

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Montera Middle School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21<sup>st</sup> Century Learning

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Montera Middle School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Montera Middle School  
**CDS Code:** 1612596057079  
**Principal:** Darren Avent  
**Date of this revision:** 6/6/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Darren Avent  
**Address:** 5555 Ascot Drive  
Oakland, CA 94611

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

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Montera Middle School

Site Number: 211

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input checked="" type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century        |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single 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: May 16, 2017

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

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

**Signatures:**

Darren Avent

School Principal



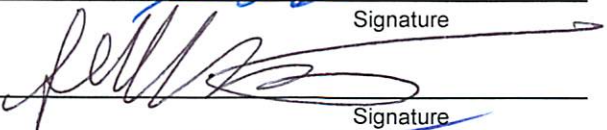
Signature

5/17/2017

Date

SUSAN HOWLAND

Print name of SSC Chairperson



Signature

5/17/17

Date

Mark Triplett

Network Superintendent



Signature

5.22.17

Date

Marcus Silvi

Coordinator, Office of Accountability Partners



Signature

5/25/17

Date

## 2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/15/2016	SSC	Review site plan and set timeline.
1/18/2017	Faculty	Review site plan and set timeline.
2/2/2017	Site Leadership Team	Aligned school goals
2/15/2017	Faculty	Review budget with staff
4/20/2017	SSC	Review and vote on site plan

## 2017-2018 Final Budget

### Programs Included in This Plan

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$170,364.46	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$354,548.57	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$524,913.02</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$64,709.41	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,167.03	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$129,043.04	TBD
<b>TOTAL:</b>	<b>\$195,919.48</b>	<b>\$0.00</b>

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## PART A: ABOUT THE SCHOOL

### School Description

Montera Middle School is located on 19 wooded acres in the Montclair area of Oakland. Our diverse student population has come from 58 schools in and outside of Oakland, including private, public and charter. Montera's school faculty is diverse as well, combining both new and veteran teachers. We pride ourselves on educating the whole child both academically and socially. We are committed to maintain high academic standards while working with students at all academic levels and have started the process of becoming an International Baccalaureate world school. At Montera, we are dedicated to ensuring that all students have equal access to a broad-based curriculum in an environment that fosters dignity and respect for all. There are many things to take pride in at Montera but we are most proud of the level of commitment and involvement on the part of our parents. The support they give to our electives program, interventions and extra curricular activities makes the school an environment where our kids can continue to grow.

### 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.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Literacy

#### SCHOOL GOAL for Literacy:

By June of each school year we will increase the number of students in each subgroup performing at or above grade level (using SRI data) by 5 %.

#### SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	26.90%	31.90%	36.90%

#### Other Leading Indicators for Literacy:

We will administer SRI 4 times during the school year for 6th graders. 7th and 8th grade will have 3 SRIs during regular windows. Review GPA/grades each marking period to monitor progress.

**NEEDS ASSESSMENT for Literacy:**

STRENGTHS	CHALLENGES
<p>STRENGTHS: Fall of 2016 and Winter 2016 SRI administration showed the following growth with Montera's subgroups performing at or above grade level. Females increased by 2%; Males increased by 5%; Asian students increased by 3%; Black/AA students increased by 4%; Hispanic students increased by 2%; White students increased by 4%. All subgroups except Pacific Islander students decreased the number of students performing multiple years below grade level. Asian students posted the largest growth with an 8% decrease in the number of students performing multiple years below grade level. Montera administers the Scholastic Reading Inventory 3x per year to all student subgroups. During the second SRI administration there was student mobility in performance bands. Montera has a newly adopted ELA curriculum (Engaged New York)</p>	<p>CHALLENGES: Our Pacific Islander population although only 17 students total did not show an improvement in moving students into the at or above grade level. In fact they recorded a decrease of 6% of students that are performing multiple years below grade level. Based on the following data Montera will use the following intervention programs to support Literacy improvement of all students: 6th and 8th grade students will use Classworks as an ELA intervention, 7th grade will use Achieve 3000. Continued progress monitoring will occur with the Spring SRI administrations, and the SBAC ELA test. Not all ELA teachers are trained in Engaged New York                      AFRICAN AMERICAN 44% of 6th grade students, 36% of 7th grade students, 57% of 8th grade students, are performing below grade level using the SRI data. LATINO: 37% of 6th grade students, 24% of 7th grade students, 42% of 8th grade students, are performing below grade level using the SRI data.</p>

ROOT CAUSE ANALYSIS
<p>Students historically performing below grade level according to EL SRI data. Students having gaps and/or mobility challenges in their enrollment history (i.e. attending several schools, chronic absence). Lack of culturally responsive strategies in the classroom.</p>

**MATHEMATICS PRIORITY: Mathematics**

**SCHOOL GOAL for Mathematics:**

By June of each school year we will increase the number of students performing at or above grade level (using SMI data) by 15%.

