

Board Office Use: Legislative File Info.	
File ID Number	23-1635
Introduction Date	8/9/23
Enactment Number	23-1416
Enactment Date	8/9/2023 er



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Montera Middle School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Montera Middle School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: **Montera Middle School**
CDS Code: 1612596057079
Principal: Latoya Williams
Date of this revision: 5/24/20

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

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

Contact: Latoya Williams	Position: Principal
Address: 5555 Ascot Drive Oakland, CA 94611	Telephone: 510-531-6070 Email: latoya.williams@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Montera Middle School

Site Number: 211

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 3/14/23 & 5/23/2023

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, ParentSquare blasts, etc.)

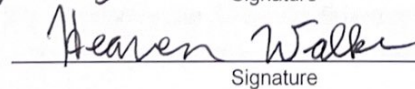
Signatures:

Latoya Williams
Principal


Signature

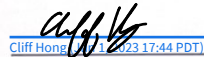
5/24/23
Date

Heaven Walker
SSC Chairperson


Signature

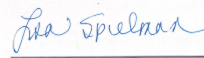
5/24/23
Date

Clifford Hong
Network Superintendent


Cliff Hong
Signature

6/01/23
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

6/01/23
Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/18/2022	SSC	Share rationale and overview of the site plan.
12/14/2022	SSC & SELLS combined	Establish SSC. Review SPSA and Budget items. Vote on members.
1/30/2022	SSC & SELLS combined	Reviewed outline & goals, Reviewed and voted on, and approved Title 1 Funding expenditures for 23-24, and Measure G
2/28/2022	SSC & SELLS combined	Review and approve additional budget allocations. Discuss SPSA connection
3/14/2023	SSC & SELLS combined	Review SPSA and assess program with SSC. Review Comprehensive School Grant.
5/24/2023	SSC & SELLS combined	Review and discuss 2022-2023 SPSA expenditures. Review, discuss and approve 2023-2024 SPSA.

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

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

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$138,600.00
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	\$661,140.22

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)	\$135,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$47,175	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,600	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$271,610	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$203,755	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$138,600	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$522,540	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$661,140
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL 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.

School Demographics

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
55.2%	44.8%	9.9%	0.5%	0.5%	0.3%	50.5%	19.6%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
29.6%	20.9%	22.7%	9.7%	0.5%	0.3%	0.3%	14.6%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness: Close distance from met on SBAC ELA and SBAC Math.

English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-37.3	n/a	-27.7	<i>not available until Fall 2023</i>	-25.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	13.9%	22.4%	<i>not available until Fall 2023</i>	15.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-87.7	n/a	-66.8	<i>not available until Fall 2023</i>	-75.0
CAST (Science) at or above Standard	All Students	20.3%	n/a	34.2%	<i>not available until Fall 2023</i>	25.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.						
School Goal for Targeted Supports for Focal student groups demonstrate accelerated growth to close our equity Focal Student Groups: gap.						
Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-147.1	n/a	-130.7	<i>not available until Fall 2023</i>	-130.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-97.4	n/a	-102.7	<i>not available until Fall 2023</i>	-87.0

Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	11.6%	26.6%	<i>not available until Fall 2023</i>	17.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-198.3	n/a	-159.0	<i>not available until Fall 2023</i>	-175.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-153.3	n/a	-147.7	<i>not available until Fall 2023</i>	-135.0
Reclassification Measures & Annual Targets <i>*Complete</i> Part 1 of ELD Reflection						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2022-23 Target
ELL Reclassification	English Learners	2.0%	0.0%	28.8%	<i>not available until Fall 2023</i>	5.0%
LTEL Reclassification	Long-Term English Learners	2.3%	0.0%	27.3%	<i>not available until Fall 2023</i>	5.0%

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

School Goal for Student & Family Students and families are welcomed, safe, healthy, and engaged.
Engagement:

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	51.9%	68.8%	48.6%	<i>not available until Fall 2023</i>	75.0%
Out-of-School Suspensions	All Students	4.3%	n/a	6.5%	<i>not available until Fall 2023</i>	5.0%
Out-of-School Suspensions	African American Students	10.3%	n/a	6.5%	<i>not available until Fall 2023</i>	7.0%
Out-of-School Suspensions	Special Education Students	13.1%	n/a	6.5%	<i>not available until Fall 2023</i>	7.0%
Chronic Absenteeism	All Students	15.7%	6.7%	32.8%	<i>not available until Fall 2023</i>	5.0%

