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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Montera Middle School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Montera Middle School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Montera Middle School



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

2025-26 School Plan for Student Achievement (SPSA)

School: **Montera Middle School**
CDS Code: 1612596057079
Principal: Latoya Williams
Date of this revision: 5/6/2025

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

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	5/6/2025
<i>The District Governing Board approved this revision of the SPSA on:</i>	8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Montera Middle School

Site Number: 211

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

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

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

Date(s) plan was approved: 5/6/2025

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

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

Signatures:

<u>Latoya Williams</u> Principal	<u>Latoya Williams</u> Signature	<u>5/6/2025</u> Date
<u>Chloe Lovelace Gordon</u> SSC Chairperson	<u>Chloe Lovelace Gordon</u> Signature	<u>5/13/25</u> Date
<u>SELLS Representative (optional)</u>	<u>Signature</u>	<u>Date</u>
<u>Clifford Hong</u> Network Superintendent	<u>Clifford Hong</u> Signature	<u>05/14/25</u> Date
<u>Lisa Spielman</u> Director, Strategic Resource Planning	<u>Lisa Spielman</u> Signature	<u>5/14/25</u> Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/14/2024	students 6-7-8 group	Peer Restorative Justice class - Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/	SSC	Reviewed
2/1/2025	SSC	Reviewed
3/11/2025	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals
4/15/2025	SSC	Reviewed
5/6/2025	SSC	Approved

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

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

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that 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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$149,480.01
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$519,122.81

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$145,440
Title I, Part A Parent & Family Engagement (#3010)	\$4,040
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$149,480

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$519,122.81

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$42,800
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$176,843
SUBTOTAL OF STATE & LOCAL FUNDING:	\$369,643

2025-26 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:****Board Approval Date:****School Mission and Vision**

The vision of Montera Middle School is to provide a safe, comfortable, and caring learning environment in which all students pursue a rigorous, comprehensive, academically orientated core curriculum, that cultivates and celebrates the cultural diversity of the school community, irrespective of race, ethnicity, gender, or spiritual background.

The mission of Montera Middle School is to provide a positive learning environment that acknowledges and addresses the intellectual, psychological, physical and social emotional needs of the adolescent students in our care. Montera Middle School strives to ensure that all students have equitable access to attaining the academic skills and competencies in the California Common Core Standards.

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

n/a

School Demographics, 2023-24

% 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 *SBAC & CAST exclude 10% penalty, if applicable.	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	-18.1	not available until fall 2025	-15.1
SBAC ELA Participation	All Students	94.0%	95.3%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	26.6%	38.4%	not available until fall 2025	48.4%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-54.2	not available until fall 2025	-65.7
SBAC Math Participation	All Students	95.3%	95.3%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	26.0%	27.1%	not available until fall 2025	37.1%
California Science Test (CAST) Participation	All Students	87.4%	92.3%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, 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	African American Students	-87.9	-85.9	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%	31.8%	not available until fall 2025	27.6%
SBAC Math Distance from Standard Met	Special Education Students	-172.2	-144.8	not available until fall 2025	-65.7
SBAC Math Distance from Standard Met	African American Students	-156.1	-120.6	not available until fall 2025	136.1
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	12.2%	17.1%	not available until fall 2025	15.2%
LTEL Reclassification	Long-Term English Learners	11.1%	17.9%	not available until fall 2025	14.1%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.				
Identified School Need:	Our school 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	All Students	48.6%	51.0%	not available until fall 2025	58.6%
Out-of-School Suspensions	All Students	7.0%	5.2%	not available until fall 2025	4.2%
Out-of-School Suspensions	African American Students	13.4%	9.2%	not available until fall 2025	8.2%%
Out-of-School Suspensions	Special Education Students	16.4%	12.3%	not available until fall 2025	10.0%
Chronic Absenteeism	All Students	57.2%	23.9%	not available until fall 2025	42.9%
Chronic Absenteeism	African American Students	70.6%	34.1%	not available until fall 2025	52.9%

