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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Montera Middle School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Montera Middle School.

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

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

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

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

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Montera Middle School



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

2024-25 School Plan for Student Achievement (SPSA)

School: **Montera Middle School**
CDS Code: 1612596057079
Principal: Latoya Williams
Date of this revision: 5/14/2024

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: Latoya Williams	Position: Principal
Address: 5555 Ascot Drive Oakland, CA 94611	Telephone: 510-531-6070 Email: latoya.williams@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2024
The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
#REF!	Admin Team	Reviewed SPSA and LCAP goals as well the strengths and challenges for each goal area.
	SSC and SELLS	Reviewed SPSA and LCAP goals as well the strengths and challenges for each goal area.
	Instructional Leadership Team	Reviewed SPSA and LCAP goals as well the strengths and challenges for each goal area. Prioritized Instructional walk throughs to
	School Staff	Provided budget training and review of budget priorities for 24-25.
	SSC and SELLS	Reviewed budget approvals for the 24-25 school year.
	Admin Team	Reviewed budget approvals for the 24-25 school year.
	SSC and SELLS	Annual review of SPSA and approval. Reviewed 2024-2025 SPSA.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$143,560.00
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	\$744,509.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$139,680	LCFF Discretionary (General Purpose Discretionary #0000)	\$42,640
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,880	LCFF Supplemental (LCFF Supplemental #0002)	\$250,425
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$98,181
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$209,703
SUBTOTAL OF FEDERAL FUNDING:	\$143,560		\$600,949

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$744,509.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Montera Middle School

School ID: 211

CDS Code: 1612596057079

SSC Approval Date: 3/12/2023

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: to be populated once CSI list is released

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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

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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.4%	25.6%	26.3%	1.3%	21.5%	19.0%	57.5%	9.7%	8.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.0%	14.3%	8.3%	0.3%	0.5%	0.2%	56.1%	0.3%	90.6%

1B: GOALS & IDENTIFIED NEEDS

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

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

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-20.1	not available until fall 2024	not available until fall 2025	-15.1
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	26.6%	not available until fall 2024	not available until fall 2025	36.60%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-75.7	not available until fall 2024	not available until fall 2025	-65.7
California Science Test (CAST) Standard Met or Exceeded	All Students	26.0%	not available until fall 2024	not available until fall 2025	36%

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

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

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-105.7	not available until fall 2024	not available until fall 2025	85.7
SBAC ELA Distance from Standard Met	African American Students	-87.9	not available until fall 2024	not available until fall 2025	77.9
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	27.6%	not available until fall 2024	not available until fall 2025	27.6
SBAC Math Distance from Standard Met	Special Education Students	-172.2	not available until fall 2024	not available until fall 2025	152.2
SBAC Math Distance from Standard Met	African American Students	-156.1	not available until fall 2024	not available until fall 2025	136.1

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	12.2%	not available until fall 2024	not available until fall 2025	15.2
LTEL Reclassification	Long-Term English Learners	11.1%	not available until fall 2024	not available until fall 2025	14.1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:		Increase connectedness to school, reduce suspensions and chronic absenteeism.			
Identified School Need:		Our school must implement PBIS and SEL strategies and an MTSS framework in order to build a positive school culture.			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	48.6%	not available until fall 2024	not available until fall 2025	58.60%
Out-of-School Suspensions	All Students	7.0%	not available until fall 2024	not available until fall 2025	6.00%
Out-of-School Suspensions	African American Students	13.4%	not available until fall 2024	not available until fall 2025	10.05%
Out-of-School Suspensions	Special Education Students	16.4%	not available until fall 2024	not available until fall 2025	12.30%
Chronic Absenteeism	All Students	57.2%	not available until fall 2024	not available until fall 2025	42.89%
Chronic Absenteeism	African American Students	70.6%	not available until fall 2024	not available until fall 2025	52.94%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:		Increase teacher retention.			
Identified School Need:		Build a school where students are successful, then teachers will be success and will stay.			
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	78.3%	not available until fall 2024	not available until fall 2025	88.3%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>Close distance from met on ELA SBAC and Math SBAC.</i>	<i>We had positive growth on our ELA SBAC scores. We administere the iReady ELA and Math to assess student performance levels.</i>
<i>LCAP Goal 2:</i>	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>Inclusion of Advisory classes that focus on iReady (My Path) in ELA and Math</i>
<i>LCAP Goal 3:</i>	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>Home visit team, Tier 1 events for students to increase school connectedness, Watch List program to address and support students who are chronically absent. Community School Manager who provides direct support for students and families. Home visits, attendance celebrations, and other schoolwide recognitions for students/families have resulted in school connectedness. Parent events to support parent involvement in Math, Science, and ELA. We provide direct support for our students by providing personalized academic guidance and addressing barriers to learning to ensure equitable access to quality education for all students. Parent space to provide education software and access to technology for increased student academic achievement and school connectedness.</i>
<i>LCAP Goal 4:</i>	<i>Increase teacher retention.</i>	<i>100% teachers returning for the 24-25 school year. Professional development opportunities available for teachers to support retention.</i>
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<i>Close distance from met on ELA SBAC and Math SBAC.</i>	<i>ELA, Math, Science, and other interventions in core academic subjects are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency. Students need enriching field trips to museums, exhibits and other off-campus learning experiences, that align with core academic standards that are needed as an opportunity to deepen the students' understanding of Math, ELA, History, and Science standards through targeted learning experiences.</i>
<i>LCAP Goal 2:</i>	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>ELA, Math, Science, and other interventions in core academic subjects are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency. Students need enriching field trips to museums, exhibits and other off-campus learning experiences, that align with core academic standards that are needed as an opportunity to deepen the students' understanding of Math, ELA, History, and Science standards through targeted learning experiences.</i>