Chronic Absenteeism	African American Students	24.1%	10.7%	50.3%	<i>not available until Fall 2023</i>	5.0%
---------------------	---------------------------	-------	-------	-------	--------------------------------------	------

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal for High-Quality Staff: Maintain staff who are high quality, stable, and reflective of Oakland’s rich diversity.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	86.1%	75.3%	77.9%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Addressing the needs of students who are performing below grade level in Math, Science and ELA. We can work to solve this by providing enriching field trips to museums and other off-campus learning experiences. Field trips that align with core academic standards are needed as they are an opportunity to deepen the students' understanding of Math, ELA and Science standards through targeted learning experiences.	TSA providing support to students who are performing below grade level in Math and ELA. i-ready Fall, Winter, and Spring assessments will be provided, assessed, and used to plan instruction and increase student achievement in Math and ELA. Enriching field trips and other off-site learning opportunities for students to increase College, Career, & Community readiness as it relates to Math, Science, and ELA.
<i>LCAP Goal 2: Focal Student Group Supports</i>	AAMA teacher supports AA male students. Black Girls Brilliance teacher supports Black girls. We can work to solve this by providing enriching field trips to museums and other off-campus learning experiences. Field trips that align with core academic standards are needed as they are an opportunity to deepen the students' understanding of Math, ELA and Science standards through targeted learning experiences.	Provides targeted instruction for AA males to strengthen student engagement and increase student achievement in Math, Science, and ELA. Provides targeted instruction for Black girls to strengthen students engagement and increase student achievement in Math and English as well provide youth leadership opportunities. Enriching field trips and other off-site learning opportunities for AA males and Black Girls to increase College, Career, & Community readiness as it relates to Math, Science, and ELA.

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Families are provided more opportunities to engage in schoolwide events to strengthen school connectedness, which will positively impact students engagement. We can work to solve this by providing enriching field trips to museums and other off-campus learning experiences. Field trips that align with core academic standards are needed as they are an opportunity to deepen the students' understanding of Math, ELA and Science standards through targeted learning experiences.</p>	<p>Community School Manager who provides direct support for students and families. Home visits, attendance celebrations, and other schoolwide recognitions for students/families have resulted in school connectedness. Parent events to support parent involvement in Math, Science, and ELA.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Instructional materials needed for staff to provide grade level/standards aligned instruction to all students. Professional Development opportunities (i.e. conferences, site based trainings) needed to support the professional growth of teachers to provide effective standards based instruction.</p>	<p>Funding available to provide teachers with the materials and the fees to attend professional development training. Funding available to pay teachers for instructional planning time beyond the regular school day.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Many students are not doing well, as measured by the SBAC. Students need to have access to Career and College readiness as it relates to Math, Science, and ELA.</p>	<p>Students face many challenges outside of school that impeded the access to opportunities. These challenges may include a disruption in learning readiness for students while at school. Funding to provide College and Career opportunities (off-site) for students.</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>AAMA teacher supports AA male students. Black Girls Brilliance teacher supports Black girls.</p>	<p>AA male students and Black Girls that need additional support in core subject areas as well as leadership opportunities to build stronger school connection.</p>

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Some students are suspended at higher rates than others. Parent library books to strength literacy access and to strenghten the literacy connection from school to home.</p>	<p>Some students, more than others, feel less welcomed at school. Parent engagement and input needed as we increase understanding of PBIS Materials and strengthen the school to home connection. Light refreshments used as a strategy to increase parent participation during parent workshops. Parent space to provide education software and access to technology for increased student acadmic achievement and school connectedness. As our ELL population increases parent translation is needed to engage all families/stakeholders</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Instructional materials needed for staff to provide grade level/standards aligned instruction to all students. Professional Development opportunities (i.e. conferences, site based trainings) needed to support the professional growth of teachers to provide effective standards based instruction.</p>	<p>Funding available to provide teachers with the materials and the fees to attend professional development training. Funding available to pay teachers for instructional planning time beyond the regular school day.</p>

1D: IDENTIFIED NEED

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

The pandemic of 2020 has exposed the school inequities in access to technology. Many of our students do not have access to internet devices and a few do not have any internet.

