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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Montera Middle School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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** 2021-2022 School Plan for Student Achievement (SPSA) for Montera Middle School



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Montera Middle School  
**CDS Code:** 1612596057079  
**Principal:** Darren Avent  
**Date of this revision:** 5/21/2021

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:

<b>Contact:</b> Darren Avent	<b>Position:</b> Principal
<b>Address:</b> 5555 Ascot Drive Oakland, CA 94611	<b>Telephone:</b> 510-531-6070
	<b>Email:</b> darren.avent@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Montera Middle School

**Site Number:** 211

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant                   |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input type="checkbox"/> After School Education & Safety Program (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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |   |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 and 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:** 5/21/2021

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 Avent <i>Principal</i>	<i>Darren Avent</i>	Signature	<u>6/21/2021</u> Date
Michael Louden <i>SSC Chairperson</i>	<i>Michael Louden</i>	Signature	<u>6/21/2021</u> Date
Clifford Hong <i>Network Superintendent</i>	<i>Clifford Hong</i>	Signature	<u>6/22/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/23/21</u> Date

## 2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/23/2020	SSC	shared overview and outline of school site plan
11/19/2020	SSC	Provided budget overview and shared instructional strategies for the 2020-2021 school year.
3/18/2021	SSC	Updated SSC with ongoing budgetary changes and school plan revisions to align with budget and programmatic needs. Shared goals on providing additional support to our EL population and the instructional changes that will occur in the 2021-2022 school year.
5/13/2021	SSC	Voted and approved budget for 2021-2022 school year
August	PTO	Conducted student survey to determine academic and socio-emotional needs of students. Provided monthly webinars on services that are available for all students.
Aug-Sep	School Community (grade level back to school evenings)	Met with PTO to provide over view of SPSA plan and student engagement expectations as well as instructional priorities.
2020-2021	Students Grades 6-8	Conducted student survey to determine academic and socio-emotional needs of students. Provided monthly webinars on services that are available for all students.
2020-2021	Students Grades 6-8	Provided students with updates on current support provided to them. Also gathered feedback on student needs (i.e. school culture/events, additional support needed in their academic classes).
2020-2021	Students Grades 6-8	Weekly Cluster group meetings with teachers to discuss student leadership, school culture, and academic needs.
1/26/2021	ILT	Updated staff on overview of site plan and discussed educational plan under new COVID limitations. Discussed goals and expectations of the ILT.
2/2 - 2/23	ILT & Faculty	Weekly ILT meetings: Used feedback gathered from staff about professional development needs. Worked with ILT to provide teacher led trainings. Faculty updated weekly on professional development offerings and budget discussions with ILT.

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## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$128,205.00
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	\$476,855.00

### 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)	\$124,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$48,600.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,330.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$300,050.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$128,205.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$348,650.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$476,855.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

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

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



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

**1C: 20-21 STUDENT GOALS & TARGETS**

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

<b>School Goal for May 2024:</b>	By 2024 Montera staff will have access to curriculum, instructional materials and technology to support student achievement. By June 2022, Montera Middle School Students will have current assessment data results to support instructional planning and supports needed for 2022-2023. This will also provide provisional data for 2023-2024 planning for assessments that are measured.
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**Instructional Focus Goal:** *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-38.2 (Spring 2019)	n/a	-23.2 (Spring 2022)
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	17.0%	n/a	22%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-72.7 (spring 2022)
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	5 points	20.3% (Spring 2019)	n/a	25.30%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

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

**School Goal for May 2024:** By May 2024 Montera Middle school will provide additional targeted support for Students with Disabilities to achieve a +20 yearly increase on the SBAC ELA performance for Students with disabilities. By May 2024 Montera Middle school will provide additional targeted support for English Learner students to achieve a +20 yearly increase on the SBAC ELA performance for English Learners. By May 2024 Montera will also have had a 3-year implementation of an ELD course provided specifically for our English Learners.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-147.2 (Spring 2019)	n/a	127.2
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-162.7 (Spring 2019)	n/a	142.7
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	17.4%	n/a	12.40%

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-198.3 (Spring 2019)	n/a	178.3
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-191.6 (Spring 2019)	n/a	171.6
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a

IAB Math Above Standard	English Learners	n/a	n/a	n/a	n/a
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	2.3%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	2.8%	n/a	25.0%