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%	78.4%	not available until fall 2025	88.3%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and Math SBAC.	<ol style="list-style-type: none"> 1. Montera's ILT meets weekly to discuss progress on our Theory of Action as it relates to student to to student talk. 2. Montera's peer to peer observation frequency is prioritized within our ILT/PLC expectations 3. Montera's PLC's have aligned prep periods to support the instructional planning and instructional delivery of ELA and Math 4. Montera provides D-ELD to students who are EL's and LTEL's. This teacher is also teaches English to non EL's/LTEL's and works to align support for other students as well.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	<ol style="list-style-type: none"> 1. Montera's ILT meets weekly to discuss progress on our Theory of Action as it relates to student to to student talk. 2. Montera's peer to peer observation frequency is prioritized within our ILT/PLC expectations 3. Montera's PLC's have aligned prep periods to support the instructional planning and instructional delivery of ELA and Math 4. Montera provides D-ELD to students who are EL's and LTEL's. This teacher is also teaches English to non EL's/LTEL's and works to align support for other students as well.
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	<ol style="list-style-type: none"> 1. 2.0 FTE counselors provide sel and academic support for students 2. Montera invested in additional mental health resources for Tier 2, and Tier 3 support 3. Use CHKS data to assess school connectedness and needs of students 4. Assemblies, field trips, activities, wllness days, career day, and other activities to align with academic growth and disupt chronic absenteeism and suspension 5. Montera provides training for students on community expectations (i.e. OUSD community agreements as well as site based community agreements)
LCAP Goal 4:	Increase teacher retention.	Providing effective and meaningful PD for teachers in all subjects

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Close distance from met on ELA SBAC and Math SBAC.</i>	<i>1. Students who are enter Middle school 2-3 years performing below grade level</i>
LCAP Goal 2:	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>1. Montera's ILT meets weekly to discuss progress on our Theory of Action as it relates to student to to student talk.</i> <i>2. Montera's peer to peer observation frequency is prioritized within our ILT/PLC expectations</i> <i>3. Montera's PLC's, Math Coach, and ELA coach have aligned prep periods to support the instructional planning and instructional delivery of ELA and Math</i> <i>4. Montera provides D-ELD to students who are EL's and LTEL's. This teacher is also teaches English to non EL's/LTEL's and works to align support for other students as well.</i>
LCAP Goal 3:	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>1. Students who have access to Tier 1 supports are still displaying poor behavior</i> <i>2. Parent workshops needed to support family connectedness and</i>
LCAP Goal 4:	<i>Increase teacher retention.</i>	<i>1. Time needed for teachers to participate in trainings, other events,</i> <i>2. 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>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Montera Middle School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Our SPSA is implemented as written in our document. We have provided our with training on the SPSA goals via our ILT and PLC groups. In addition, we provide training on specific areas during our Wednesday all staff professional development meetings.

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

Our staffing expenditures has provided

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

We have added an expenditure to fully fund our counselor who works to provide academic and SEL support for all students. This can be found in our 25-26 budget allocation.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
1120 - Teachers Salaries Stipends (direct services to students, intervention support, Curriculum planning, and professional development.)	Provide professional development outside of contractual hours. PD will support the LCAP goals: 1 and 3. direct services to students, intervention support, Curriculum planning, and professional development.	Staff Satisfaction with Professional Development	Provide professional development for teachers; Provide planning time for teachers.	Provides teachers with an opportunity to participate in ongoing communication We have seen an increase in student interim ELA performance as evidenced by Montera's iReady scores. We have provided PLC lead curriculum assessment and analyzation for teachers/departments.	Continue - stipends provides our teachers with an opportunity to plan standards based training, anti-racist training, grade level/core specific trainings, as well as support instructional lesson plans.
10-Month TSA (Reading Intervention)	Provide support with iReady ELA administration. Work with students to help align reading support/tutoring.	i-Ready Reading at or above Mid-Grade	Support readers who are approaching grade level mastery. Provide tutoring sessions to struggling readers. Work with Librarian to host library/reading club.	iReady improvement in ELA across all grade levels. Library/Reading club every Wednesday. Increase in student to talk as it relates to academic language.	Discontinue due to centrally funded literary TSA position for 25-26.