**SCHOOL TARGETS for Mathematics:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	34.05%	39.05%	44.05%

**Other Leading Indicators for Mathematics:**

To monitor student progress, we will use the Fall SMI data to determine a student's current performance level. All students will use Classworks as a Math intervention. Continued progress monitoring will occur with the Winter and Spring SMI administrations.

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
<p>Montera administers the Scholastic Mathematics Inventory (SMI) 3x per year to all student subgroups. Montera has increased the number of African-American and Latino students in the Math compression/accelerated course. Montera's Master schedule provides grade level prep for math teams to plan 60 minutes per day for collaboration (e.g. lesson planning, department meeting agenda, etc). Montera has a math TSA that teaches the compression/accelerated math class, does push in /push out intervention and tutoring. Montera's TSA also reviews and shares data with math team and along with grade level admin makes adjustment to learning.</p>	<p>Personnel</p> <p>AFRICAN AMERICAN 73% of 6th grade students, 56% of 7th grade students, 67% of 8th grade students, are performing below grade level using the SMI data. LATINO: 44% of 6th grade students, 40% of 7th grade students, 56% of 8th grade students, are performing below grade level using the SMI data.</p>

ROOT CAUSE ANALYSIS
<p>One root cause is the lack of an intervention for students during the day, while allowing students to keep their electives. Students historically performing below grade level according to MATH SMI and SBAC data. Students having gaps and/or mobility challenges in their enrollment history (i.e. attending several schools, chronic absence). Lack of culturally responsive teaching strategies in the classroom.</p>

<p><b>CULTURE &amp; CLIMATE PRIORITY:</b> School Climate &amp; Culture</p>
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**SCHOOL GOAL for School Climate & Culture:**

<p>By June of the school year we reduce the percentage of African American students suspended to 13.9%.</p>
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**SCHOOL TARGETS for School Climate & Culture:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	African American Students	17.93%	15.93%	13.93%

**Other Leading Indicators for School Climate & Culture:**



To monitor suspension rates, we will use student's KPI suspension data. AP's will measure the student's academic progress regularly (weekly) and monitor disproportionate suspensions rates.

**NEEDS ASSESSMENT for School Climate & Culture:**

STRENGTHS	CHALLENGES
The site has embraced restorative practices and have made it a part of our every day. Circles are held for meetings and in all classes. Teachers have been training and the PBIS team has taken the task of exploring basis.	The challenge has been the high suspension rate for students of color.

ROOT CAUSE ANALYSIS
Lack of a program that addresses alternative to suspension. Better training on tier 1 issues needed for staff. Strategy for tier 2 issues needed by administrative team. Need for additional resources to support student mental health.

**FAMILY & STUDENT ENGAGEMENT PRIORITY:** Family Engagement

**SCHOOL GOAL for Family Engagement:**

Families of color will represent 30% of the attendees at all our family engagement meetings.

**SCHOOL TARGETS for Family Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Community building meetings attendance of families of color	Students of color	n/a	n/a	30.00%

**Other Leading Indicators for Family Engagement:**

To monitor family engagement, we will use sign in data from our family engagement events.

**NEEDS ASSESSMENT for Family Engagement:**

STRENGTHS	CHALLENGES
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Strong PBIS team willing to explore and challenge teacher implicit bias along with restorative justice practices and peer mentors. Incoming 6th grade bridge program that prepare incoming students to middle school. Along with Back to School Night and Open House, Montera has band performance nights, Science Night and 8th grade information Night. 20-30 8th grades going on trip to Washington DC and NYC. All 7th graders participate in a trip to the San Francisco Exploratorium. Student Council that helps and oversee student led dances, Halloween costumes contest and Valentine candy grams. Families of the AAMA program have developed a strong support network.