<p><i>LCAP Goal 3:</i></p>	<p><i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i></p>	<p><i>Removing language barriers will promote inclusivity and empower families to actively engage in their student's educational journey. This will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success. More parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students. We have been specifically challenged in the area of chronic absenteeism for the following student groups: African American Students, English Language Learner Students, Special Education Students, and Low-Income Students.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Increase teacher retention.</i></p>	<p><i>By providing stipends to teachers, schools can incentivize and support educators in implementing evidence-based instructional strategies, interventions, and initiatives tailored to meet the diverse needs of Title I students. Many educators choose to work in high-need schools because of their commitment to serving disadvantaged students. Providing stipends as a form of recognition for their dedication and hard work can help retain experienced teachers in these schools and attract new educators to join the faculty, ultimately benefiting the students they serve.</i></p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
ELA	English Learners	-133.2	not available until fall 2024	not available until fall 2025	-118.2
Math	English Learners	-184.8	not available until fall 2024	not available until fall 2025	-169.8
Chronic Absenteeism	English Learners	70.8%	not available until fall 2024	not available until fall 2025	31.2%
Chronic Absenteeism	Low-Income Students	69.4%	not available until fall 2024	not available until fall 2025	25.9%
Chronic Absenteeism	Special Education Students	72.7%	not available until fall 2024	not available until fall 2025	34.4%
Math	Low-Income Students	-121.5	not available until fall 2024	not available until fall 2025	-106.5

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Montera Middle School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have been implementing the SPSA as articulated.

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

Our funding provided targeted support for students and families who were chronically absent, which in turn impacted their academic achievement. We have an attendance team lead by our CSM and have identified students who have improved significantly in attending school, which showed an improvement in their academics. We provided targeted support for our ELLS through designated ELD instruction and parent learning opportunities that were designed and led by our ELD teacher.

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

Our Title 1 24-25 will continue to help fund our CSM, Teacher on Special Assignment, and a Teacher providing core instruction. Funding will also support a second counselor for the 24-25 school year. These core positions will allow us to address unfinished learning with our students and continue to move towards our annual academic achievement goals.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Title 1 Parent Translation	SBAC ELA Distance from Standard Met	OUSD interpreters translate during parent meetings.	Parent support available for ELL families. These meetings provide additional opportunities for families to engage. We have observed an increase in parent participation and engagement.	Continue. This translation opportunities has allowed for families to connect with Montera Middle School (i.e. academics, extra curricular, etc).

