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

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
Board Meeting Date	June 26, 2019
Subject	2019-2020 School Plan for Student Achievement (SPSA)

Action	Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Montera Middle School
Background	In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.
Discussion	The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.
Fiscal Impact	The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA): ● Title I, Part A ● After School Education and Safety (ASES)
Attachment	2019-2020 School Plan for Student Achievement (SPSA) for Montera Middle School

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Legislative File Id. No. 19-1338
Introduction Date: 6/26/19
Enactment No.: 19-1185
Enactment Date: 6/26/19
By: er

2019-2020 School Plan for Student Achievement (SPSA)

School:	**Montera Middle School**
CDS Code:	1612596057079
Principal:	Darren Avent
Date of this revision:	5/15/2019

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

School Site: Montera Middle School　　　　**Site Number:** 211

☐ Title I Schoolwide Program	☐ Additional Targeted Support & Improvement (ATSI)	☐ LCFF Concentration Grant
☐ Title I Targeted Assistance Program	☐ After School Education & Safety Program (ASES)	☐ 21st Century Community Learning Centers
☐ Comprehensive Support & Improvement (CSI)	☐ Local Control Funding Formula (LCFF) Base Grant	☐ School Improvement Grant (SIG)
☐ Targeted Support & Improvement (TSI)	☐ LCFF Supplemental Grant	☐ Low-Performing Students Block Grant (LPSBG)

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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, 2019_

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.) _SSc_

Signatures:

Darren L. Avent	_(signature)_	_5/15/19_
Principal	Signature	Date
Vincent W. Stewart	_(signature)_	_5/15/19_
SSC Chairperson	Signature	Date
Mark Triplett	_(signature)_	_5.16.19_
Network Superintendent	Signature	Date
Mildred Otis	_(signature)_	_5/28/19_
Officer, State and Federal Programs	Signature	Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/29/2019	SLC	- Outline and model the process for developing a theory of action - Begin to develop a school-wide theory of action

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$117,017.51
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,085,138.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$114,811.09	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$297,190.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$2,206.42	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$278,034.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$73,916.00	TBD
			Measure G (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$183,407.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$117,017.51**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$832,547.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$949,564.51**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
African Amercan Boys Suspensions	AAMA Program and Boys Advisory
6th grade African American Female Suspensions	6th Grade Black Girls Brilliance Class
Priority Challenges	**Root Causes of Challenges**
SPED Supensions	New Teachers and Identifying support systems.
7th grade African American Female Suspension	Supports for 7th grade Black Girls Brilliance class

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	Encourage and support Student-run Positive Behavior initiatives and incentives programs developed by students for students.				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
Connectedness	All Students	+5pp	+7pp	+10pp	60.00%
Suspensions	African-American Students	-2pp	-5pp	10%	12.00%

Suspensions	Students with Disabilities	-2pp	18.62%	16.62%	15.00%
Chronic Absence	African-American Students	-2pp	15.71%	13.71%	11.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: **Develop a reading intervention program**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-31.4	-16.4	-1.4
ELA SBAC	Students with Disabilities	+20 points DF3	-146.9	-126.9	-106.9
ELA SBAC	African-American Students	+20 points DF3	-87.3	-67.3	-47.3

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: **Use Blueprint math and teacher PLC's to focus on Math improvement**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-73.2	-68.2	-53.2
Math SBAC	Students with Disabilities	+20 points DF3	-211.3	-191.3	-171.3
Math SBAC	African-American Students	+20 points DF3	-141.1	-121.1	-101.1

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: **Develop writing support for ELL's**

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	17.95%	13.00%	13.00%
LTEL Reclassification	Long-Term English Learners	25%	18.18%	25.00%	25.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: **Target the reading intervention for lowest 24 6th and 7th graders.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	24.31%	29.31%	33.00%
SRI Multiple Years Below Grade Level	All Students	-5pp	27.03%	22.03%	25.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Montera Middle School	**SPSA Year Reviewed:** 2018-19	**SPSA Link:**

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority:	**Literacy**		
June 2021 Language & Literacy Goal:	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 %.		
Theory of Change for Language & Literacy:	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.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
SRI	All Students	58.0%	51.5%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

SRI was used in the beginning of the year to identify students reading below grade level.

