

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for West Oakland Middle School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for West Oakland Middle School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: West Oakland Middle School
CDS Code: 1612590115626
Principal: Neha Ummat
Date of this revision: 6/6/2017

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

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

Contact: Neha Ummat
Address: 991 14th Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-6788
Email: neha.ummat@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

School Site: West Oakland Middle School

Site Number: 204

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/16/17

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

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

Signatures:

<u>Neha Umrat</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>5/17/17</u> Date
<u>Londa King</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/16/17</u> Date
<u>Nicde Browning</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>5-16-17</u> Date
<u>Marcus Silvii</u> Coordinator, OAP	<u>[Signature]</u> Signature	<u>5/30/17</u> Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: West Oakland Middle School

Site Number: 204

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

Date	Stakeholder Group	Engagement Description
3/28/2017	SSC	We are reviewing our SPSA draft with the School Site Council.
3/20/2017	ILT	ILT worked on draft of SPSA.
3/27/2017	ILT	Reviewing draft w/ ILT
4/12/2017	PD	Review draft w/ staff

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$35,100.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$215,629.61	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$90,151.92	TBD
TOTAL:	\$390,881.53	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$26,635.01	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$891.97	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$27,526.98	\$0.00

PART A: ABOUT THE SCHOOL

School Description

West Oakland Middle School is a close-knit, full-service community school. We expect our students to be respectful, responsible, rising scholars. Our school prepares young people for high school and higher education, by focusing on STEAM and literacy in the classroom. We offer a variety of electives, including Engineering, the AAMA Manhood Development Program, Music and Art. The YMCA afterschool program provides academic support and enrichment, as well as opportunities to participate on sports teams. We have a full service health center on campus, and partner with organizations to support students' social, emotional, and mental health needs. Through meeting the needs of the whole child, West Oakland Middle School ensures that every student thrives.

School Mission and Vision

West Oakland Middle School students will have the skills, knowledge, and tools necessary to succeed in High School and post-secondary education. West Oakland Middle School is a full-service community school that will equip students with the social and emotional skills necessary to have healthy relationships and to be a positive force in their community. West Oakland MS students will develop skills in the STEAM fields (science, technology, engineering, arts, and math) through hands-on and performance based learning. We provide tier II and tier III supports to develop the social and emotional skills of students who have high needs, and have implemented a tier I PBIS system to create a positive learning environment for all students.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

All students will show 150 pts. or more growth in their reading lexile as measured by the Scholastic Reading Inventory and the percent of students reading at or above grade level will rise 5 percent annually. With 60% of students reading multiple years below grade level, we are also looking to push more students (15%) into the category of approaching grade level.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	17.68%	22.68%	33.00%

Other Leading Indicators for Literacy:

SBAC ELA, growth on F&P. Re-classification rates for ELL students. We will be monitoring the cycles of inquiry of each PLC and how those teachers teach literacy within the individual content areas. We are specifically looking at increasing our SBAC proficiency rates from 9% to 14%.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
We are steadily increasing our SRI proficiency rates. Our mid-year SRI scores show that we have a 22.5% proficiency rate, which is 4% higher than last spring's proficiency rate. 56%, or 17/30 ELL students, have shown growth in their CELDT scores this year.	Our SBAC ELA proficiency is only 9.4%, and only grew by .5% between 2014-15 and 2016-17.

ROOT CAUSE ANALYSIS

The impressive CELDT growth most likely stems from our new ELD newcomer and LTEI classes. Our incremental growth in SRI is consistent with growth in previous years at WOMS.

MATHEMATICS PRIORITY: Mathematics**SCHOOL GOAL for Mathematics:**

Students will increase their proficiency on the SMI, SBAC Math proficiency, and district math assessments, such as the Math Task and the district benchmark, and by June 2018, 10 percent of students will be proficient or above as measured by SBAC Math.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	1.60%	10.00%	18.00%

Other Leading Indicators for Mathematics:

SMI growth (150 points/student in a year). We will be monitoring the cycles of inquiry for the Math PLC, and how those teachers implement the CCSS math standards in their classes. We will also be monitoring performance on the district math task.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
Our performance on the district math task improved dramatically from 2014-15 to 2015-16. WE had 45% proficiency on OUSD's math task.	Our SBAC math proficiency is extremely low, at 2%.

