

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

Legislative File ID No: 18-1327
Introduction Date: 6/27/18
Enactment No.: 18-1130
Enactment Date: 6/27/18 er

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Montera Middle School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Montera Middle School
CDS Code: 1612596057079
Principal: Darren Avent
Date of this revision: 4/20/2018

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	Position: Principal
Address: 5555 Ascot Drive Oakland, CA 94611	Telephone: 510-531-6070 Email: darren.avent@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: **Montera Middle School**

Site Number: **211**

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

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 15, 2018

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:

		<u>5/16/2018</u>
Darren Avent, School Principal	Signature	Date
		<u>5/16/2018</u>
Print name of SSC Chairperson	Signature	Date
		<u>5/23/18</u>
Mark Triplett, Network Superintendent	Signature	Date
		<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$377,542.50	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$296,330.11	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$673,872.61	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$101,994.88	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,508.48	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$104,503.36	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Montera Middle School

School ID: 211

School Description

We recognize that adolescence is a period of important and dramatic social and emotional development. As such, our model incorporates numerous layers of social and emotional support for our students to help them develop the skills they will need to navigate middle school and succeed in the future. If we authentically partner with families to support our students by creating open communication channels and hosting engaging events, we will have stronger relationships with students and their families.

School Mission and Vision

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

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

Family & Student Engagement

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. 70-80 8th grades going on trip to Washington DC and NYC. All 7th graders participate in a trip to the San Francisco Exploratorium. Student Leadership 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 36% of the school
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.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<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 an increase 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, 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>	<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>
<p>STANDARDS-BASED INSTRUCTION <i>(including core content beyond language & literacy)</i></p>	<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 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>	<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>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p><i>(Culture & Climate, including Measure G1)</i></p>	<p>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.</p>	<p>The challenge has been the high suspension rate for students of color.</p>	<p>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.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p><i>(SELLS Needs Assessment)</i></p>	<p>Montera has a low number of ELLs</p>	<p>Montera SELLS challenge has been because of the school's location our SELLS parents have a hard time coming to the school.</p>	
<p>ARTS, MUSIC & WORLD LANGUAGES</p> <p><i>(Measure G1)</i></p>	<p>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.</p> <p>Currently we have Spanish as a second language.</p>	<p>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.</p>	<p>Lack of staff training</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Montera Middle School

School ID: 211

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	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 %.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	53.0%	58.0%	63.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Along with SRI teacher input from class SSR times will be used to monitor progress				
Theory of Action for Language & Literacy Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
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		More lesson will use the Inquiry based learning model allowing Montera to receive IB authorization.	

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 and assisting students to meet the state's academic proficiency levels in core subjets. Higher level work and differentiation of instruction will support our GATE students in meeting advanced levels of academic achievement in core subjects.	Time is purposely and structurally given to staff to plan and align lessons. Norms for meeting and documenting progress.	Along with SRI teacher input from class SSR times will be used to monitor progress.
1-3	Provide additional academic supports and intervention through extended learning time in the 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	Develop inclass SSR times 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	Teacher input from SSR program
1-5		Hire a library tech and build out our library to support implementation of IB and strengthen the core acadmic program.	
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	Develop a comprehensive teacher led PBIS training program for the school retreat in August.	Use restorative practices, advisories and PBIS to continue to develop the climate and culture of the school.	