There are also inequities to healthy food choices for many of our families.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Montera Middle School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have been implementing the SPSA as articulated.

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

Our funding provided targeted support for students and families who were chronically absent, which in turn impacted their academic achievement. We have an attendance team lead by our CSM and have identified students who have improved significantly in attending school, which showed an improvement in their academics. We provided targeted support for our ELLS through designated ELD instruction and parent learning opportunities that were designed and led by our ELD teacher.

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

Our Title 1 23-24 will continue to help fund our CSM, AAMA teacher, a Teacher on Special Assignment, and a Teacher providing core instruction. These core positions will allow us to address unfinished learning with our students and continue to move towards our annual academic achievement goals.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?

Community School Manager	Student Connectedness to School	Facilitate partnerships with the school.	Attendance team is led by our CSM and our attendance specialist. We were able to develop a home visit cycle to address students/families who were disconnected from the school due to unstable housing, financial need, etc. This resulted in an increase for students who were previously not attending school and an improvement in students achievement. Our CSM oversees our schoolwide RJ program as well as trains Peer RJ leaders. This resulted in a decrease in student conflicts and an increase in peer-to-peer classroom led RJ training by the Peer RJ facilitators. CSM provides focal family meetings for our multiple family groups at Montera. This resulted in an increase of ELL families attending family events intended to increase school-to-home engagement. CSM develops partnerships with outside agencies to provide support at school and beyond the bell for students and families.	Continue. This resulted in an increase for students who were previously not attending school and an improvement in students achievement. This resulted in a decrease in student conflicts and an increase in peer-to-peer classroom led RJ training by the Peer RJ facilitators. This resulted in an increase of ELL families attending family events intended to increase school-to-home engagement. This resulted in an increase in partners who provide support for students beyond the bell (i.e. Missy)
--------------------------	---------------------------------	--	--	--

Parent Education Contracts	Student Connectedness to School	Train parents on how to support their children's academic success.	Parents were able to engage with teachers who support our ELL students in order to access our schoolwide and district resources. This resulted in an increase in parents attending these meetings. Training was provided in person and online for parents with ongoing check-ins throughout the school year. This also resulted in an increase in parents attending the trainings. Opportunities to provide parents events that were in their home language showed an overall positive impact in school connectedness for students and families.	Continue. Parent involvement by ELL parents increased due to the resources provide for their engagement. Parent connectedness for ELL families also increased due to the opportunites to attend meetings that were provided in their primary language.
Reading Intervention	i-Ready Math at or above Mid-Grade	Support smaller groups of students improve their reading.	We are unable to evaluate this expenditure because we were unable to hire a reading intervention teacher.	Discontinue. We were able to receive a district funded position to provide this support.
Supplies reading intervention	i-Ready Math at or above Mid-Grade	Provide tools to support academics.	We are unable to evaluate this expenditure at this time. We were unable to hire a reading intervention teacher.	Continue. Our current reading scores are 25+ points below the distance from standard. The goal is to provide intensive reading support to address this need. Books and other supplies will be needed for curriculum used during the reading support sessions.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Montera Middle School

School ID: 211

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	Provide students with conditions for learning in order to decrease our distance from goal performance on SBAC ELA and SBAC Math.
School Theory of Change:	If teachers focus the content level PLC's and partner planning on improving the the quality and frequency of student academic discussion, Then students will routinely participate in academic discussions in all classes, using content academic language that demonstrates improvement towards standards competency.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Coordinate Restorative Justice strategies in the classroom	Practicing Restorative Justice strategies with students and families	RJ training provided by our CSM. Students and staff are provided training opportunities to strengthen our restorative community.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1
1-2	Teachers support Restorative practices during return to in-person learning	Provide teachers with small cohorts of students to safely engage in Restorative practices during in-person instruction	Climate and Culture review of RJ implementation in classrooms.		Tier 1