ROOT CAUSE ANALYSIS

The discrepancy between our students' scores on the the district's benchmark and the SBAC math exam leads us to believe that the SBAC's format and rigor level is extremely challenging for our students. We will need to practice the SBAC format with our students so that they are not intimidated by the exam.

CULTURE & CLIMATE PRIORITY: Culture & Climate

SCHOOL GOAL for Culture & Climate:

Increase the number of students who report feeling safe at school while also reducing suspensions by 7% by June 2018. Using our Tier I PBIS structure, led by our CSM and AP, we plan to reduce referrals to the office by 10%. Creating a safer and more orderly environment, combined with higher quality instruction will also lead us to decrease chronic absenteeism. Our target is to show a 5% drop in chronic absenteeism. If students feel

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	43.00%		

Other Leading Indicators for Culture & Climate:

We will be analyzing our CHKS data to see what percentage of students report feeling safe at school. There are a number of other data points on the CHKS that we will be examining, including the question about all staff holding students to the school's expectations. We will be looking at referral data, as well.

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
This year we have instituted PBIS, which has had an impact on our school culture. Our chronic absenteeism rate has remained somewhat lower than the school's historical average of the low 20th percentile. Now it is in the 15%-17% range. Our safety data has shown that 45% of students report feeling safe at school, which is 15% higher than the proportion of students who reported feeling safe last year. The suspension rate is 13% as of March, which is lower than last year's 20% rate.	Although we have made strides, we need to make more improvements in the number of students who feel safe at school. Our chronic absenteeism rate has crept up at different times throughout the year, and needs to stay below 15%.

ROOT CAUSE ANALYSIS

We have instituted PBIS Tier I strategies and are continually developing our staff in strategies, such as positive narration and 5:1 positive feedback. Our analysis of our MTSS has exposed a gap in specific Tier II supports. The majority of our students have been referred to COST, which should not be the case, typically. We are working for the upcoming year to create social skills' groups for students and more mentorship programs, because programs such as AAMA have been very helpful to our students.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement**SCHOOL GOAL for Family Engagement:**

Our goal is to increase parent participation on the CHKS survey to 60% as well as parent attendance at report card nights and parent conferences to 60%. We will continue our monthly coffee chats, and include data presentations about SPF indicators, such as literacy, math, and discipline data for parents on a quarterly basis.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Parent attendance and engagement in student instruction	All Parents	33.00%	45.00%	60.00%

Other Leading Indicators for Family Engagement:

We track the number of parents who attend each family event. Over 50% of our families attended parent conferences this year, which is the highest rate the school has ever experienced. Next year, when we institute student-led conferences, we are aiming for 100% participation. Student-led conferences and report card nights allow parents to get a more intimate look at how their children are progressing at school academically.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
Half of our families attended parent conferences this year, which is the highest rate the school has seen. Our CHKS participation rate was one of the highest in the district. We have report card nights every six weeks after each marking period, where parents have an opportunity to meet with teachers. We are also providing creative opportunities for parents to volunteer.	Turnout at report card nights are not consistently high. Although our parent volunteers are committed, we only have 4-5 consistent volunteers. We could expand the ways in which we communicate with families, so that the community is more aware of the events happening at school.

ROOT CAUSE ANALYSIS

We need to provide reasons for parents to engage with school. Some events and meetings may appear to be "top-down", and we may not celebrate student accomplishments enough, which is a tried and tested way to have parents come to school.

ADDITIONAL PRIORITY: Innovation

SCHOOL GOAL for Innovation:

Instituting more arts electives will enrich our students' school experiences, and increase engagement in the overall school day. We expect to see office referrals decrease and attendance increase. We hope to incorporate arts into our core classes, as well, which will complement the project based learning lessons that we are working towards as a professional learning community. By June 2018, our attendance rate will rise to 96%.

SCHOOL TARGETS for Innovation:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
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Attendance Rate	All Students	94.17%	95.09%	96.00%
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Other Leading Indicators for Innovation:

We expect that office referrals will decrease, and expect that scores on SRI and SBAC literacy will increase.