Program Mgr Community School	Community School Manager - provides direct services to students and family. Aligns program need & development based on family meetings, students surveys, staff surveys. Strengthens family to home connectedness.	Student Connectedness to School	Work directly with students and families to provide support in areas of basic needs. Helps families connect with community resources. Partners with community resources that will be on-site.	Families are accessing community services. Family evenings (i.e. Montera expo, Family STEM night). Due to the work of the community school manager, we are seeing an increase in student participation. Peer Restorative Justice Leadership group, Family STEM night that centers students science experiences, Surprise Friday's which highlight a positive middle school community.	Continue - Our community school manager co leads are our Coordination of Services Team, Attendance Team, and is a member of our Site Leadership team. They provide support to parents to improve school to home connections and also is a core RJ lead on our campus.
4420 - Computer < \$5,000	not expended yet	Family Engagement	N/A	N/A	N/A
1120 - Teachers Salaries Stipends (Parent Workshops)	Not expended yet	Family Engagement	N/A	N/A	N/A
1120 - Teachers Salaries Stipends (Translation Services)	Not expended yet	Family Engagement	N/A	N/A	N/A

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Montera Middle School		SCHOOL ID: 211		
3: SCHOOL STRATEGIES & ACTIVITIES		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: Within three years, 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
2-5	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	English Learner Students	Academic	Tier 2 - Supplemental
2-6	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-7	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-8	Blueprint fellows will support students to build their foundational skills in math.	All Students	Academic	Tier 3 - Targeted

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

School Goal:		Increase connectedness to school, reduce suspensions and chronic absenteeism.		
Identified 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 DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)-implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	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 liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 2 - Supplemental
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 studentes (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	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-24	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
3-25	Improve student connectedness	All Students	SEL / Mental Health	Tier 1 - Universal
3-26	Hire 1.0 counselor to support the academic and SEL needs to students	All Students	Academic/SEL	Tier 1 - Universal

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

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 and Actions for ELD Implementation</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). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	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
6-7	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

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Pay for .5 FTE to provide Visual and Performing Arts courses for students. The extension of elective offerings will support student connectedness.	\$62,227	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10236	Teacher, Structured English Immersion	0.5			Hire teacher to increase our diverse teaching community who will provide daily instruction.	211-1
Professional Development and training opportunities for teachers will be provided. Other stipend curriculum planning will also be created to support classroom instruction.	\$5,001	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	211-2
Art & Music supplies for classroom instruction. Supplies will support daily instruction in VAPA classes.	\$11,070	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Purchase supplemental curriculum to use alongside core curriculum	211-3
Consultants to supplement classroom instruction will be hired for the 25-26 school year. Students will be provided additional instruction in the Visual and Performing arts curriculum.	\$20,000	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a			Improve student connectedness	211-4
Carryover will be used to fund the continued programming required per our Prop 28 requirement. This funds VAPA teachers in addition to the centrally funded electives.	\$75,071	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	0.6			Establish electives and extracurriculars to encourage community amongst students.	211-5
Supplies purchased for Montera Art & Music program.	\$3,474	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			Improve student connectedness	211-6
Provide expanded learning (afterschool) programming for all students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	211-7
Consultants are contracted via the ELO program at Montera Middle School. Funding will be used to pay the individuals hired to perform the work assigned.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Improve student connectedness	211-8
Technology (Computers) to support instruction and assessment administration.	\$28,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	211-9