Title 1 Parent Library books	SBAC ELA Distance from Standard Met	Helps families improve their literacy skills to support their childrens' literacy skills.	We will create a parent library in our school based library. Parents are able to check out books to support middle school learners, teenages, social emotional development, etc. The literature will focus on parental support in core academic areas.	Continue. The resource allows parent to access information that may not be easily available to them. It also provides parents with an opportunity to learn more about Montera's ELA focus.
Title 1 Parent PBIS Materials	Out-of-School Suspensions	Helps families improve their understanding of PBIS to support their childrens' SEL skills.	We were not able to purchase PBIS materials for the 23-24 school year.	Discontinue. We are working with our CSM and Climate and Culture team to provide additional workshops for our families in addressing out of school suspensions.
Title 1 Parent Refreshments	SBAC ELA Distance from Standard Met	We offer refreshments during parent meetings to help them focus on learning how to support their children.	Parent refreshments have been supported by our PTA. We will use these funds for additional areas that are needed for parents.	discontinue. Refreshments have been paid for by PTO.
Title 1 Parent Software (academic)	SBAC ELA Distance from Standard Met	These tools provide additional opportunities for students to master ELA and math skills.	We did not purchase software for parents this year. However, parents did utilize technology to access applications related to student academic performance.	Discontinue. Parents accessing platforms via technology did not require license subscriptions.
AAMA	Student Connectedness to School	AAMA works towards building a positive culture at the school.	We have a dedicated AAMA staff person. We are funded .5 from AAMA and will continue to have the .5 funding. Student connectivity improved due to this affinity class.	Continue. We will continue with district funding of .5 However, we do not have .5 to cover a full time position.
10-Month Teacher on Special Assignment (TSA)	SBAC Math Distance from Standard Met	The TSA coaches teachers on effective instruction.	TSA works with teachers to support the instruction for students who are performing below grade level. Also, teaches one intervention class. Students have improved in ELA academic performance based on iReady scores.	Continue. Small group instruction. Targeted instruction for students who are performing below grade level.

12-Month Community School Manager	Student Connectedness to School	The CSM works towards building a positive culture at the school.	Attendance team is led by our CSM and our attendance specialist. We were able to develop a home visit cycle to address students/families who were disconnected from the school due to unstable housing, financial need, etc. This resulted in an increase for students who were previously not attending school and an improvement in students achievement. Our CSM oversees our schoolwide RJ program as well as trains Peer RJ leaders. This resulted in a decrease in student conflicts and an increase in peer-to-peer classroom led RJ training by the Peer RJ facilitators. CSM provides focal family meetings for our multiple family groups at Montera. This resulted in an increase of ELL families attending family events intended to increase school-to-home engagement. CSM develops partnerships with outside agencies to provide support at school and beyond the bell for students and families.	Continue. This resulted in an increase for students who were previously not attending school and an improvement in students achievement. This resulted in a decrease in student conflicts and an increase in peer-to-peer classroom led RJ training by the Peer RJ facilitators. This resulted in an increase of ELL families attending family events intended to increase school-to-home engagement. This resulted in an increase in partners who provide support for students beyond the bell (i.e. Missy)
Title 1 Technology	SBAC ELA Distance from Standard Met	These tools provide additional opportunities for students to master ELA and math skills.	We have not spent the money for this expenditure. We will spend the money to support technological purchases for the remainder of the school year.	Continue

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Montera Middle School

SCHOOL ID: 211

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal: Close distance from met on ELA SBAC and Math SBAC.

Identified Need: Students need targeted supports to master reading, writing, and math at a higher rate than we are currently performing at.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental

1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	Special Education Students	Academic	Tier 3 - Intensified
1-18	Provide Montera community with bilingual personnel to assist with the academic success of ELL students and via strengthening school to home communication	English Learner Students	Academic	Tier 1 - Universal

1-19	Provide all students with access to a fully staff library in order to increase student and family literacy participation.	All Students	Academic	Tier 1 - Universal
1-20	Parents have access to technology to access curriculum, schoolwide support materials, and assist their learners with schoolwide expectations.	All Students	Academic	Tier 1 - Universal

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

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Develop a Master Schedule that supports subject area planning time. Provide paid planning time for teachers.	All Students	Academic	Tier 1 - Universal
2-2	Use counseling academic groups to plan for student acceleration in ELA/MATH/SCI SBAC and CAST	African American Students	Academic	Tier 1 - Universal
2-3	Hire TSA to provide academic support for learners performing below grade level.	Low Income Students	Academic	Tier 3 - Intensified
2-4	Purchase supplemental curriculum to use alongside core curriculum	English Learner Students	Academic	Tier 2 - Supplemental

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

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

Identified Need: Our school must implement PBIS and SEL strategies and an MTSS framework in order to build a positive school culture.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal

3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	African American, English Language Learners, SPED, Low Income Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 2 - Supplemental
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	All Students	Behavioral	Tier 1 - Universal
3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration for chronically absent students (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 3 - Intensified
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal

3-23	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	All Students	SEL / Mental Health	Tier 1 - Universal
3-25	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-26	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified

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

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Focused PLC/Collaborative periods for all departments	All Students	Academic	Tier 1 - Universal
4-2	Provide adequate professional learning opportunities throughout the year for teacher development	All Students	Academic	Tier 1 - Universal
4-3	Support Sown to Grow advisory lessons with on-going PD	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	Teacher participate in instructional walkthroughs to strengthen collaborative env. and work relationships	All Students	Academic	Tier 1 - Universal
4-5	Hire teacher to increase our diverse teaching community who will provide daily instruction.	All Students	Academic	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide Black Girls Brilliance Elective to students (Leadership, Academic, and SEL)	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Provide AAMA elective to students (Leadership, Academic, and SEL)	African American	SEL / Mental Health	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	LTEs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental
6-9	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$7,065	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Purchase supplemental curriculum to use alongside core curriculum	211-1
Receptionist Bilingual	\$35,575	LCFF Discretionary	2405	Clerical Salaries	9550	Receptionist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Home visits	211-2
1120 - Teachers Salaries Stipends	\$13,193	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Provide adequate professional learning opportunities throughout the year for teacher development	211-3
4310 - Materials and Supplies	\$8,666	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Purchase supplemental curriculum to use alongside core curriculum	211-4
Teacher Structured Eng Immersn	\$23,356	LCFF Supplemental	1105	Certificated Teachers' Salaries	4278	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.		LTELs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	211-5
Teacher Structured Eng Immersn	\$78,062	LCFF Supplemental	1105	Certificated Teachers' Salaries	1187	Teacher, Structured English Immersion	0.88	Goal 1: All students graduate college, career, and community ready.		Hire teacher to increase our diverse teaching community who will provide daily instruction.	211-6
TSA 10Pay	\$22,812	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9572	10-Month Teacher on Special Assignment (TSA)	0.20	Goal 1: All students graduate college, career, and community ready.		Hire teacher to increase our diverse teaching community who will provide daily instruction.	211-7
TSA 10Pay	\$91,249	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9572	10-Month Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Hire teacher to increase our diverse teaching community who will provide daily instruction.	211-8

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends (Direct services to students, intervention support, Curriculum planning, and professional development.)	\$4,934	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	211-9
Program Mgr Community School	\$43,497	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	7868	12-Month Community School Manager	0.25	n/a	Student Connectedness to School	Case Management	211-10
TSA 10Pay	\$91,249	Title I, Part A Schoolwide Program	1119	Certificated Pupil Support Salaries		Counselor	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Check-ins / Check-outs with specific students	211-11
4420 - Technology	\$1,880	Title I, Part A Parent & Family Engagement	4420	Computer < \$5,000		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Parents have access to technology to access curriculum, schoolwide support materials, and assist their learners with schoolwide expectations.	211-12
1120 - Teachers Salaries Stipends (Parent Workshops and Translation Services)	\$2,000	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Home visits	211-13
5220 - Conference Expense	\$15,000	Educator Effectiveness Grant	5220	Conference Expense		n/a		Goal 1: All students graduate college, career, and community ready.		Provide adequate professional learning opportunities throughout the year for teacher development	211-14
4310 - Materials and Supplies	\$4,669	Proposition 28—Arts and Music in Schools Funding	4310	School Office Supplies		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Purchase supplemental curriculum to use alongside core curriculum	211-15
Teacher Structured Eng Immersn	\$35,034	LCFF Supplemental	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.		Hire teacher to increase our diverse teaching community who will provide daily instruction.	211-16

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$64,175	Proposition 28—Arts and Music in Schools Funding	1105	Certificated Teachers' Salaries	0894	Teacher, Structured English Immersion	0.42	Goal 1: All students graduate college, career, and community ready.		Hire teacher to increase our diverse teaching community who will provide daily instruction.	211-17
4310 - Materials and Supplies	\$1,201	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Purchase supplemental curriculum to use alongside core curriculum	211-18
Teacher Structured Eng Immersn	\$81,745	Measure G1	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	0.70	Goal 1: All students graduate college, career, and community ready.		Hire teacher to increase our diverse teaching community who will provide daily instruction.	211-19
Teacher Structured Eng Immersn	\$125,588	Measure G1	1105	Certificated Teachers' Salaries	6994	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire teacher to increase our diverse teaching community who will provide daily instruction.	211-20
Library Technician	\$88,631	Measure G, Library Support	2205	Classified Support Salaries	9413	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.		Provide all students with access to a fully staff library in order to increase student and family literacy participation.	211-21