1-3	Teachers engaged in PLC work to identify and dismantle implicit bias that may exist in instruction and relationships with students and families.	Provide Professional learning opportunities for teachers during PD time.	A cohort of 12 teachers participated in AbDO fellowship and helped lead our Climate and Culture work in 22-23. We also partnered with Speariwurx to and they lead Professional Development for our staff throughout the 22-23 school year.		
1-4	Provide teachers with Restorative and wellness support during the change to online instruction	Work with wellness team to provide wellness support for teachers during the Pandemic.	Site Based Wellness lead host events for teachers during current school year.		Tier 1
1-5	College and career	Provide resource (i.e. time off, fundinga) to plan for college and career fair.	College and career plan scheduled in schoolwide calendar.		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Demonstrate accelerated growth with student groups who are currently performing below grade level.				
School Theory of Change:	If teachers focus the content level PLC's and partner planning on improving the the quality and frequency of student academic discussion, Then students will routinely participate in academic discussions in all classes, using content speciric academic language that demonstrates				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teacher planning time	Develop a Master Schedule that supports subject area planning time. Provide paid planning time for teachers.	Teacher prep time in the master schedule. Teacher provided extended contract for planning.		

2-2	Use counselor academic group support for college readiness program	Communicate with school community about available support programs for students. Provide counselors with the time needed to provide the listed support.	Parentsquare, Schoology, Fliers, counselor meetings with students and families.		
2-3	Teachers will be participate in TGDS through observations and other professional development.	Leaders with Schedule TGDS observations and feedback session.	Frontline		
2-4	Provide support classes for students who are ready 2 or more grade levels in English and/or performing 2 or more grade levels below in Math.	Hire a part time TSA to support the Intervention classes.	TSA hired and will support the intervention needs in Math and ELA.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2
2-5	Create ELA and Math Intervention Courses.	Develop a Master Schedule to include ELA and Math Intervention courses.	Intervention courses created and support by Math, English, and ELD Teachers		
2-6	STIP sub to provide support for Learning Walks	Hire STIP subs to provide teachers with opportunities to participate in the IPG learning walks	Two stips subs have been hired to support this work.		
2-7	Use curriculum resources to supplement core curriculum.	Purchase additional reasources needed to support student achievement and student engagement.	Additional resources such as Desmos has been purchased to support departmental instructional goals.		

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

School Priority:	Develop a reading culture (Literacy).
School Theory of Change:	If we require all students to visit the library twice a month, we should develop a culture of reading.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Classroom teachers work with site Librarian to schedule visits twice monthly	Work with staff to develop schedule that provides Library visitation time schoolwide.	Librarian provides ongoing visitations to the library and leads training for students.		
3-2	Librarian host authors, read alongs, and family reading evenings	Support Librarian in hosting these events, provide custodial support, etc.	Family visits during school interest days.		
3-3	Updating school library with new texts and other materials to support literacy development	Work with Librarian to purchase materials. Survey students for their input on updating/inclusion/etc.	New texts have been purchased to provide students with updated literature. Computers for students research and new furniture have also been updated.		

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Develop a differentiated approach to supporting department PLCs.
School Theory of Change:	<p>If leaders...</p> <ul style="list-style-type: none"> - Facilitate professional learning that develops content knowledge about evidence-based reasoning at grade level - Facilitate teachers to calibrate on student work in reference to grade-level standards about evidence-based reasoning <p>Teachers will...</p> <ul style="list-style-type: none"> - 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 - Develop or use core curriculum assignments that accurately reflect the expectations of the standards - Will accurately evaluate student work according to the the expectation of the standards
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Department PLC's meet weekly to support Instruction and Teacher needs.	Assign department PLC's to specific admin	Master Schedule provides PLC planning time. Org chart of Admin assignments.		
4-2	Department PLC's will embed wellness support for staff, which will support their engagement with students.	Work with site based wellness coach to assess staff needs throughout the year.	Wellness activities provided during PD time for whole staff.		
4-3	Teachers will participate in Instructional Walkthrough rounds.	ILT will schedule site based walkthrough schedules.	ILT planning calendar.		
4-4	Hire a Binlingual assistant in the main office to support Spanish speaking families	Hire a Binlingual assistant in the main office to support Spanish speaking families	Created a job vacancy for Bilingual Assistant.		

