

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

November 15, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Montera Middle School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Montera Middle School
CDS Code: 1612596057079
Principal: Darren Avent
Date of this revision: 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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	Telephone: 510-531-6070
Oakland, CA 94611	darren.avent@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

School Site: Montera Middle School Site Number: 211

- ☐ Title I Schoolwide Program
 ☒ Local Control Funding Formula (LCFF) Base Grant
- ☒ Title I Targeted Assistance Program
 ☒ LCFF Supplemental Grant
 ☒ 21st Century
- ☐ After School Education & Safety Program (ASES)
 ☐ 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: 9/15/16

Date(s) plan was approved: 9/15/16

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

- ☐ Fliers in students' home languages
 ☒ Announcement at a public meeting
 ☐ Other (Notices, Media Announcements, etc.)

Signatures:

Print name of School Principal <u>Darren L. Avent</u>	<u>[Signature]</u> Signature	<u>9/15/16</u> Date
Print name of SSC Chairperson <u>Susan Hawkins</u>	<u>[Signature]</u> Signature	<u>9/15/16</u> Date
Print name of Network Superintendent <u>Mark Triplett</u>	<u>[Signature]</u> Signature	<u>10/26/16</u> Date
Print name of Chief Financial Officer <u>Ruth Alahydoian</u>	<u>[Signature]</u> Signature	<u>10-31-16</u> Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

Site Number: 211

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description

2016-2017 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	\$165,296.48	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$239,857.79	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$405,154.27	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$84,068.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,154.99	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$129,043.04	TBD
TOTAL:	\$215,266.03	\$0.00

ABOUT THIS SCHOOL

School Description

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

School Mission and Vision

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

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

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1: Standards-Driven Planning
Major Improvement Priority #2: School Climate & Culture
Major Improvement Priority #3: Data-Driven Collaboration

MAJOR IMPROVEMENT PRIORITY #1: Standards-Driven Planning

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
High School Readiness	Low SR status and growth schoolwide and sub-groups
SBAC ELA	Low EL SBAC ELA
SBAC Math	Low SWD SBAC Math

ROOT CAUSE ANALYSIS for Priority #1	
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?	
Looking at the data it appears that Montera has elements of academic achievement, but that achievement is not reaching all students. The data shows that many of the school sub-groups are not doing as well as others. With a population of 42% African-American the school need to strategize new and creative ways to reach all of our students.	
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?	
<p>Some root cause for Montera's lack of reaching all students could be the lack of shared leadership after years of leader turnover. Montera has a long history of teachers who are actively involved in the school, but for the most part the staff did not work with leadership. The ILT after arriving was not functioning and had no say in the development of the school. For the sustainability of school improvement efforts, it is important that more people are involved than just the principal. Montera is a very diverse school and the staff is very proud of that. The staff believes that all students can thrive regardless of their background, but as a staff we need to demonstrate this belief by better supporting our students of color, gay and straight alliances and a girls group. Montera host every year an African American Male conference, in which we invite guest speakers. During the 2015-2016 we will be hosting our first Female Empowerment conference and have guest speakers discuss the issues effecting young women.</p> <p>The long term plan is to create a shared leadership model for the school increasing the rigor of the school and prepare our students to become citizens in a global society. Montera has started the process of becoming an International Baccalaureate world school in order to achieve this goal all stakeholders must have a share in leadership of the school. We began the process by forming the ILT and working together on school planning, problem solve on issues. Therefore, we have established a team that has worked together on decision regarding the whole school. On of the things we have started has been the International Baccalaureate and this will take 2-5 years to complete.</p>	

STUDENT PERFORMANCE GOAL(S) for Priority #1							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	As we begin to implement the IB program, student reading levels will increase as measured by the percent of students meeting or exceeding standards on SBAC ELA.	SBAC ELA	All Students	39.9%	44%	48%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

<p>Major Improvement Strategy for this priority:</p>	<p><i>The long term plan is to create a shared leadership model for the school increasing the rigor of the school and prepare our students to become citizens in a global society. Montera has started the process of becoming an International Baccalaureate world school in order to achieve this goal all stakeholders must have a share in leadership of the school. We began the process by forming the ILT and working together on school planning, problem solve on issues. Therefore, we have established a team that has worked together on decision regarding the whole school. On of the things we have started has been the International Baccalaureate and this will take 2-5 years to complete.</i></p>
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KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
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	
Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. The IB program requires that all grade are working together; this would be the first step in everyone working together. Higher level work and differentiation of instruction will support our GATE students.	Time is purposely and structurally given to staff to plan and align lessons.	Norms for meeting and documenting progress.
Provide additional academic supports and intervention through extended time in the Eagle Village After School Program	Use the afterschool program as an extension of the school day to support student learning.	Surplus to support and improve academic performance of Targeted Title I students
Have TSA provide pull out intervention for students not at grade level (including eligible EL Learners)		Surplus to support Title I (low income identified) targeted assistance program
		Hire a library tech and build out our library to support implementation of IB.
		Using our AAMA program as the model, develop a similar program to our African-American female students.
		To continue our AAMA program to support our African-American male students.
		Use restorative practices, advisories and PBIS to continue to develop the climate and culture of the school.