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

<b>School Goal for May 2024:</b>	By May 2024 Montera Middle School will have an 70%+ of students reporting as connected to our school community. Our suspensions for all students and African-American students will be between 0-3%. The margin of suspension listed is taking into account of incidents (i.e. weapons) that can not be mitigated by Restorative Justice.
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**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	53.3%	n/a	58.3%
Suspensions	All Students	-2pp	6.6%	n/a	4.6%
Suspensions	African-American Students	-2pp	12.8%	n/a	10.8%
Suspensions	Students with Disabilities	-2pp	18.8%	n/a	16.8%
Chronic Absence	All Students	-2pp	15.7%	n/a	26.1%
Chronic Absence	African-American Students	-2pp	24.1%	n/a	35.4%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

<b>School Goal for May 2024:</b>		By May 2024 Montera Middle School will show an increase in student and staff satisfaction as evidenced by the annual CHKS survey and site based survey data. By May 2024 Montera Middle School will also show an increase in teacher retention as evidenced by the OUSD data dashboard.			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	n/a
Teacher Retention	All Teachers	above 80%	75.3%	n/a	80%

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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

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

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

School: Montera Middle School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning Priority:**

**Encourage and support Student-run Positive Behavior initiatives and incentives programs developed by students for students.**

**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 School Goal:**

All students build relationships to feel connected and engaged in learning.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

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

**What evidence do you see that your practices are effective?**

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

**Describe any changes that will be made to 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.**

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

**20-21 Standards-Based Instruction Priority:**

**Evidence-based Reasoning (in all content areas)**

<b>Theory of Change:</b>	<p>If leaders...</p> <ul style="list-style-type: none"> <li>- Facilitate professional learning that develops content knowledge about evidence-based reasoning at grade level</li> <li>- Facilitate teachers to calibrate on student work in reference to grade level standards about evidence-based reasoning</li> </ul> <p>If teachers...</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Can develop or use core curriculum assignments that accurately reflect the expectations of the standards</li> <li>- Can accurately evaluate student work according to the expectation of the standards</li> </ul> <p>Then students will increase their level of Evidence-based Reasoning in all content areas.</p>
<b>Related School Goal:</b>	<p>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.</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>The facilitation of professional learning was provided by our site level coach and school administration. We used our Wednesday meetings to provide instructional support using new platforms that were utilized during distance learning. Our instructional goal was impacted due to the loss of instructional time as evidenced in the 9-week quarter system model. We were able to develop a schedule that continued our PLC and grade level meetings. We placed great emphasis in supporting teachers in using these platforms to deliver engaging instruction to students. The instructional focus also placed a strong emphasis on student wellness.</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	
<p>The transition to distance learning was challenging. We worked closely with our staff and families to create learning environments that were aimed to increase student engagement in spite of being 100% online. The feedback from parents, students, and staff was evidence of an overall successful instructional environment. Our site based coach worked closely with teachers individually and in small pods to assist with instructional delivery and provide social emotional support to our teaching staff as well during this difficult time.</p>	
<p><b>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.</b></p>	
<p>The quantifiable metrics that would normally be used for assessment of our standards based instructional priority was difficult to gather. We were not able to assess student growth in ELA or MATH due to lack of standards based assessments data. Due to budget reductions we will lose our coach in the 2021-2022 school year. This will greatly impact teacher support. These updates are listed in 1B 20-21 of the SPSA to note the challenges that were faced by students in receiving the supports needed for their academic success and emotional well being.</p>	
<p style="text-align: center;"><b>20-21 Language &amp; Literacy Priority: Develop a reading culture (Literacy).</b></p>	
<b>Theory of Change:</b>	<p>If we require all students to visit the library twice a month, we should develop a culture of reading.</p>
<b>Related School Goal:</b>	<p>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.</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	

Due to COVID restrictions and continuing with a fully implemented distance learning program we were not able to utilize the library on site. However, we worked closely with our librarian to develop an online library resource. Students were able to utilize reading resources using the curated website that our librarian created. Our librarian supervised a small mentor group and she also created a library club to support the transition to the online access to library resources.

**What evidence do you see that your practices are effective?**

Although we did not have the opportunity to utilize our library on site we did transition to an online library support system. Students and families were able to access the resources that Mrs. Rogers (Librarian) made available online and they were able to be in touch with her and well join one of two students groups she supervised.

**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.**

This goal will remain the same for the 21-22 school year. During the 19-20 school year we noticed an increase in Library access and books that were checked out due to frequent visits by classrooms and access to a full time Librarian who can curate the Library to include relevant reading resources that interest middle school students.