The challenge is that most engagements are not attended by families that live outside the school area. Most of these are students of color and they make up 42% of the school

**ROOT CAUSE ANALYSIS**

Lack of events outside the school area. Lack of support network for families of color. Location of school makes transportation a challenge for families living outside the school area.

**ADDITIONAL PRIORITY: Dual Language Development**

**SCHOOL GOAL for Dual Language Development:**

By June of each year we will increase the intercultural understanding and international mindedness of scholars by using the International Baccalaureate framework and making multilingualism a required course every year for 100% of Montera students.

**SCHOOL TARGETS for Dual Language Development:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Percent of students taking multilingualism	All Students	n/a	n/a	100.00%

**Other Leading Indicators for Dual Language Development:**

- Master Schedule
- Hiring multiple world language (e.g. Spanish and Mandarin) teachers

**NEEDS ASSESSMENT for Dual Language Development:**

STRENGTHS	CHALLENGES
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As part of the IB process, staff is receiving training on standards basing planning and grading. Each department has collaboration time plan lesson calibrate grading. Under IB staff will have grade and department collaboration time each day.  Currently we have Spanish as a second language.	Incorporating standards based grade and the district report card will present a challenge. Currently only offering a single language and only to 7th and 8th graders as an optional elective. Because of other elective offerings, students often opt not to take a language. Current schedule does not allow for every student to take a language offering.
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**ROOT CAUSE ANALYSIS**

Lack of staff training

**PART C: THEORY OF ACTION**

<b>SCHOOL THEORY OF ACTION for Literacy:</b>	If we use the SRI at the beginning of the school year and during the bridge program for incoming sixth-graders, we should be able to identify students who are multiple years below in reading. After identifying the students we should then be able to tailor reading intervention to best help the students. Utilizing a program such as Achieve 3000 and or Classworks, students who are below and reading will be allow to utilize these programs at least twice a week.
<b>SCHOOL THEORY OF ACTION for Mathematics:</b>	If we use the SMI at the beginning of the school year and during the bridge program for incoming sixth-graders we should be able to identify students who are low in math. Seven graders who are identified will be placed in the Blueprint classroom to give them additional support. Six graders and eighth graders who are below can utilize programs such as Classworks and have the support of the map intervention team. If we utilize the strategies we should see a decrease in the number of students who are multiple years below in math.
<b>SCHOOL THEORY OF ACTION for School Climate &amp; Culture:</b>	If we use the SMI at the beginning of the school year and during the bridge program for incoming sixth-graders we should be able to identify students who are low in math. Seven graders who are identified will be placed in the Blueprint classroom to give them additional support. Six graders and eighth graders who are below can utilize programs such as Classworks and have the support of the map intervention team. If we utilize the strategies we should see a decrease in the number of students who are multiple years below in math.
<b>SCHOOL THEORY OF ACTION for Family Engagement:</b>	By June we will provide 3 community building meetings targeted for our parents/guardians of Montera students. Community building meetings will be open to all families, but will have an emphasis on targeting the families/subgroups that do not have as much access to the campus as other families.If we hold workshops during the six grade bridge program and continue to have family engagement nights such as band, Toros got talent, PTO meetings and parent cyber training day and we should see an increase in the number of families engaged in the school. If we move many of these engagement nights off campus then we should see an increase of engagement from families of color
<b>SCHOOL THEORY OF ACTION for Dual Language Development:</b>	If we follow the IB mandate and require foreign language for all students, with sixth-grade students taken a semester of Spanish and a semester Mandarin. Also requiring students to continuing with one of these languages for their seventh and eighth grade school year. We should see an increase in the number of students leaving the school with understanding of a foreign language.