What evidence do you see that your practices are effective?

We noticed that some the 6th grades students moved from multi years below to one year below on the midyear SRI.

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

The changes we will make for the 19-20 school year will be to develop 2 reading intervention classes. The classes will have 12 students each and allow them o have a reading support program everyday.

18-19 Standards-Based Instruction Priority:	**Mathematics**		
June 2021 Standards-Based Instruction Goal:	By June of each school year we will increase the number of students performing at or above grade level (using SMI data) by 15%.		
Theory of Change for Standards-Based Instruction:	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.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**

SBAC Math	Low-Income Students	-99.9	-115.6

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Theories of Action and PLCs: We need to design stronger PLCs so that there is stronger collaboration and student improvement. We want to start by having the SLC develop their own practice as a PLC by developing their own theory of action and goals. The SLC members will then lead Department PLCs through a similar process, developing theories of action aligned to the broader, school-wide theory of action. We also need to model PLC practices, such as norms and process checks. The ultimate goal is that all departments meet consistently and find PLCs to be useful and focused spaces for collaboration. This will include changing a few of the members of the SLC to ensure that we have teacher leaders that have the will and capacity to lead their departments.

Leveraging Curriculum in Service of IB:

What evidence do you see that your practices are effective?

We created a structure for PLCs to capture notes from their PLC in a google doc, but this was held well and didn't get completed regularly. In general, we don't have much data to show what PLCs did and how they worked together.

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

"Theories of Action and PLCs: We need to design stronger PLCs so that there is stronger collaboration and student improvement. We want to start by having the SLC develop their own practice as a PLC by developing their own theory of action and goals. The SLC members will then lead Department PLCs through a similar process, developing theories of action aligned to the broader, school-wide theory of action. We also need to model PLC practices, such as norms and process checks. The ultimate goal is that all departments meet consistently and find PLCs to be useful and focused spaces for collaboration. This will include changing a few of the members of the SLC to ensure that we have teacher leaders that have the will and capacity to lead their departments.

Leveraging Curriculum in Service of IB: "

18-19 Conditions for Student & Adult Learning Priority:	**School Climate & Culture**		
June 2021 Conditions for Student & Adult Learning Goal:	By June of the school year we reduce the percentage of African American students suspended to 13.9%.		
Theory of Change for Conditions for Student & Adult Learning:	n/a		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
Suspension Rate	African American Students	16.7%	-5pp

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

What evidence do you see that your practices are effective?

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

18-19 Conditions for English Language Learners Priority:	Targeted Support for ELL		
June 2021 Conditions for English Language Learners Goal:	By June of the school year we will reclassify 25% of ELL Students.		
Theory of Change for Conditions for English Language Learners:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	13.0%	17.95%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

What evidence do you see that your practices are effective?

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

18-19 Arts, Music & World Languages Priority:	Dual Language Development		
June 2021 Arts, Music & World Languages Goal:	By June of each year we will increase the intercultural understanding and international mindedness of scholars by using the International Baccalaureate framework and making multilingualism a required course every year for 100% of Montera students.		
Theory of Change for Arts, Music & World Languages:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:

Percent of students taking multilingualism course	All Students	75.0%	

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

What evidence do you see that your practices are effective?

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

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Montera Middle School	**School ID:** 211

3: SCHOOL STRATEGIES & PRACTICES	

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority:	School Climate & Culture
School Theory of Change:	Need to develop a differentiated approach to supporting deptartment PLCs.
Related School Goal(s):	Encourage and support Student-run Positive Behavior initiatives and incentives programs developed by students for students.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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.	Started student Restorative Justice leaders program. Student led welcome and friendship circles. Send teachers Restorative Justice training.
1-2	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	Inform incoming families of the bridge program and provide signup during the acceptance process
1-3	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	Rebuilding of the school matrix (Community Agreement). Assemblies at the start of the year to review matrix with all grade levels.
1-4	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	School Assemblies and celebrations