MAJOR IMPROVEMENT PRIORITY #2: School Climate & Culture

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Culture/Climate: Staff	Social Emotional Learning
Suspensions	Chronic Absence SWD
LTEL Reclassification	Social Emotional Learning AA

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data suggest that more work is need to support the SEL needs of our students.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

The primary concern is with over 800 students being supported by 1.5 counselors many of the SEL needs of students is not being addressed.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Reduce chronic absence by 0.2% and maintain at 5% or less once this target is reached.	Chronic Absence	All Students	7.1%	6.9%	6.7%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce off-campus suspensions.	Suspensions	African- American Students	33	28	23	5: Students are engaged in school everyday.
Climate & Culture	Develop partnerships with mental health agencies to increase the number of counselors on campus supporting students, as measured by the number of partnerships.	Number of partnerships with mental health agencies	All Students	n/a	n/a	2	1: Graduates are college and career ready.

Social/Emotional	Increase student college awareness workshop and fairs, as measured by number of workshops and fairs held each year.	Number of workshops and fairs	All Students	1	0	1	2: Students are proficient in state academic standards.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement: *To develop shared leadership model for the school increasing the rigor and improving the culture to support a strong Strategy for this priority: Baccalaureate World School.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
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.
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
Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners, including low-performing students, struggling readers, English Learners, African American males, Foster youth, and Homeless youth.	Coordinate PBIS strategies in the school as well as the classroom and track the data for identified learners, including low-performing students, struggling readers, English Learners, African American males, Foster youth, and Homeless youth.	Meeting time for PBIS team
Student Action Committee, Student Council, & Student Leadership helps with planning school activities.	Meeting with Student Council once a month to get student feedback.	Assemblies that reward
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
Family workshops on Cyber safety	To educate families of the risk, and signs of online material.	Workshops for parents

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.	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

MAJOR IMPROVEMENT PRIORITY #3: Data-Driven Collaboration

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3		
Student Performance Strengths	Student Performance Challenges	
Student Performance Strengths	Student Performance Challenges	
High School Readiness	Low SRI All Students	
SBAC ELA	SRI AA	

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data shows that although all of our students are doing well in the high school readiness, we are not sustaining the growth.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

The school needs to review and change the intervention process for our students. The current intervention is not having the effects that we wish.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Early intervention for struggling students will help all students improve reading levels as measured by SRI.	SRI	All Students	28.7%	33.7%	38.7%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Climate & Culture	As an outcome of restructuring the intervention program to allow all students to have an elective, students will be more engaged in school, as measured by attendance rates.	Attendance Rate	All Students	96%	96.5%	97%	5: Students are engaged in school everyday.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3							
Major Improvement: <i>To start using assessment data analysis to identify measures appropriate for key sub groups to strengthen IB Strategy for this priority: implementation.</i>							

KEY PRACTICES FOR PRIORITY #3							
Teaching Practices		Leadership Practices		Organizational Practices <i>People / Teams / Time / Resources</i>			
Use SRI, SMI data to guide learning		Give SRI, SMI and the beginning of school year		Adjusting (if needed) school schedule			
Use AVID to support college readiness program		Support the program and develop a culture of college on campus		Educate families on the college process			
Completing IB workshops		Set aside funds to support PD		IB implementation			
TSA to support low performing students		Follow up with TSA with weekly meetings		TSA in both Math and ELA			
Teachers will be participate in TGDS through observations and other professional development.							

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$129,043.04	21st Century	Contract with Eagle Village to provide afterschool program.	Provide additional academic supports and intervention through extended time in the Eagle Village After School Program	A1.6: After School Programs	5825	n/a	n/a	n/a	211-1	211
\$88,325.03	General Purpose Discretionary	Supplies to support school programs.	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.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	211-2	211
\$41,707.18	General Purpose Discretionary	Surplus to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	211-3	211
\$10,000.00	General Purpose Discretionary	Contract with Restorative Justice coordinator.	Utilize Restorative Justice, Conflict Mediation.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	211-4	211
\$3,400.00	General Purpose Discretionary	License for the Heroes program.	Coordinate PBIS strategies in the classroom to meet the social-emotional needs of identified learners, including struggling readers, English Learners, African American males, and Foster Youth.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5846	n/a	n/a	n/a	211-5	211
\$1,864.27	General Purpose Discretionary	Travel and fees for IB conference.	Montera will begin the process of becoming an IB school. In order to help this process teachers and staff need to start having PD's on inquiry based learning	A2.1: Implementation of CCSS & NGSS	5200	n/a	n/a	n/a	211-6	211
\$10,000.00	General Purpose Discretionary	IB dues and memberships.	Montera will begin the process of becoming an IB school. In order to help this process teachers and staff need to start having PD's on inquiry based learning	A2.1: Implementation of CCSS & NGSS	5300	n/a	n/a	n/a	211-7	211
\$10,000.00	General Purpose Discretionary	Copier maintenance contract	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.	A2.1: Implementation of CCSS & NGSS	5610	n/a	n/a	n/a	211-8	211
\$17,137.03	LCFF Supplemental	Hire a TSA to provide pull out intervention for students not at grade level.	Have TSA provide pull out intervention for students not at grade level (including eligible EL Learners)	A2.8: Data & Assessment	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.2	211-9	211
\$68,548.12	LCFF Supplemental	Hire an IB coordinator to support IB implementation.	IB implementation	A2.8: Data & Assessment	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.8	211-10	211
\$64,711.29	LCFF Supplemental	Hire a social sciences teacher.	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.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2170	1	211-11	211
\$1,258.57	LCFF Supplemental	Hire a sixth grade math/science core teacher.	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.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0489	0.02	211-12	211
\$8,145.78	LCFF Supplemental	Hire a sixth grade math/science core teacher.	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.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0061	0.12	211-13	211
\$77,142.62	LCFF Supplemental	Hire a sixth grade English/social studies core teacher.	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.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1180	1	211-14	211