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Supporting African -American Student via The AAMA & Black Girls Brilliance programs
School Theory of Change:	If We Coordinate strategies in the classroom to meet the social-emotional needs of our African American students we should see an decrease in supension and increase in academic performance.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Black Girls Brilliance classes	Build classes in Master schedule	Three elective courses offered (Grades 6, 7, 8) for Black girls and gender expansive youth.		

5-2	Opportunities to engage families in students culture (i.e. origin of language, culture, food, etc.	Working with our Community Support Liason (Ms. Harambe) in providing Parent meetings and Parent informationals to help connect families to the school and the larger OUSD community.	Family and student events that were held throughout the year in-person and virtually		
5-3	AAMA classes	Hire an AAMA instructor	Provided grade level classes for Black Males		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Targeted Support for EL
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 Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Provide ELL designated classes for ELL students	Develop a master schedules that includes the classes needed to support our ELL population.	Master Schedule. Courses are listed within the school master schedule plan.		
6-2	Provide ELL designated classes for ELL students	Hire teacher who will be the instructor for our ELL program	Hired teacher who provides ELD instruction and ELL family support.		

6-3	Improved communication	Provide affinity group meetings for our ELL families.	Created job for Bilingual Assistant who will assist with schoolwide communication. Provided translation at meetings. ELL teacher to support as well.		
6-4	Administer iReady to assess student current ELA performance level.	Provide support for iReady administration and analyze data to gauge ELL student progress.	iReady is administered by the ELL teacher.		

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	If we provide students with a robust Arts, Music, and World Language program, then students will have more opportunities to connect with their school environment. Teachers will also have more options for interdisciplinary instruction. Justice.				
School Theory of Change:	If students are provided access to a robust visual and performing arts program, then there will be a likelihood for them to successfully continue developing their visual and performance arts skills.				
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Increase the number of students participating in arts, music, world languages	Provide teachers with opportunities to attend	Student recruitment. VAPA performance evenings for the community.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
7-2	Teachers providing instruction for arts, music, world language	Hire teachers to provide instruction in arts, music, and world language	Master schedule	Students and families are welcomed, safe, healthy, and engaged.	Tier 2

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Educational Effectiveness	\$15,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Teacher planning time	211-1
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Hire STIP subs to provide teachers with opportunities to participate in the IPG learning walks	211-2
STIP Teacher	\$107,014	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9248	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Hire STIP subs to provide teachers with opportunities to participate in the IPG learning walks	211-3
Discretionary Supplies	\$47,175	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide Professional learning opportunities for teachers during PD time.	211-4
Teacher, Structured English Immersion	\$16,217	LCFF Supplemental	1105	Certificated Teachers' Salaries	1758	Teacher, Structured English Immersion	0.16	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teacher to provide daily instructional deliver.	211-5
Teacher, Structured English Immersion	\$42,163	LCFF Supplemental	1105	Certificated Teachers' Salaries	4441	Teacher, Structured English Immersion	0.44	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teacher to provide daily instructional deliver.	211-6
Teacher, Structured English Immersion	\$61,725	LCFF Supplemental	1105	Certificated Teachers' Salaries	1187	Teacher, Structured English Immersion	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teacher to provide daily instructional deliver.	211-7

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$98,645	LCFF Supplemental	1105	Certificated Teachers' Salaries	173	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teacher to provide daily instructional deliver.	211-8
Receptionist, Bilingual	\$35,988	LCFF Supplemental	2405	Clerical Salaries	New	Receptionist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide affinity group meetings for our ELL families.	211-9
Supplemental Supplies	\$16,872	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teacher planning time	211-10
Library Technician	\$77,485	Measure G, Library Support	2205	Classified Support Salaries	9413	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Classroom teachers work with site Librarian to schedule visits twice monthly	211-11
Teacher, Structured English Immersion	\$86,608	Measure G1	1105	Certificated Teachers' Salaries	3467	Teacher, Structured English Immersion	0.83	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Art and Music classes and programs	211-12
Teacher, Structured English Immersion	\$116,215	Measure G1	1105	Certificated Teachers' Salaries	6994	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Art and Music classes and programs	211-13
Measure G1 Supplies	\$933	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Art and Music classes and programs	211-14