NEEDS ASSESSMENT for Innovation:

STRENGTHS	CHALLENGES
We currently have music and art on campus, but it is only touching a few students.	Students who need intervention, such as math success or ELD, do not get exposure to the arts.

ROOT CAUSE ANALYSIS
Our master schedule, as it currently exists, does not allow students for both intervention AND enrichment. We need to think creatively about how students will get exposure and enrichment in the arts even if they do need intervention.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we teach common reading strategies across all content areas, then students will be able to take ownership over their reading and access complex text. If we provide small-group instruction for students who need reading intervention, then we can accelerate students' lexile levels. If we plan and deliver common core aligned lessons that are on grade-level, students' literacy in all content areas will increase. If we continue our ELD classes for newcomers and LTEL's, our reclassification rates will improve.
SCHOOL THEORY OF ACTION for Mathematics:	If we provide small-group instructions for students who need math intervention, then we can accelerate students' performance on math benchmark assessments.
SCHOOL THEORY OF ACTION for Culture & Climate:	If we continue our focus on safety while strengthening each tier of our multi-tiered systems of support, our school culture will improve.
SCHOOL THEORY OF ACTION for Family Engagement:	If we focus on celebrations, and creative opportunities for parents to volunteer and be involved in school, then we will increase engagement and ownership over the school.
SCHOOL THEORY OF ACTION for Innovation:	If we adjust our master schedule and provide interdisciplinary opportunities for students to be exposed to the arts, our student engagement and achievement will increase.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Our PLC's will focus on how all content-area teachers will teach Common Core-aligned texts using common reading strategies.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will use reading strategies and protocols that are provided in their curricula and studied in their PLC's.	School will provide PD time and PLC time for teachers to learn common reading strategies to utilize in classes.	ILT members will develop their own expertise in reading strategies so that they can help the teachers in their PLC's use the strategies in classes.
1-2	ELA teachers will do reading intervention for struggling readers	School will design a master schedule that allows for ELA teachers to do reading intervention. ILT/CCTL will choose most high leverage reading intervention program to implement.	Staff will analyze student-level data to determine placement in reading intervention and to identify GATE students who may need additional differentiation.
1-3	Teachers will backwards plan their units so that there is a focus on students reading grade-level text.	School will send teachers to conference to become more well-versed in the common core standards in their content areas.	PLC's will engage in either a lesson study or a "micro teach" as a part of their cycles of inquiry around reading strategies in the classroom.
1-4	Teachers will learn strategies to reach their ELL students, led by our ELD teacher.	School will enlist help from the ELLMA office to lead professional learning for our teachers. School will present and analyze CELDT and reclassification data to staff.	ILT will create protocol for teachers to choose an ELL focal student.
1-5			Master schedule will include targeted reading intervention classes for small groups of students at each grade level who are not reading at grade level
1-6			Master schedule will include targeted math intervention for small groups of students at each grade level whose math proficiency is lower.

Improvement Strategy #2: We will strengthen each tier of our multi-tiered system of support in order to ensure a strong school culture.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers will utilize tier I PBIS practices in order to ensure a positive learning environment in the classroom.	School will provide PD on PBIS practices for teachers, led by our CSM and culture/climate committee.	Culture/climate committee will teach staff PBIS strategies.

2-2	Teachers will learn about trauma-informed instructional practices so that all students can feel supported and engaged in class. This will particularly benefit students in transition, including foster and homeless youth.	CSM will mobilize the COST team to provide trauma-informed expertise to staff. Admin will assign "Culturally Relevant teaching and the Brain" by Zaretta Hammond and Hollie's "Culturally Responsive Teaching and Learning" for the entire staff to read.	PLC's will lead teachers in applying practices outlined in the assigned books.
2-3	Teachers will have common progressive discipline strategies to manage their classrooms.	AP will support teachers in learning how to use the progressive discipline system.	Grade-level PLC's will analyze their discipline and referral data to identify patterns and support focal students.
2-4	Teachers will utilize restorative practices in their classrooms to develop relationships with students and maintain a positive learning environment.	School will retain an RJ coordinator, who will lead PD in RJ, as well as facilitate Tier I circles in classrooms. School will send a cohort of teachers to get RJ training.	School will utilize RJ coordinator to do Tier II and Tier III circles and facilitate re-entry procedures.
2-5	Teachers will teach an SEL curriculum in Advisory.	School will invest in an SEL curriculum and build teachers' skills in teaching the curriculum.	A subcommittee of the climate and culture team will be responsible for teaching the Advisory curriculum to the staff.
2-6			COST team will establish peer groups for Tier II needs, such as grief and loss and peer conflict.