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	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%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	Low-Income Students	-109.9	-99.9	-89.9
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Classroom assessments and feedback from teachers. Along with reviewing SBAC math data.				
Theory of Action for Standards-Based Instruction Priority:	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. 7th graders who are identified will be placed in the Blueprint classroom to give them additional support. 6th graders and eighth graders who are below can utilize programs such as Classworks and have the support of the math intervention team. If we utilize the strategies we should see a decrease in the number of students who are multiple years below in math.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Use SRI, SMI data to guide learning	Give SRI, SMI and the beginning of school year Adjusting (if needed) school schedule		We should see improvement after each testing cycle.	
2-2	Use AVID to support college readiness program	Support the program and develop a culture of college on campus Educate families on the college process		Student and families will began planning and organizing to help prepare for transition to High School and beyond.	
2-3	Completing IB workshops	Set aside funds to support PD IB implementation		Teacher we use inquiry based Leeson in classroom.	
2-4	TSA to support low performing students	Follow up with TSA with weekly meetings TSA in both Math and ELA		Using data to Improved classroom instruction	
2-5	Teachers will be participate in TGDS through observations and other professional development.			Improved classroom instruction	

CONDITIONS FOR STUDENT & ADULT LEARNING <i>(including Measure G1)</i>	Priority ("Big Rock"):	JUNE 2021 GOAL			
	School Climate & Culture	By June of the school year we reduce the percentage of African American students suspended to 13.9%.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Suspension Rate	African American Students	18.5%	16.7%	15.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Feedback from COST and PBIS team.				
Theory of Action for Conditions for Student & Adult Learning Priority:					
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	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.			
3-2	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			
3-3	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners, including low-performing students, struggling readers, English Learners, African American males.	Coordinate PBIS strategies in the school as well as the classroom and track the data for identified learners, including low-performing students, struggling readers, English Learners. Meeting time for PBIS team			
3-4	Student Action Committee, Student Council, & Student Leadership helps with planning school activities.	Meeting with Student Leadership once a month to get student feedback. Assemblies that reward			

3-5	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	
3-6	Family workshops on Cyber safety	To educate families of the risk, and signs of online material. Workshops for parents	
3-7	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.		
3-8		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	
3-9	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners of Foster youth..	Coordinate PBIS strategies in the school as well as the classroom and track the data for Foster youth. Meeting time for PBIS team	
3-10	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners of Homeless youth.	Coordinate PBIS strategies in the school as well as the classroom and track the data for Homeless youth. Meeting time for PBIS team	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Targeted Support for ELL	By June of the school year we will reclassify 25% of ELL Students.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	10.00%	13.00%	16.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	ELL students SRI, Grades and any testing that can be use for reclassification.				

Theory of Action for English Language Learners Priority:		If we identify and make contact with small number of ELL students and families at the beginning of the school year, we should be able to develop support system for these students.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Contract bilingual community liaison to work directly with ELL families and Newcomer students.	Identify ELL and newcomer students and contact families provide support	More reclassification of ELL students.

ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i>	Priority ("Big Rock"):	JUNE 2021 GOAL			
	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 Monterera students.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Percent of students taking multilingualism course	All Students	n/a	75%	90%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	The goal is 90% in a music and art class				
Theory of Action for Arts, Music & World Languages Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
5-1	IB Workshops	Develop master schedule to support program.		All Students are in a language class	
5-2		Develop language course for native speakers			

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$16,373.41	General Purpose Discretionary	Science 7 teacher	Mathematics	A2.3 Standards-Aligned Learning Materials	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0119	0.25	211-1
\$64,129.45	General Purpose Discretionary	History 8 and AVID teacher	Literacy	A2.3 Standards-Aligned Learning Materials	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0060	0.94	211-2
\$65,987.50	General Purpose Discretionary	7/8 PE teacher	School Climate & Culture	A5.2 Health and Wellness (Mental & Physical Health)	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0061	1.00	211-3
\$9,287.78	General Purpose Discretionary	Extended time for teachers	Targeted Support for ELL	A2.10 Extended Time for Teachers	1120				211-4
\$58,846.82	General Purpose Discretionary	Receptionist	School Climate & Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	2405	RECEPTIONIST	RECEPT9999	1.00	211-5
\$86,149.61	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				211-6
\$14,000.00	General Purpose Discretionary	Copier maintenance contract	School Climate & Culture	A2.3 Standards-Aligned Learning Materials	5610				211-7
\$16,943.36	General Purpose Discretionary	Restorative Justice facilitator	School Climate & Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				211-8
\$41,628.50	General Purpose Discretionary	Contracts	School Climate & Culture	A2.1 Implementation of the CCSS & NGSS	5825				211-9
\$3,196.07	General Purpose Discretionary	External work orders	School Climate & Culture	A2.1 Implementation of the CCSS & NGSS	5826				211-10
\$1,000.00	General Purpose Discretionary	Postage	School Climate & Culture	A3.3 Family Engagement focused on Literacy Development	5910				211-11