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$76,618	Salesforce Middle School Computer Science Grant	1105	Certificated Teachers' Salaries	894	Teacher, Structured English Immersion	0.51	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teacher to provide daily instructional deliver.	211-15
Teacher, Structured English Immersion	\$32,901	Salesforce Middle School Math Coach Grant	1105	Certificated Teachers' Salaries	6481	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teacher to provide daily instructional deliver.	211-16
Teacher, Structured English Immersion	\$53,662	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4441	Teacher, Structured English Immersion	0.56	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teacher to provide daily instructional deliver.	211-17
10-Month Teacher on Special Assignment (TSA)	\$69,757	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.65	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Create ELA and Math Intervention Courses.	211-18
Salesforce Supplies	\$110	Salesforce Principal Innovation Fund	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Improved communication	211-19
Title 1 Parent Translation	\$750	Title 1, Part A Parent & Family Engagement	2420	Clerical Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Opportunities to engage families in students culture (i.e. origin of language, culture, food, etc.	211-20
Title 1 Parent Library books	\$500	Title 1, Part A Parent & Family Engagement	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Parents developing a literacy centered environment to connect a home-school reading environment.	211-21
Title 1 Parent PBIS Materials	\$700	Title 1, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide parent training and resources to increase positive behaviors at school and home.	211-22

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 211

School: Montera Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Title 1 Parent Refreshments	\$750	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Light refreshments to support community building with parents and meeting leaders.	211-23
Title 1 Parent Software (academic)	\$900	Title I, Part A Parent & Family Engagement	5846	Licensing Agreements	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Provide parents with software that can support the ELA, Math, and Science support to increase parent involvement with standards-based grade level curriculum.	211-24
AAMA	\$48,827	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7443	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	AAMA & Black Girls Brilliance Classes	211-25
10-Month Teacher on Special Assignment (TSA)	\$37,562	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Provide i-ready Math and i-ready ELA support for students and teachers.	211-26
12-Month Community School Manager	\$45,301	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	7868	12-Month Community School Manager	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Communicate with school community about available support programs for students. Lead attendance team and other support related programs to increase school connectedness and student achievement.	211-27
Title 1 Technology	\$3,310	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide parents with technology to engage in online tools that are districtwide and site-based in order to support home-to-school connection and student achievement.	211-28



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

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Montera Middle School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Montera administration reviews the assessment expectations of students (ELPAC, CAASPP, i-ready, etc)
- Parents are provided performance data as well as an opportunity to ask questions and receive information on how the site is working to address unfinished learning.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Meeting with parents to better understand the students holistic needs
- Meeting with parents to review academic performance
- Gathering feedback from parents about the vision of the academic community they wish to partner with and help build.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers *Families and school staff engage in regular, two-way, meaningful communication about student learning.*

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- Title 1 Meeting held on August 31, 2022

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

- Reviewing the programs during the annual title 1 meeting
- Reviewing program information (as needed) during SSC meetings
- Updating the school community with programmatic changes or additions during monthly Principal recap meetings.

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

- Providing information about the assessment calendar
- Providing opportunities for parents to engage in communication about assessments and be provided with support to help them understand how, why, and when these assessments will occur.

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

- Using our district platform (Parentsquare) which allows for translation to a parents chosen language.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Monthly PTO meetings to connect parents to the school community
- Lunchtime volunteer opportunities for parents to support climate and culture
- Field trip supervision/chaperone
- School activities
- Teacher/Parent relationship building via classroom visits to support a specific learner

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Providing parent education meetings throughout the school year
- Use of Schoology or Google Classrooms to support parent access to the curriculum

OUSD Family Engagement Standard 5: Shared Power and Decision Making *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

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

- Engaging with staff and parents during meet and greet opportunities
- Surveying our community in focus groups and using online tools
- Including teacher in community meetings (i.e. ELL families, LGBTQIA families, etc)

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

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

- Having Monthly Title 1 meetings
- Providing families with copies of the Title 1 documents, expenditures, and plan for our Title 1 funding.

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

- A dedicated ELL Case Manager/ELL Teacher
- Parent meetings for ELL families to support their engagement and inclusion in Montera's school community.