<b>20-21 Conditions for Adult Professional Learning Priority:</b>	Utilize site-based coach to lead standards driven professional learning opportunities.
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<b>Theory of Change:</b>	<p>If leaders...</p> <ul style="list-style-type: none"> <li>- Facilitate professional learning that develops content knowledge about evidence-based reasoning at grade level</li> <li>- Facilitate teachers to calibrate on student work in reference to grade-level standards about evidence-based reasoning</li> </ul> <p>Teachers will...</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Develop or use core curriculum assignments that accurately reflect the expectations of the standards</li> <li>- Will accurately evaluate student work according to the the expectation of the standards</li> </ul>
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<b>Related School Goal:</b>	Staff will be provided with professional learning opportunities that will assist them with their instructional delivery of core curriculum
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Each department has implemented a PLC that meets weekly to discuss instructional goals. Weekly meetings were designated to support PLC instructional work. SLT and staff worked closely to identify Monteria's school community priorities (i.e. instructional goals, wellness goals for staff and students, facility needs) to align with COVID precautions that impacted the conditions for our professional learning community. Our site based coach was instrumental in providing guidance for professional learning opportunities with our staff. COVID required that we adjust our initial plan with our staff as evidenced in area 1B: 20-21

**What evidence do you see that your practices are effective?**

Our staff collaboration was praised by our school community. The feedback and engagement in meetings and professional learning opportunities outside of school hours is evidence that our focus on supporting staff positively impacted our school community.

**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.**



This goal will not change as it was written in 20-21. During the 21-22 school year we are projected to go back to school full-time and this will allow for the initial professional learning opportunities to be implemented as well as any additional learning opportunities that may be available to provide to our staff. . What will be impacted is the funding for our site-based coach. However, we have worked with a site-based coach for the last 3 years and will not know how our staff will be impacted without this resource. We do anticipate a lack of support being provided to teachers due to this absence. Our coach was able to provide support for teacher who no longer qualified for BTSA coaching, which was valuable in supporting teachers in continuing to develop their craft.

**20-21 Conditions for English Language Learners Priority:** Targeted Support for EL

**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:** English Learner students continuously develop their language, reaching English fluency in six years or less.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We were not able to meet in small cohorts with our ELL population as planned. However, we did institute an affinity group meeting for our Spanish speaking families (our largest ELL group) in an effort to build stronger school to home connections and work closely with families in developing the supports needed for our ELL population.

**What evidence do you see that your practices are effective?**

Monterea has a growing ELL population and providing more effective communication with families was an area that we targeted in order to strengthen our school to family connection with our ELL population. Feedback from families were positive as they expressed feeling more included in the decision making of the schools efforts to support our ELL population.

**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 will continue to build upon what we have created this year and work to provide additional support for our other ELL populations at Monterea.

**Arts, Music, and World Languages Priority:** Dual Language Development and increase in VAPA instruction

**Theory of Change:** If we provide students with a robust Arts, Music, and World Language program, then students will have more opportunities to connect with their school environment. Teachers will also have more options for interdisciplinary instruction.

**Related School Goal:** Increase in school connectedness

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Within the IB certification path all students are required to take Spanish for 3 years and have at least 50 hours of VAPA instructional hours. Although we were staffed accordingly our students received less instructional ours in Arts, Music and World Language due to our COVID-19 alternative school schedule.

**What evidence do you see that your practices are effective?**

Our Art, Music, and World Language departments worked closely to provide students with similar outcomes within their programs using an online platform for Art Gallery evenings, Music Concerts, etc. Student participation and parent feedback affirmed that our adjustment to utilizing the online platform showed the commitment that our school had towards providing a robust program even with the new instructional delivery.

**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.**

Due to a loss in budget we are not able to provide the staffing necessary to continue with the IB certification process. Additionally, IB costs were supported by the district and this is also no longer available. These updates will be most noted in our staffing outcomes in our school Budget.

### **DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

Although our proposed and estimated actual budgets are similar due to COVID we altered how the money was allocated.