PROPOSED 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Purchase technology resources for parents use. Tech access will be available in our front office/welcome center and our parent library. Additional tech resources (i.e. core subject add-ons to the tech) will be purchased as well.	\$6,800	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a			Parents have access to technology to access curriculum, schoolwide support materials, and assist their learners with schoolwide expectations.	211-10
Purchase supplemental curriculum via tech licenses to support daily classroom instruction	\$8,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Purchase supplemental curriculum to use alongside core curriculum	211-11
TSA will support the retention of middle school students. Montera has seen a +25% growth in 3 years due to a focus on students retention.	\$117,185	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1119	Certificated Teachers on Special Assignment Salaries	9572	10-Month Teacher on Special Assignment (TSA)	1.0			School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	211-12
Summer Bridget funding for student retention and program intervention before the start of the official school year.	\$1,586	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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	211-13
Student retention. Family and student engagement. Provide RJ training for students as well as Check in Check out.	\$55,182	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2205	Classified Support Salaries	New Position 09	Culture Keeper	0.7			Case Management	211-14
Reduce Chronic Absenteeism, Out of school suspension, and increase student engagement for Tier 2-3 students.	\$24,983	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	New Position 04	Case Manager	0.2			Case Management	211-15
Parent seminars focused on instruction. Parents will learn how to access curriculum portals and other site-based materials via a series of teacher-led, parent workshops for the 25-26 year.	\$4,040	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		Strengthen parent engagement with core academics. Support student success.	Improve student connectedness	211-16
Provide .6 Math coach to support teachers	\$92,594	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 07	10-Month Teacher on Special Assignment (TSA)	0.6		SBAC Math Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	211-17
Provide a .4 counselor to fully fund a 1.0 position for supporting student academic and SEL success. This position will support all students (706 students in grades 6-8)	\$46,828	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	7184	Counselor	0.4		College/Career Readiness	Check-ins / Check-outs with specific students	211-18

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

[illegible]



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 Wednesday, Thursday, and Friday between 8:30 AM and 9:10 AM. Parents are also encouraged to schedule meetings with teachers during a teacher's prep period or after school.
- Montera Middle School will have several academic engagement evenings for families:
 - Back to School
 - Science Fair Night
 - Math Night

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the program requirements and the right of parents to be involved.
- Our Annual Title 1 Meeting was held on Thursday, September 5, 2024.

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

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

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

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

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

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

- PTO works with families to organize volunteer interests.

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

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

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

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

- We have created parent engagement opportunities (during the school day) which 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 September 5, 2024, and will be in effect for the period September 5, 2024 through May 31, 2025.

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

<u>Latoya Williams</u>	<u>Latoya Williams</u>	<u>September 5, 2024</u>
Name of Principal	Signature of Principal	Date

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



Montera Middle School

School-Parent Compact

2024-2025

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 2024-2025 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) **Parents are invited to participate in periodic and ongoing SSC, SELL, SSTs, Back to School/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meetings, as well as Coffee with the principal and the Montera School Community Academic Committee.** In addition to using Parentsquare, emails, and various software programs to communicate with the students, parents, and the public at large,
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) Parents are invited to participate in periodic and ongoing SSC, SELL, SSTs, Back to School/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meetings, as well as Coffee with the principal and the Montera School Community Academic Committee.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, and assessments, and how to monitor and improve the achievement of their children.
 - 6 marking periods with a report distributed after each completed period.
 - iReady ELA and MATH assessment data provided to families
 - ELA (3x per year)
 - MATH (2x per year)
- 4) Provide parents with reasonable access to staff.
 - a) Parents can meet with the teacher in the morning between 8:30 - 9:10 am, during their prep periods, and or during other previously arranged times.
 - b) Parents have access to staff during Back to School, Open House, and other scheduled events.
 - c) District email and Schoology are other ways to communicate with staff.
- 5) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) iReady parent info session (Fall and Spring)
 - b) Parent affinity nights
 - c) Library check-out allows for parents to access curriculum materials
 - d) Info evenings hosted by site and/or community partners
- 6) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
 - a) Teachers participate in ongoing training to support their instructional growth as well as deliver culturally responsive instruction.
 - b) Teachers are provided training during buy-back days that also support their growth as culturally responsive educators.
- 7) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - a) In addition to using Parentsquare, emails, and various software programs to communicate with the students, parents, and the public at large.

PARENT RESPONSIBILITIES

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

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

This Compact was adopted by Montera Middle School on September 5, 2024, and will be in effect for the period of August 12, 2024, to May 31, 2025.

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.

Latoya Willians	<i>Latoya Williams</i>	September 5, 2024
Name of Principal	Signature of Principal	Date

Please link the Parent and Family Engagement Policy to this document.



Strategic Resource Planning (SRP)

Montera Middle School

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Chloe Gordon
Vice Chairperson:	Derrick Bell
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"/>	
Bridget Kyser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2
Derrick Bell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Martin Price	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Chloe Gordon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Bahijat Abdul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Natalye Pearson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Valencia Finley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Ali Metzler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Maya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

2nd Tuesdays, 6 PM via Zoom

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