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

<b>Improvement Strategy #1:</b>	The long term plan is to create a shared leadership model for the school increasing the rigor of the school and prepare our students to become citizens in a global society. Montera has started the process of becoming an International Baccalaureate world school in order to achieve this goal all stakeholders must have a share in leadership of the school. We began the process by forming the ILT and working together on school planning, problem solve on issues. Therefore, we have established a team that has worked together on decision regarding the whole school. On of the things we have started has been the International Baccalaureate and this will take 2-5 years to complete.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	Montera will begin the proces of becoming an IB school. In order to help this process teachers and staff need to start having PD's on inquiry based learning	Train ILT members in inquiry based leaning	
1-2	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together. Higher level work and differentiation of instruction will support our GATE students.	Time is purposely and structurally given to staff to plan and align lessons.	Norms for meeting and documenting progress.
1-3	Provide additional academic supports and intervention through extended time in the Eagle Village After School Program	Use the afterschool program as an extension of the school day to support student learning.	Surplus to support and improve academic performance of Targeted Title I students
1-4	Have TSA provide pull out intervention for students not at grade level (including eligible English Learners and students with disabilities)		Surplus to support Title I (low income identified) targeted assistance program
1-5			Hire a library tech and build out our library to support implementation of IB.
1-6			Using our AAMA program as the model, develop a similar program to our African-American female students.

1-7			To continue our AAMA program to support our African-American male students.
1-8			Use restorative practices, advisories and PBIS to continue to develop the climate and culture of the school.

<b>Improvement Strategy #2:</b>	
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
2-1	Coordinate Restorative Justice strategies in the school as well as the classroom.	Utilize Restorative Justice, Conflict Mediation.	Become a more nurturing and less punishing organization.  Provide teachers with training in restorative practices.
2-2	Teacher helps students become more organized. Utilize restorative circles to get to know students.	6th Grade Bridge Program	Parent workshop on cyber bullying during registration
2-3	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners, including low-performing students, struggling readers, English Learners, African American males, Foster youth, and Homeless youth.	Coordinate PBIS strategies in the school as well as the classroom and track the data for identified learners, including low-performing students, struggling readers, English Learners, African American males, Foster youth, and Homeless youth.	Meeting time for PBIS team
2-4	Student Action Committee, Student Council, & Student Leadership helps with planning school activities.	Meeting with Student Council once a month to get student feedback.	Assemblies that reward
2-5	Teachers need to embrace and understand the many different cultures they teach everyday	Support families in developing a family of color support group. Leadership needs to be will to meeting families off site.	In time use the families of color support group as an extension of the PTO
2-6	Family workshops on Cyber safety	To educate families of the risk, and signs of online material.	Workshops for parents
2-7	ILT members will work with school administration share ideas and will give the whole staff an opportunity to have a voice in school day to day operations.		

2-8		Administration will empower the ILT to continue the development of the school by having the staff plan with administration, share ideas and will give the whole staff an opportunity to have a voice in school day to day operations.	Develop a Girls empowerment class/workshop
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<b>Improvement Strategy #3:</b>	To start using assessment data analysis to identify measures appropriate for key sub groups to strengthen IB implementation.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	Use SRI, SMI data to guide learning	Give SRI, SMI and the beginning of school year	Adjusting (if needed) school schedule
3-2	Use AVID to support college readiness program	Support the program and develop a culture of college on campus	Educate families on the college process
3-3	Completing IB workshops	Set aside funds to support PD	IB implementation
3-4	TSA to support low performing students	Follow up with TSA with weekly meetings	TSA in both Math and ELA
3-5	Teachers will be participate in TGDS through observations and other professional development.		

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **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.