Montera Middle School

School-Parent Compact

2023-24

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 2023-24 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) All students are provided a district-approved curriculum in all core areas.
 - b) Teachers are provided with ongoing professional development to effectively deliver the assigned curriculum.
 - c) Parents are able to access resources (e.g. textbooks, online materials) that align with grade level standards.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) Parents are able to engage with Parent conferences with their teachers weekly on Wednesday, Thursday, and Friday from 8:30 - 9:00AM. These meetings are held in person or on Zoom. Parents and Teachers will discuss and review how Montera Middle School will support their child's achievement as well as build a strong school-to-home relationship.

- 3) Provide parents with frequent reports on their children’s progress and assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - a) iReady (ELA & Math) reports will be provided three times per year. An iReady parent check-in will include a webinar-style meeting to help parents understand the assessment data.
 - b) There are 6 Marking Periods that will provide grade reports for students' performance.
 - c) Academic evenings (Math, ELA, and Science) will provide parents with an opportunity to review grade level standards and ask questions on how to support their child/ren throughout the school year.
- 4) Provide parents reasonable access to staff.
 - a) Parents are able to meet with staff on Wed - Fri from 8:30 - 9:00, during prep periods and after school as arranged with staff.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
 - a) All families have opportunities to volunteer as a “buddy support” for their students' teachers. There are general volunteer opportunities for lunchtime support. Also, families are encouraged to schedule opportunities to visit their child’s classrooms and observe classroom activities. Our office administration assists families in scheduling these opportunities or families can contact the teacher directly. All ELL families are connected with our ELL liaison and she works with families to do classroom visitations, connect families with resources, and volunteer opportunities.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Parents have access to the curriculum materials that are used for instruction. Links to online resources are listed on Parentsquare, Schoology, and our school website. Other materials that are not listed may be requested from the school. If the resources are available and within the scope of the school/district's provision we will provide the resource to our families.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
 - a) Training is provided weekly in grade level meetings to discuss family engagement and tips/tricks on how to effectively engage families. Staff members share their weekly communication log with their grade level administrators and are

supported in developing classroom-to-home relationships that create partnership opportunities with families.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - a) Tools that are utilized to communicate with families allow for translation of the materials to happen in their chosen language. Parentsquare is our primary family communication portal.

PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child’s classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child’s extracurricular time. (i.e. help monitor healthy online/social media engagement).
- 4) Support the goal of my child achievement a 95% more more positive attendance

This Compact was adopted by Montera Middle School on September 7, 2023 and will be in effect for the period of August 1, 2023 to May 31, 2024.

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 30th** of this current school year.

<u>Latoya Williams</u>	<u><i>Latoya Williams</i></u>	<u>September 7, 2023</u>
Name of Principal	Signature of Principal	Date

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



Title I, Part A School Parent and Family Engagement Policy

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

Montera Middle School

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

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

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

- Providing performance data on iReady and district level assessments.

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

- Providing parent engagement opportunities. Parents are able to schedule in-person or Zoom meetings with teachers on Monday, Wednesday, and Friday between 8:30AM and 9:10AM.
- Montera middle school will several academic engagement evenings for families:
 - Back to School
 - Science Fair Night
 - Math Night

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Our Annual Title 1 Meeting was held on Thursday, September 7, 2023.

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

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

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

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

- There is an ELL parent liaison who works with our ELL families to support their engagement and inclusion. Also, our Programs for Exceptional Children provides parents an opportunity to engage with teachers who are case managers for students with IEP's. Two examples of these opportunities include parents meetings as well school engagement opportunities (i.e. field trips).

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

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

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

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

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

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

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

ADOPTION

This policy was jointly developed and adopted by the Montera Middle School on August 29, 2023, and will be in effect for the period August 7, 2023 through May 23, 2024.

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

<u>Latoya Williams</u>	<u><i>Latoya Williams</i></u>	<u>September 7, 2023</u>
Name of Principal	Signature of Principal	Date

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



Montera Middle School
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Chloe Gordon
Vice Chairperson:	
Secretary:	

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Dr. Latoya Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Bridget Kyser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alejandra Martinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chloe Gordon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Bahijat Abdul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Natalye Pearson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Valencia Finley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Roxanna Barajas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Martin Price	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>					
Highlighted names are Aeries verified-SMT	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					

SSC Meeting Schedule: (Day/Month/Time)
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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.