**2021-22 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**

<b>School Priority ("Big Rock"):</b>	Encourage and support Student-run Positive Behavior initiatives and incentives programs developed by students for students.
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Coordinate Restorative Justice strategies in the classroom	Practicing Restorative Justice strategies with students and families	Restorative Justice conversations held with students and families.	Providing social emotional support for staff, instructional coaching	Tier 1
1-2	Teachers support Restorative practices during return to in-person learning	Provide teachers with small cohorts of students to safely engage in Restorative practices during in-person instruction	Teachers utilized Restorative practices to integrate students into in-person learning as COVID-19 guidelines changed.	Providing social emotional support for staff, instructional coaching	Tier 1
1-3	Provide teachers with Restorative and wellness support during the change to online instruction	Work with wellness team to provide wellness support for teachers during the Pandemic.	Provided community connection opportunities during our COVID restrictions. Worked with wellness team to provide events for teachers to support their request of not feeling connected due to the online requirement and lack of person to person interaction.	Providing social emotional support for staff, instructional coaching	Tier 1

1-4	Teachers engaged in PLC work to identify and dismantle implicit bias that may exist in instruction and relationships with students and families.	Provide Professional learning opportunities for teachers during PD time.	Our site based coach started a reading group on Bettina Love's Abolitionist teaching/Anti-Racist scholarship.	Providing social emotional support for staff, instructional coaching	Tier 1
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**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Evidence-based Reasoning (in all content areas)
<b>School Theory of Change:</b>	<p>If leaders...</p> <ul style="list-style-type: none"> <li>- Facilitate professional learning that develops content knowledge about evidence-based reasoning at grade level</li> <li>- Facilitate teachers to calibrate on student work in reference to grade level standards about evidence-based reasoning</li> </ul> <p>If teachers...</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Can develop or use core curriculum assignments that accurately reflect the expectations of the standards</li> <li>- Can accurately evaluate student work according to the expectation of the standards</li> </ul> <p>Then students will increase their level of Evidence-based Reasoning in all content areas.</p>
<b>Related Goal(s):</b>	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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teacher planning time	Develop a Master Schedule that supports subject area planning time	Daily planning time embedded into the instructional day		Tier 1
2-2	Use counselor academic group support for college readiness program	Communicate with school community about available support programs for students. Provide counselors with the time needed to provide the listed support.	Students attend weekly scheduled Zoom meetings		Tier 1
2-3	Teachers will participate in TGDS through observations and other professional development.	Leaders with Schedule TGDS observations and feedback session.	Improved classroom instruction		Tier 1

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Classroom teachers work with site Librarian to schedule visits twice monthly	Work with staff to develop schedule that provides Library visitation time schoolwide.	Classroom visits to Library scheduled	lack of reading/math intervention	Tier 1
3-2	Librarian host authors, read alongs, and family reading evenings	Support Librarian in hosting these events, provide custodial support, etc.	Flyers and invitations of online events. Attendance log of events.	Student and family accessing resources outside of bell to bell instruction (i.e. weekends, vacations), Accessing adjacent OUSD schools for partnership services. Lack of reading/math intervention. Instructional and socio-emotional support for students.	Tier 1
3-3	Updating school library with new texts and other materials to support literacy development	Work with Librarian to purchase materials. Survey students for their input on updating/inclusion/etc.		lack of reading/math intervention	Tier 1

**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Develop a differentiated approach to supporting department PLCs.
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<b>School Theory of Change:</b>		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 Teachers will... - 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			
<b>Related Goal(s):</b>		By May 2024 Montera Middle School will show an increase in student and staff satisfaction as evidenced by the annual CHKS survey and site based survey data. By May 2024 Montera Middle School will also show an increase in teacher retention as evidenced by the OUSD data dashboard.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Department PLC's meet weekly to support Instruction and Teacher needs.	Assign department PLC's to specific admin	Department PLC meeting time held weekly		Tier 1
4-2	Department PLC's will embed wellness support for staff, which will support their engagement with students.	Work with SLT and site staff wellness coach to determine staff needs via survey data	survey data		Tier 1
4-3	Teachers will be participate in TGDS through observations and other professional development.	Leaders with Schedule TGDS observations and feedback session.	Improved classroom instruction		Tier 1
CONDITIONS FOR ENGLISH LANGUAGE LEARNERS					
<b>School Priority ("Big Rock"):</b>		Targeted Support for EL			
<b>School Theory of Change:</b>		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.			
<b>Related Goal(s):</b>		English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>			

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Provide ELL designated classes for ELL students	Develop a master schedules that includes the classes needed to support our ELL population.	Master Schedule		Tier 2
5-2	Provide ELL designated classes for ELL students	Hire teacher who will be the instructor for our ELL program	Master Schedule		Tier 2
5-3	Improved communication	Provide affinity group meetings for our ELL families.	Meetings scheduled and led by our Community & Family Liason		Tier 2
5-4	Administer the SRI to assess student Lexile level	Provide support for SRI administration and analyze data to gauge ELL student progress	Scores from SRI administrations		Tier 2
5-5	School community opportunities to engage in students culture (i.e. origin of language, culture, food, etc.	Plan International day to celebrate the diverse communities at Montera Middle School	Scheduled on school master calendar during Spring		Tier 1