**PROPOSED 2017-18 BUDGET**

**Site Number:**

**211**

**School:**

**Montera Middle School**

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$129,043.04	21st Century Community Learning Centers	Funds are used to support the Eagle Village after-school program.	Provide additional academic supports and intervention through extended time in the Eagle Village After School Program	A1.6: After School Programs					211-1
\$175.43	Call for Quality Schools	Supplies	Set aside funds for needed supplies	A2.3: Standards-Aligned Learning Materials	4310				211-2
\$787.24	Call for Quality Schools	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				211-3
\$21,255.57	Call for Quality Schools	Teacher needed to support IB program schedule requirements	IB implementation	A2.3: Standards-Aligned Learning Materials		TEACHER STRUCTURED ENG IMMERSN	K12TCH0351	0.27	211-4
\$3,856.31	Call for Quality Schools	Teacher needed to support IB program schedule requirements	IB implementation	A2.3: Standards-Aligned Learning Materials		TEACHER STRUCTURED ENG IMMERSN	K12TCH0489	0.06	211-5
\$69,357.80	Call for Quality Schools	teacher needed to support IB program requirements	IB implementation	A2.3: Standards-Aligned Learning Materials		TEACHER STRUCTURED ENG IMMERSN	K12TCH0540	1.00	211-6
\$69,029.84	Call for Quality Schools	Teacer will support IB Program scheduling requirements	IB implementation	A2.3: Standards-Aligned Learning Materials		TEACHER STRUCTURED ENG IMMERSN	K12TCH0676	1.00	211-7
\$22,506.55	Call for Quality Schools	class size reduction and IB scheduling	IB implementation	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH1755	0.29	211-8
\$121,981.26	Call for Quality Schools	AP to work with IB program	Montera will begin the proces of becoming an IB school. In order to help this process teachers and staff need to start having PD's on inquiry based learning	A2.9: Targeted School Improvement Support		ASSISTANT PRINCIPAL MIDDLE	10APRM0053	1.00	211-9
\$15,000.00	General Purpose Discretionary	Extended Contracts	Train ILT members in inquiry based leaning	A2.10: Extended Time for Teachers	1120				211-10
\$55,449.01	General Purpose Discretionary	Supplies	Set aside funds for needed supplies	A2.3: Standards-Aligned Learning Materials	4310				211-11
\$14,000.00	General Purpose Discretionary	Copier Maintenance	Set aside funds for needed supplies	A2.3: Standards-Aligned Learning Materials	5610				211-12
\$25,000.00	General Purpose Discretionary	Restorative Justice	Coordinate Restorative Justice strategies in the school as well as the classroom.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				211-13
\$500.00	General Purpose Discretionary	Non-contract Services	IB implementation	A2.3: Standards-Aligned Learning Materials	5826				211-14
\$60,415.45	General Purpose Discretionary	Math/Science Core teacher.	IB implementation	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH0489	0.94	211-15
\$531.36	LCFF Supplemental	Books other than textbooks to support academic acceleration	Use SRI, SMI data to guide learning	A2.1: Implementation of CCSS & NGSS	4200				211-16



\$758.15	LCFF Supplemental	Supplies to support academic acceleration.	Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together. Higher level work and differentiation of instruction will support our GATE students.	A2.1: Implementation of CCSS & NGSS	4310					211-17
\$181.79	LCFF Supplemental	Conferences in support of ELL achievement	Completing IB workshops	A2.5: Teacher Professional Development for CCSS & NGSS	5200					211-18
\$64,768.37	LCFF Supplemental	Class size reduction in support of ELLs	Have TSA provide pull out intervention for students not at grade level (including eligible EL Learners)	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH0060	1.00		211-19
\$50,445.71	LCFF Supplemental	Class size reduction in support of ELLs	Have TSA provide pull out intervention for students not at grade level (including eligible EL Learners)	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH1755	0.65		211-20
\$91,510.08	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	TSA to support low performing students	A2.5: Teacher Professional Development for CCSS & NGSS		10 MONTH CLASSROOM TSA	C10TSA9999	1.00		211-21
\$24,115.11	LCFF Supplemental	Class size reduction in support of ELLs	Have TSA provide pull out intervention for students not at grade level (including eligible EL Learners)	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.27		211-22
\$4,884.79	Measure G: TGDS	Supplies to support TGDS.	Teachers will be participate in TGDS through observations and other professional development.	A2.3: Standards-Aligned Learning Materials	4310					211-23
\$18,087.72	Measure G: TGDS	Surplus to be used for ITL.	Surplus to support and improve academic performance of Targeted Title I students	A2.9: Targeted School Improvement Support	4399					211-24
\$1,000.00	Measure G: TGDS	Mileage	IB implementation	A2.9: Targeted School Improvement Support	5210					211-25
\$500.00	Measure G: TGDS	Non-contract Services	IB implementation	A2.3: Standards-Aligned Learning Materials	5826					211-26
\$25,707.49	Measure G: TGDS	Fund STIP Sub to support TGDS observations	Teachers will be participate in TGDS through observations and other professional development.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP9999	0.50		211-27
\$431.06	Supplemental Program Investment	Supplies	IB implementation	A2.3: Standards-Aligned Learning Materials	4310					211-28
\$72,257.10	Supplemental Program Investment	Class size reduction	Surplus to support and improve academic performance of Targeted Title I students	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH0665	1.00		211-29
\$651.84	Supplemental Program Investment	TSA to support intervention	Have TSA provide pull out intervention for students not at grade level (including eligible EL Learners)	A3.2: Reading Intervention		10 MONTH CLASSROOM TSA	C10TSA0088	0.01		211-30

