IB school. In order to help this process teachers and staff need to start having PD's on inquiry based learning	211-2
Copy Machine	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Time is purposely and structurally given to staff to plan and align lessons. Norms for meeting and documenting progress.	211-3
Core Teacher	\$73,685	LCFF Supplemental	1105	Certificated Teachers' Salaries	173	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together and assisting students to meet the state's academic proficiency levels in core subjets. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	211-4

Core Teacher	\$73,685	LCFF Supplemental	1105	Certificated Teachers' Salaries	1758	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together and assisting students to meet the state's academic proficiency levels in core subjets. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	211-5
Core Teacher	\$86,928	LCFF Supplemental	1105	Certificated Teachers' Salaries	3049	Teacher, Structured English Immersion	0.63	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together and assisting students to meet the state's academic proficiency levels in core subjets. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	211-6
Core Teacher	\$14,565	LCFF Supplemental	1105	Certificated Teachers' Salaries	4077	Teacher, Structured English Immersion	0.18	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together and assisting students to meet the state's academic proficiency levels in core subjets. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	211-7

Core Teacher	\$75,526	LCFF Supplemental	1105	Certificated Teachers' Salaries	6481	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together and assisting students to meet the state's academic proficiency levels in core subjets. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	211-8
General school supplies for instruction.	\$233	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together and assisting students to meet the state's academic proficiency levels in core subjets. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	211-9
Community schools manager to help coordinate community resources for students.	\$19,183	Low-Performing Students Block Grant	2305	Classified Supervisors' and Administrators' Salaries	7868	Program Mgr Community School	0.04	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support the program and develop a culture of college on campus Educate families on the college process	211-10
literacy coach	\$49,368	Low-Performing Students Block Grant	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Required bi-monthly library visits of all grades	211-11
Art Teacher	\$80,561	Measure G1	1105	Certificated Teachers' Salaries	6994	Teacher, Structured English Immersion	0.91	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers need to embrace and understand the many different cultures they teach everyday	211-12
Art Teacher	\$94,698	Measure G1	1105	Certificated Teachers' Salaries	4923	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners, including low-performing students, struggling readers, English Learners, African American males.	211-13

General school supplies for instruction.	\$690	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners, including low-performing students, struggling readers, English Learners, African American males.	211-14
AP to support School Climate	\$40,164	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2824	Assistant Principal, Middle School	0.30	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers need to embrace and understand the many different cultures they teach everyday	211-15
Community schools manager to help coordinate community resources for students.	\$86,037	Salesforce Principal Innovation Fund	2305	Classified Supervisors' and Administrators' Salaries	7868	Program Mgr Community School	0.88	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support families in developing a family of color support group. Leadership needs to be will to meeting families off site. In time use the families of color support group as an extension of the PTO	211-16
General school supplies for instruction.	\$256	Salesforce Principal Innovation Fund	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Time is purposely and structurally given to staff to plan and align lessons. Norms for meeting and documenting progress.	211-17
Staff to support school climate	\$65,000	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners, including low-performing students, struggling readers, English Learners, African American males.	211-18
Music Teacher	\$56,346	Title I: Basic	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	0.77	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers need to embrace and understand the many different cultures they teach everyday	211-19
Music Teacher	\$73,205	Title I: Basic	1105	Certificated Teachers' Salaries	1233	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers need to embrace and understand the many different cultures they teach everyday	211-20
General school supplies for instruction.	\$702	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teacher helps students become more organized. Utilize restorative circles to get to know students.	211-21

Parent Resoucrues	\$2,792	Title I: Parent Participation	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	6th Grade Bridge Program Parent Workshop on cyber bullying during registration	211-22
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**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:

- SSC Meetings

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:

- Monthly parents of Montera meetings, back to school night, parent conferences, SSC meetings.

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:

- Title I annual meeting, weekly Principal's update.

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

- Title I annual meeting, Monthly 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:

- Monthly SSC meetings, parent engagement nights.

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:

- Title I annual meeting, Monthly SSC meetings.

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:

- SSC meetings, annual Title I meeting.

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:

- Report cards, progress reports, student led conferences and teachers post grades on aeries, ongoing.
- Parent education nights, counselor outreach.

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:

- PTA, SSC, parent volunteer opportunities, parent education evenings.

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:

- Volunteer, SSC meetings, PTA meetings, parent education and outreach activities.

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:

- PTA meetings, SSC meetings, parent education and outreach nights.

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:

- PTA meetings, SSC meetings, parent education and outreach nights.

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

- PTA meetings, SSC meetings, parent education and outreach nights.

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:

- PTA, SSC, education and outreach nights.

Adoption

This policy was adopted by the Montera Middle School Site Council on 10.3.19 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

Signature of Principal



Darren Avent

Date: 10.03.2019

Please attach the School-Parent Compact to this document.



School-Parent Compact

Montera Middle School

2019-20

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 2019-20 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. **Ensure access to necessary materials for all students.**
2. 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. Provide parents reasonable access to staff.
3. 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.
4. Provide parents with materials and training to help them improve the academic achievement of their children.
5. 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.
6. 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.
7. Provide parents with reasonable access to staff.

Teacher Responsibilities: I agree to support my students' learning in the following ways:

- Provide high-quality curriculum and instruction
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Communicate clear expectations for performance to both students and parents.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision-making with other staff and families to the benefit of students.
- Respect the school, staff, students, and families.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Teacher Signature:

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads everyday.
- Make sure my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community sponsored activities to meet my agreed-upon 40-hours of volunteer activities a year.
- Respect school, staff, students, and families.

Parent Signature:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents about my progress in school.
- Regularly talk to my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.
- Get to school on time every day.

Student Signature:

This Compact was adopted by the Montera Middle School Site Council on 10.3.19 2019 and will be in effect for the period of August 12, 2019 to May 28, 2020.

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, 2019

Principal Signature:





**Montera Middle School
School Site Council Membership Roster
2020-2021**

SSC - Officers

Chairperson:	Michael Louden
Vice Chairperson:	Myesha Mebane
Secretary:	Mona Lisa Trevino

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				
Myesha Mebane				X		
Michael Louden				X		
Jo Mackness				X		
Mona Lisa Trevino				X		
Katie Mclane				X		
Monica Black			X			
Alicia Mayorga		X				
Dr. Gilyard-Shyne		X				
Jessica Virgen					X	
Eric Pettingil		X				

SSC Meeting Schedule: (Day/Month/Time)	2nd or Third 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)