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

- Working with parents to plan and host events that are requested and are aligned to strengthening the family engagement at Montera.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

The school coordinates and integrates the Title I, Part A parent and family engagement program

with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Montera has a dedicated area for our PTO

- Our Title 1 funds currently fund our School Community Manager, a liaison between school to home.

- Home visits to support families and educate them about the services at Montera as well as establish a relationship and trust.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the school plan for student achievement (SPSA) to the Strategic Resource Planning Office

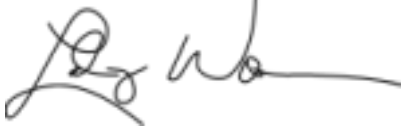
Adoption

This policy was jointly developed and adopted by the Montera Middle School on August 31, 2022 and will be in effect for the period August 8, 2022 through May 25, 2023. **The school will distribute this policy to all parents on or before September 30, of the current school year.**

Name of Principal

Latoya Williams

Signature of Principal

A handwritten signature in black ink, appearing to read 'Latoya Williams', written over a horizontal line.

Date August 31, 2022

Please attach the School-Parent Compact to this document.



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

School-Parent-Student Compact

Montera Middle School

2022-2023

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022-2023 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.

- Students are provided with 340 daily instructional minutes in a 8 period (alternating A/B) Block schedule.
- Montera Middle School Curriculum aligns with the Common Core standards as well as the NGSS Science standards.
- Montera Instructional Leaders participate in schoolwide Instructional walkthroughs to support the feedback on instructional delivery. This process is meant to strengthen the effective learning environment for students.

2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- Parent teacher conferences are scheduled with the parent and teacher.
- Wednesday mornings are dedicated for parent conferences
- Other dates/times will be coordinated between the teacher and parent

3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Families will receive 6 grade reports during the 2022-2023 school year
- Families will receive summative assessment data (i-ready, district assessments, and end of year state

tests).

- Monthly meetings with the School Principal to discuss the school's academic progress and how parents can stay connected.
- Provide parents with access to AERIES, Parentsquare, Schoology, Google Classroom. Training will be provided as needed.

4) Provide parents reasonable access to staff.

- Wednesday mornings 8:30 - 9:00AM are reserved for Parent/Teacher meetings.
- Parents engagement evenings are planned for 6th, 7th, and 8th grades. ● Virtual "Back to School Night" and in-person Open House.
- Parents can schedule meetings with teachers as needed.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- ELL family meetings, parent support group
- All families can volunteer for field trips, school activities.
- All families can volunteer for campus culture keeper volunteer sessions. ● All families can volunteer for their child's classroom. The specific date/time/activity will be discussed between the teacher and the guardian.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

- Parents are provided access to online textbook resources in core learning areas ● Parent training on the use of tech resources that are used to deliver or enhance the educational experience of Montera students.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- Weekly staff training that engages our family demographics and support needed to help families successfully connect and engage with the Montera Learning community.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- Use of Parentsquare to communicate with families which allows for translation in our parents identified language.
- Weekly ebulletin sent to families and can translate in families identified language.

Teachers Responsibilities

I agree to support my students' learning in the following ways:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate all 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.
- Monitor our schools community agreements 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.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. *[limiting television watching or video games, and use of social media].*
- 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.
- 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 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.

Student Responsibilities

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 classroom community agreements.
- 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.

This Compact was jointly developed and adopted by the Monteria Middle School on August 31, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023..

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2022.

Name of Principal

Latoya Williams

Signature of Principal

A handwritten signature in black ink, appearing to read 'Latoya Williams', written over a horizontal line.

August 31, 2022

Date



Strategic Resource Planning (SRP)

Montera Middle School
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Heaven Walker
Vice Chairperson:	Loryn Hudson
Secretary:	Eric Pettengill

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Latoya Williams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Derrick Bell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Eric Pettengill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Alicia Mayorga	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Amy Chinn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Sharonda Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Heaven Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Loryn Hudson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Natalye Pearson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Roxanna Barajas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Amina [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Madelyne [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
*Highlighted teachers are Aeries verified-SM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday from 6:15 - 7:15 PM on Zoom
--	---

SSC Legal Requirements (EC Sections 65000-65001):

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