Improvement Strategy #3:	We will increase engagement with parents through varied means of communication and by utilizing the strengths of our parent community.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will make regular contact with parents, through the use of sending positive postcards home, and positive phone calls home.	Administration will provide expectations for the number of positive parent contacts that need to be made.	School will provide time in staff meetings to develop teachers' skills in communicating with parents. School will provide translators, as needed, to help teachers communicate with parents who speak another language.
3-2	Teachers will host parent conferences twice a year, which is an increase from once a year, and be available to meet with parents on Report Card Nights.	Leadership will provide a vision for student-led conferences, which will emerge from advisory. Leadership will set dates for major parent engagement around student academics and progress.	Parent Liason and CSM will facilitate communication and marketing around conferences and report card nights.

3-3	Teachers will keep updated grades on Aeries and provide mid-marking period progress reports so that parents can be aware of students' progress.	Leadership will provide opportunities for parents to learn how to access the Aeries online system to check grades online. Leadership will hold teachers accountable for providing mid-marking period progress reports.	PL and a team of teachers will coordinate the workshops where parents learn how to access online grading.
3-4	Monthly parent coffee chats will continue, and teachers will be invited to share what they do in classes, which will be a new element of the coffee chat.	Principal will regularly present data to parents on key aspects of the school, including reading, math, and discipline data.	PL and CSM will market these meetings, and school will provide sub coverage for teachers who will be at the coffee chats.
3-5		SSC will meet regularly and reflect the school's parent population.	

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

204

School:

West Oakland Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$90,151.92	After School Education & Safety (ASES)	YMCA after-school program provides extended time for instruction, as well as opportunities for arts enrichment and physical education.	We will strengthen each tier of our multi-tiered system of support in order to ensure a strong school culture.	A1.6: After School Programs	5825				204-1
\$975.76	Call for Quality Schools	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				204-2
\$67,664.24	Call for Quality Schools	Assistant Principal Position	AP will support teachers in learning how to use the progressive discipline system.			10APRM	10APRM0052	0.46	204-3
\$15,332.31	General Purpose Discretionary	Supplies for school's basic functioning	We will strengthen each tier of our multi-tiered system of support in order to ensure a strong school culture.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				204-4
\$8,000.00	General Purpose Discretionary	Copier maintenance contract	We will strengthen each tier of our multi-tiered system of support in order to ensure a strong school culture.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				204-5
\$11,767.69	General Purpose Discretionary	Assistant principal	AP will support teachers in learning how to use the progressive discipline system.	A5.1: School Culture & Climate (Safe & Supportive Schools)		10APRM	10APRM0052	0.08	204-6
\$50,000.00	LCFF Concentration	Community Schools Manager	CSM will mobilize the COST team to provide trauma-informed expertise to staff. Admin will assign "Culturally Relevant teaching and the Brain" by Zaretta Hammond and Hollie's "Culturally Responsive Teaching and Learning" for the entire staff to read.	A2.2: Social Emotional Learning	5730				204-7
\$1,811.16	LCFF Supplemental	Supplies to support academic acceleration	We will strengthen each tier of our multi-tiered system of support in order to ensure a strong school culture.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				204-8
\$4,860.00	LCFF Supplemental	Surplus to be allocated to ITL position: reading intervention and ELA coaching	teachers will use reading strategies and protocols that are provided in their curricula and studied in their PLC's.	A3.4: Teacher Professional Development focused on Literacy	4399				204-9
\$28,309.44	LCFF Supplemental	RJ coordinator	School will retain an RJ coordinator, who will lead PD in RJ, as well as facilitate Tier I circles in classrooms. School will send a cohort of teachers to get RJ training.	A2.2: Social Emotional Learning	5825				204-10
\$58,411.01	LCFF Supplemental	Teacher position	Teachers will utilize tier I PBIS practices in order to ensure a positive learning environment in the classroom.	A2.7: Class Size Reduction		K12TCH	K12TCH2024	1.00	204-11
\$10,140.00	Measure G: TGDS	Alternate Observers/PD Time for teachers	School will provide PD time and PLC time for teachers to learn common reading strategies to utilize in classes.	A3.4: Teacher Professional Development focused on Literacy	4399				204-12
\$81,600.65	Measure G1	Arts teacher	Related Key Leadership Practices	A2.3: Standards-Aligned Learning Materials	4399				204-13