1-5	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	On going Implict Bias training in 19-20. Develop plans to support teacher training.
1-6	Family workshops for families of color	To develop positive relationship with Montera families of color.Workshops for parents	Contract with Spearitwurx to organize and lead workshop off campus
1-7	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.	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.	Meeting agenda
1-8			
1-9	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	Use of Caring School Coommunity Program
1-10	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	Use of Caring School Coommunity Program

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Evidence-based Reasoning (in all content areas)
School Theory of Change:	If leaders... - Facilitate professional learning that develops content knowledge about evidence-based reasoning at grade level - Faciltiate teachers to calibrate on student work in reference to grade level standards about evidence-based reasoning If teachers... - Develop a common vision of what the standards (aligned to evidence-based reasoning) look like for students at each grade level and in each content area - Can develop or use core curriculum assignments that accurate reflect the expectations of the standards - Can accurate evaluate student work according the the expectation of the standards Then students will...
Related School Goal(s):	We develop critical thinking skills

Students to be Served by these Practices	All Students		
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**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	SLT to develop support low performing students	Follow up with SLT with bi-monthy meetings	Using data to Improved classroom instruction
2-5	Teachers will be participate in TGDS through observations and other professional development.	Leaders with Schedule TGDS observations and feedback session.	Improved classroom instruction

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum			
School Priority:	Literacy		
School Theory of Change:	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.		
Related School Goal(s):	Develop a reading intervention program Target the reading intervention for lowest 24 6th and 7th graders.		
Students to be Served by these Practices	All Students		
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**
3-1	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.

3-2	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.
3-3	Provide additional academic supports and intervention through extended learning time with Blueprint Math and a Reading intervention program.	Use extra state funding to pay for Blueprint Math ($50,000) and Reading Intervention ($23,000) support student learning.	Three classes of Reading Intervention, 2 6th grade and 1 7th grade, with 12 student in a class. 6 Blueprint classes with 12 students in each class.
3-4	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
3-5		Keep our library tech and continue build out our library to support implementation of IB and strengthen the core academic program.	Student checking out books and use the library as a resource for book reports
3-6		Using our AAMA program as the model, develop a similar program to our African-American female students.	
3-7		To continue our AAMA program to support our African-American male students.	
3-8	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.	School Support Matrix

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

	School Priority:	Targeted Support for ELL	
	School Theory of Change:	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. We noticed that our ELL 6th graders need help with writing.	
	Related School Goal(s):	Develop a writing program for ELL students	
	Students to be Served by these Practices	English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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 famiies provide support	More reclassification of ELL students.
4-2	Develop writing support for ELL students	Support the development of writing support for ELL's	More reclassification of ELL students.

ARTS, MUSIC & WORLD LANGUAGES

	School Priority:	Dual Language Development	
	School Theory of Change:	If we follow the IB mandate and require foreign language for all students taking Spanish. 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.	
	Related School Goal(s):	Encourage and support Student-run Positive Behavior initiatives and incentives programs developed by students for students.	
	Students to be Served by these Practices	All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1	IB Workshops	Develop master schedule to support program.	All Students are in a language class
5-2	Native speaker course	Develop language course for native speakers	Include 6th grades in Native Speaker course

PROPOSED 2019-20 SCHOOL SITE BUDGET   **Site Number:** 211   **School:** Montera Middle School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSA PRACTICE	BUDGET ACTION NUMBER
$54,858.00	General Purpose Discretionary	.70 Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.70	Keep our library tech and continue build out our library to support implementation of IB and strengthen the core academic program.	211-1
$60,877.00	General Purpose Discretionary	Receptionist	Goal 2: Students are proficient in state academic standards.	2405	Clerical Salaries		n/a		To develop positive relationship with Montera families of color. Workshops for parents	211-2
$35,322.00	General Purpose Discretionary	Supplies		4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	211-3
$19,538.00	General Purpose Discretionary	5% for staff teachers		4399	Surplus		n/a		Overall support for academic and social-emotional practices	211-4
$2,000.00	General Purpose Discretionary	Conferences		5220	Conference Expense		n/a		Utilize Restorative Justice, Conflict Mediation. Become a more nurturing and less punishing organization. Provide teachers with training in restorative practices.	211-5
$25,000.00	General Purpose Discretionary	Counselor .25	Goal 5: Students are engaged in school every day.	5732	Counselor		n/a	0.25	Utilize Restorative Justice, Conflict Mediation. Become a more nurturing and less punishing organization. Provide teachers with training in restorative practices.	211-6
$85,595.00	General Purpose Discretionary	RJ		5736	Restorative Justice Facilitator		n/a		Use restorative practices, advisories and PBIS to continue to develop the climate and culture of the school.	211-7
$14,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	211-8
$62,382.00	LCFF Supplemental	Woodshop teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	1763	Teacher, Structured English Immersion	0.75	Teachers will be participate in TGDS through observations and other professional development.	211-9
$70,410.00	LCFF Supplemental	Spanish teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4579	Teacher, Structured English Immersion	0.91	Develop language course for native speakers	211-10