\$177.22	Title I Basic	Supplies	IB implementation	A2.3: Standards-Aligned Learning Materials	4310				211-31
\$64,532.19	Title I Basic	TSA to support intervention	Have TSA provide pull out intervention for students not at grade level (including eligible EL Learners)	A3.2: Reading Intervention		10 MONTH CLASSROOM TSA	C10TSA0088	0.99	211-32
\$2,167.03	Title I Parent Participation	Supplies for family engagement sessions.	Workshops for parents	A6.1: Parent / Guardian Leadership Development	4310				211-33

**Montera Middle School  
School-Parent-Student Compact**

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners, we agree to the following:

As a student, I will:

- 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 and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

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Student Signature

As a parent/guardian or family member, I will:

- 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 every day.
- Make sure that 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 in school.
- 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 shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

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Family Member Signature

As a school, we will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate our students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- 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 for the benefit of students.
- Respect the school, staff, students, and families.

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Principal Signature

We make a commitment to work together to carry out this agreement.

Signed on this 15th day of October, 2016.





## School Site Council Membership Roster – Middle School

School Name: Montera Middle School

School Year: 2016 - 2017

<b>Chairperson:</b> Susy Hovland		<b>Vice Chairperson:</b> Rebekah Evenson	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>
<b>Secretary:</b> Esther Gulli		<b>LCAP Parent Advisory Nominee:</b>	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>
<b>LCAP EL Parent Advisory Nominee:</b>		<b>LCAP Student Nominee:</b>	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Susy Hovland					X	
Rebekah Evenson					X	
Esther Gulli					X	

Meeting Schedule (day/month/time)	
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**SSC Legal Requirements: (Ed.Code 52852)**

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. **Students are not required to be members of the Middle School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff

6-Parent /Community  
**Or**  
3-Parent /Community and  
3-Students

Revised 8/22/2016



## **Title I School Parental Involvement Policy 2016-17**

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

### **Involvement of Parents in the Title I Program**

Montera Middle School agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

School Site Council (SSC) meetings are held every third Thursday of the month in which parents and community members discuss the use of Title 1 funding of school programs.

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to participate in our Montera Parent - Teacher Organization (PTO) and School Site Council (SSC) monthly meetings.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are encouraged to attend Back to School Night at the beginning of the school year.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

At our School Site Council meetings as well as through the Montera website, the weekly ebulletin, the Montera Yahoo Group, Jupiter Grades, and robo-calls.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

During Title 1 meetings, SSC meetings, and Back to School Night data relating to the curriculum, assessments, and proficiency levels are reviewed with those in attendance.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

School Site Council (SSC) meetings are advertised on our website and posted at our school.

### School-Parent Compact

(Name of school) Montera Middle School :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.





## Building Parent Capacity for Involvement

(Name of school) Montera Middle School .

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California’s academic content standards
  2. The State of California’s student academic achievement standards
  3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child’s progress

(In the box below, briefly describe or bullet how this happens at your school.)

Progress reports are sent home every six weeks. Teachers update grades and send alerts through Jupiter Grades to inform parents about missing assignments and how students are doing in class. Informal teacher conferences are available by appointment year round.

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Parent meetings and orientation explaining Montera expectations and tips for success.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Monthly staff meetings and other professional development opportunities are held throughout the school year.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

We do full integration with all parent activities including Fall Fest, 8th Grade engagement, Parent Support Team, Dad's Club, etc.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Several communication systems are in place to ensure proper notification of all school related events: [www.monteramiddleschool.org](http://www.monteramiddleschool.org), Montera Monitor, Weekly eBulletin, Montera Yahoo Group, Jupiter Grades, and All call - robo calls.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation services are provided during activities and meetings if needed.

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Notices are sent home in Spanish for families who have indicated that Spanish is their home language. Robo-calls are also made in Spanish and available with an email attached.



## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Montera M.S. School Site Council on (Date) October 20, 2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Montera Middle School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

10/15/2016  
\_\_\_\_\_  
(Date)