TBD	Grant	Assistant Principal	Dual Language Development	A2.9 Targeted School Improvement Support				1.00	211-12
TBD	Grant	ITL	Mathematics	A2.9 Targeted School Improvement Support				0.75	211-13
\$4,093.37	LCFF Supplemental	History 8 and AVID teacher to support advisory scehdule and IB program	Literacy	A2.3 Standards-Aligned Learning Materials	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0060	0.06	211-14
\$70,696.30	LCFF Supplemental	Math/science 6 teacher to support advisory scehdule and IB program	Mathematics	A2.3 Standards-Aligned Learning Materials	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0489	1.00	211-15
\$72,514.25	LCFF Supplemental	Art teacher to support advisory scehdule and IB program	School Climate & Culture	A2.2 Social Emotional Learning	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2667	0.94	211-16
\$72,537.66	LCFF Supplemental	Computers and Business teacher to support advisory scehdule and IB program	School Climate & Culture	A3.1 Blended Learning	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0676	1.00	211-17
\$75,847.01	LCFF Supplemental	6/7 PE teacher to support advisory scehdule and IB program	School Climate & Culture	A5.2 Health and Wellness (Mental & Physical Health)	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0665	1.00	211-18
\$641.52	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A3.1 Blended Learning	4310				211-19
\$79,491.80	Measure G1	Music teacher	School Climate & Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0615	1.00	211-20
\$19,056.92	Measure G1	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				211-21
\$68,938.24	Title I: Basic	Man-Up and AVID teacher	School Climate & Culture	A2.2 Social Emotional Learning	1119	10 MONTH CLASSROOM TSA	C10TSA0088	1.00	211-22
\$33,056.64	Title I: Basic	Surplus intended for Restorative Justice facilitator	School Climate & Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	4399				211-23
\$2,508.48	Title I: Parent Participation	Surplus to be allocated in Fall 2118.	n/a	n/a	4399				211-24



Title I School Parental Involvement Policy 2017-18

(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-wide Title 1 Meeting

- Offer a flexible number of meetings for parents.

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

- Title 1 Meeting
- SSC Meetings
- PTO 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.)

-SSC Meetings



- 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.)

- SSC Meetings
- Newsletters
- Title 1 Meeting

- 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.)

- SSC Meetings
- Family Data Nights, Reading Night, Math Night

- 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.)

- Parent/Student/teacher Conferences
- SSC Meetings

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.



- 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.)

- Administration and Instructional Leadership team work with designated staff and community

- 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.)

- Newsletters
- Information sent to student's home
- Postings

- 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.)

- Designated staff and parent volunteers

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.)

- Translation for meetings and materials sent home



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.)

- SSC Meetings
- Title 1 meeting
- Parent/teacher Conferences
- Family Nights (Reading, Math, Data Night)

- 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.)

- SSC Meetings
- PTO Meetings
- Parent/teacher Conferences
- Family Nights (Reading, Math, Data Night)

- 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.)

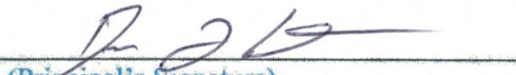
- Staff professional development sessions



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 Middle School School Site Council on (Date) 12/19/17 and will be in effect for the 2017-18 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)

12/19/18
(Date)

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

- 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 school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the 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.

Teacher signature

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

Signed on this _____ day of _____, 20_____.