\$512.76	Supplemental Program Investment	Supplies to support academic acceleration	We will strengthen each tier of our multi-tiered system of support in order to ensure a strong school culture.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				204-14
\$14,307.24	Supplemental Program Investment	Teacher position	Teachers will utilize tier I PBIS practices in order to ensure a positive learning environment in the classroom.	A2.7: Class Size Reduction		K12TCH	K12TCH2227	0.17	204-15
\$1,635.01	Title I Basic	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				204-16
\$25,000.00	Title I Basic	Restorative Justice position	Teachers will utilize restorative practices in their classrooms to develop relationships with students and maintain a positive learning environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				204-17
\$891.97	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				204-18

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_____.



Title I School Parental Involvement Policy: 2016-2017

West Oakland middle School agrees to implement the following statutory requirements:

West Oakland Middle School will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program.
2. Explain the requirements of the Title 1 Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

- School-wide call service will go out within 72 hours of the scheduled meeting.
- Flyers to be placed in front of the school, in the front office, and on the entrance doors to the main halls, library and cafeteria. PTSA members will also do parent interface before/and or afterschool, informing families of the event.
- Second school-wide call service will go out within 24 hours of the scheduled meeting

Offer a flexible number of meetings for parents.

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

Two meeting should be held. One meeting should take place in the morning (for parents guardians who work evenings). A second meeting should occur in the evening (to meet the needs of daytime working parents/guardians.
These meetings can occur monthly or as needed.

Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

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

Leadership team with use student ad site based data to determine areas of greatest student need. This data with participants in the Title 1 (WOMS community) in order to determine the top needs and the strategies that a majority agree on implementing to meet the aforementioned needs.



School-Parent Compact

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

Building Parent Capacity for Involvement

West Oakland 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.)

At all meetings, parental support and opportunities are addressed.

- 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.)

We have parent workshops and monthly support for families and the community.

- 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.)

At staff meetings, we cover ideas that can support parents and 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 school.)

We have awards ceremonies each month and at the end of each marking period to help students enhance their learning and improve while supporting families.

- 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.)

We have awards ceremonies each month and at the end of each marking period to help students enhance their learning and improve while supporting families.

- 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.)

We have awards ceremonies each month and at the end of each marking period to help students enhance their learning and improve while supporting families.

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.)

We have awards ceremonies each month and at the end of each marking period to help students enhance their learning and improve while supporting families.



West Oakland Middle School - Lowell Complex
991 14th Street, Oakland, CA 94607 | Office: 510-874-6788 | Fax: 510-874-6790
Science Technology Engineering and Math Academy

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 West Oakland Middle School Site Council on 10/10/2016 and will be in effect for the 2016-2017 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 West Oakland Middle School's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Principal's Signature

10/10/2016

Date

School Site Council Membership Roster – Middle School

School Name: West Oakland MS_ School Year 2016-2017

Chairperson : Londa King	Vice Chairperson: Lori Lawson
Secretary: Sharon Thomas / Jasmine Coleman	<u>LCAP Group Representative</u>

Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Sharon Thomas		X			
Jasmine Coleman				X	
Lori Lawson				X	
Londa King				X	
Neha Ummat	X				
Jean Adams				X	
Sharrell Coleman				X	
Scott Krumsee		X			
Ranell Burnett		X			
Catherine Crawford		X			
Jamila Gordon			X		
Yesenia Silva				X	
LCAP Representative					

Meeting Schedule	
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SSC Legal Requirements:

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