### ARTS, MUSIC, AND WORLD LANGUAGES

<b>School Priority ("Big Rock"):</b>	Dual Language Development & Robust VAPA program				
<b>School Theory of Change:</b>	If we provide students with a robust Arts, Music, and World Language program, then students will have more opportunities to connect with their school environment. Teachers will also have more options for interdisciplinary instruction. Justice.				
<b>Related Goal(s):</b>	By May 2024 Montera Middle School will show an increase in student and staff satisfaction as evidenced by the annual CHKS survey and site based survey data. By May 2024 Montera Middle School will also show an increase in teacher retention as evidenced by the OUSD data dashboard.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Workshops to support teaching and Learning	Lead PD's and provide teachers with an opportunity to attend non site opportunities.	Sign in sheets, scheduled meetings, feedback surveys		

6-2	Native speaker course	Develop language course for native speakers	Include 6th grades in Native Speaker course		
6-3	Art and Music classes and programs	Develop master schedule to support program.	Student schedules, Master Schedule		



PROPOSED 2021-22 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
Counselor	\$42,764	General Purpose Discretionary	1105	Certificated Teachers' Salaries	7184	Counselor	0.41	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Use counselor academic group support for college readiness program	211-1
Supplies	\$5,836	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	211-2
Teacher (1.0FTE)	\$79,350	LCFF Supplemental	1105	Certificated Teachers' Salaries	1758	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Provide Professional learning opportunities for teachers during PD time.	211-3
Teacher (1.0FTE)	\$79,350	LCFF Supplemental	1105	Certificated Teachers' Salaries	0173	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers engaged in PLC work to identify and dismantle implicit bias that may exist in instruction and relationships with students and families.	211-4
Art Teacher (1.0 FTE)	\$101,638	LCFF Supplemental	1105	Certificated Teachers' Salaries	4923	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop a Master Schedule that supports subject area planning time	211-5
Assistant Principal	\$43,725	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2824	Assistant Principal, Middle School	0.30	Goal 1: All students graduate college, career, and community ready.	Teachers will be participate in TGDS through observations and other professional development.	211-6
To be allocated in Fall 2021.	\$0	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	211-7
Computer Science Teacher (.13 FTE)	\$16,673	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	0894	Teacher, Structured English Immersion	0.13	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teacher planning time	211-8
To District for Reading intervention	\$50,000	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide support for SRI administration and analyze data to gauge ELL student progress	211-9
Teacher (.6FTE)	\$54,374	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4278	Teacher, Structured English Immersion	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop a Master Schedule that supports subject area planning time	211-10
Stipends	\$31,117	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers engaged in PLC work to identify and dismantle implicit bias that may exist in instruction and relationships with students and families.	211-11
Consultants	\$0	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teacher planning time	211-12
Counselor (.29FTE)	\$30,248	Title I: Basic	1205	Certificated Pupil Support Salaries	7184	Counselor	0.29	Goal 1: All students graduate college, career, and community ready.	Use counselor academic group support for college readiness program	211-13
Community Schools Manager	\$103,015	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7868	Program Mgr Community School	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	School community opportunities to engage in students culture (i.e. origin of language, culture, food, etc.	211-14

**PROPOSED 2021-22 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
Contract translation services	\$3,330	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide affinity group meetings for our ELL families.	211-15
Music Teacher (1.0FTE)	\$93,336	Measure G1	1105	Certificated Teachers' Salaries	6994	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Develop a master schedules that includes the classes needed to support our ELL population.	211-16
Music Teacher (1.0FTE)	\$79,350	Measure G1	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Develop a Master Schedule that supports subject area planning time	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:

- 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:

- Á 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:

- Á 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.

- Á 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:

- Á 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:

- Á 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:

- Á 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:

- Á 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 for the 2020-21 school year.

The school will distribute this policy to all parents on or before September 30, 2020.

**Name of Principal**

**Darren Avent**

**Signature of Principal**

A handwritten signature in black ink, appearing to read 'D. Avent', written in a cursive style.



# School-Parent Compact

## Montera Middle School

### 2020-21

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

*This School-Parent Compact is in effect for the 2020-21 school year.*

#### **School Responsibilities**

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
  - 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:**

2020-21

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, 2020.

**Principal Signature:**

A handwritten signature in black ink, appearing to be 'J. D. B.', written over a horizontal line.





Strategic Resource Planning (SRP)

**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				

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