$70,972.00	LCFF Supplemental	History 8 teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4077	Teacher, Structured English Immersion	1.00	Teachers will be participate in TGDS through observations and other professional development.	211-11
$74,266.00	LCFF Supplemental	Computer teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3049	Teacher, Structured English Immersion	1.00	Teachers will be participate in TGDS through observations and other professional development.	211-12
$74.00	LCFF Supplemental	surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	211-13
$82,231.00	Measure G1	Music teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	1.00	Teachers will be participate in TGDS through observations and other professional development.	211-14
$83,178.00	Measure G1	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4923	Teacher, Structured English Immersion	1.00	IB Workshops	211-15
$9,730.00	Measure G1	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teachers need to embrace and understand the many different cultures they teach everyday	211-16
$8,268.00	Measure G1	5% Salary Increase	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		Teachers will be participate in TGDS through observations and other professional development.	211-17
$129,051.00	Principal Innovation Fund	Assistant Principal	Goal 5: Students are engaged in school every day.	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2970	Assistant Principal, Middle School	1.00	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.	211-18
$6,453.00	Principal Innovation Fund	5% salary increase	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		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.	211-19
$98,278.00	Title I: Basic	Manhood Development teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	3004	10-Month Classroom TSA	1.00	To continue our AAMA program to support our African-American male students.	211-20
$4,914.00	Title I: Basic	5% increase salary	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		To continue our AAMA program to support our African-American male students.	211-21

$11,619.00	Title I: Basic	Restorative Justice Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		Utilize Restorative Justice, Conflict Mediation. Become a more nurturing and less punishing organization. Provide teachers with training in restorative practices.	211-22
$2,206.00	Title I: Parent Participation	Parent workshops	Goal 6: Parents and families are engaged in school activities.	5826	External Work Order Services		n/a		6th Grade Bridge Program Parent Workshop on cyber bullying during registration	211-23
$73,916.00	Low-Performing Students Block Grant (LPSBG)	Math Blueprint and SPIRE Reading Intervention program	Goal 2: Students are proficient in state academic standards.	5826	External Work Order Services		n/a		Use extra state funding to pay for Blueprint Math ($50,000) and Reading Intervention ($23,000) support student learning.	211-24

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.)

Aeries Parent Portal

> 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

> 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

**OAKLAND UNIFIED
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Community Schools, Thriving Students

➢ 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.)

SSC Meetings

➢ 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.)

SSC Meetings, weekly Principal's update, mailings (as needed)

➢ 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.)

SSC Meetings

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.)

SSC Meetings, weekly Principal's update, mailings (as needed)

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) 5/15/2019 and will be in effect for the 2018-19 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.

_____   5/15/19
(Principal's Signature)   (Date)

Montera Middle School _____ **Secondary School Compact**

School Name

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_____.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-2018
School Site Council Membership Roster – Middle School

School Name: **Montera Middle School**

Chairperson :	Vince Stewart
Vice Chairperson:	Jo Mackness
Secretary:	Susanna Hovland

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Darren Avent	X				
Susanna Hovland				X	
Dr. Angelina Gilyard -Shyne		X			
Jo Lee				X	
Jo Mackness				X	
Ruben Ortiz				X	
Eric Pettengil		X			
Alicia Mayorga		X			
Monica Black			X		
Vince Stewart				X	
Katie McLane				X	
Derrick Bell		X			

Meeting Schedule (day/month/time)	3rd/ Thursday/6:00pm

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students