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$2,914.38	LCFF Supplemental	Supplies to support school programs.	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.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	211-15	211
\$21,000.00	Measure G (School Libraries)	Purchase library books and other support for the library.	Hire a library tech and build out our library to support implementation of IB.	A3.2: Reading Intervention	4200	n/a	n/a	n/a	211-16	211
\$30,000.00	Measure G (TGDS)	Teacher stipends for TGDS.	Teachers will be participate in TGDS through observations and other professional development.	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	211-17	211
\$4,976.00	Measure G (TGDS)	Teacher substitutes for TGDS.	Teachers will be participate in TGDS through observations and other professional development.	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	211-18	211
\$0.74	Measure G (TGDS)	Surplus to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	211-19	211
\$61,670.17	Program Investment	Hire a sixth grade math/science core teacher.	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.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0489	0.98	211-20	211
\$54.83	Program Investment	Surplus to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	211-21	211
\$17,137.03	Title I Basic	Hire an IB coordinator to support IB implementation.	IB implementation	A2.8: Data & Assessment	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.2	211-22	211
\$65,595.03	Title I Basic	Hire a teacher to support the AAMA program at Monteria to provide culturally relevant teaching to African-American males. Position will provide coaching as needed to students and prepare workshop around student's culture to build student self esteem and address any socio/emotional issues.	Teachers need to embrace and understand the many different cultures they teach everyday	A2.2: Social Emotional Learning	n/a	10 MONTH CLASSROOM TSA	C10TSA0088	1	211-23	211
\$1,335.94	Title I Basic	Surplus to be allocated by the SSC in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	211-24	211
\$2,154.99	Title I Parent Participation	Surplus to be allocated by the SSC in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	211-25	211

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

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

As a student, I will:

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

Student Signature

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

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family Member Signature

As a school, we will:

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

Principal Signature

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

Signed on this 15th day of October, 2016.



Title I School Parental Involvement Policy 2016-17

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

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

Involvement of Parents in the Title I Program

Montera Middle School

(Name of school)

agrees to implement the following statutory requirements:

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

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

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

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

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

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



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

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

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

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

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

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

School-Parent Compact

(Name of school) Montera Middle School :

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



Building Parent Capacity for Involvement

(Name of school) Montera Middle School :

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

Translation services are provided during activities and meetings if needed.

Accessibility

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

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

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



Adoption

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

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


(Principal's Signature)

10/15/2016
(Date)



School Site Council Membership Roster – Middle School

School Name: Montera Middle School
School Year: 2016 - 2017

Chairperson: Susy Hovland	Vice Chairperson: Rebekah Evenson
Email: 1showland2@gmail.com Phone: 510-292-5833	Email: r_evenson@yahoo.com Phone: 510-517-4906
Secretary: Esther Gull	LCAP Parent Advisory Nominee:
Email: egull@berkeley.edu Phone: 510-333-4851	Email: Phone:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee: Daniel James
Email: Phone:	Email: Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Darren Avent	darren.avent@ousd.org / 510-531-6070	X				
Mark Sneed	mark.sneed@ousd.org / 510-531-6070		X			
Ammon Torrence	ammon.torrence@ousd.org		X			
Margaret Baker	margaret.baker@ousd.org		X			
Fabiola Gutierrez	fabiola.gutierrez@ousd.org / 510-531-6070			X		
Steve Graham	steven.graham@ousd.org / 510-914-6881				X	
Sheron Campbell	sheroncampbell@sbcglobal.net / 510-318-1154				X	
Doug Hamilton	dhamilton@sungevity.com				X	
Eric Pettingill	eric.pettingill@ousd.org		X			

Meeting Schedule (day/month/time)	The SSC is to meet every 3rd Thursday of the month at 6:00 p.m.
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SSC Legal Requirements: (Ed.Code 52852)

- 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;
- Students are not required to be members of the Middle School SSC**
- Parent/community members cannot be OUSD employees at the site.

1-Principal
 4-Classroom Teachers
 1-Other Staff

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

Revised 8/22/2016