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Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date August 14, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for West Oakland Middle School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for West Oakland Middle School



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

Aimee Eng

8/15/19

Aimee Eng
President, Board of Education

Kyla Johnson Trammell

8/15/19

Kyla Johnson Trammell
Secretary, Board of Education

2019-2020 School Plan for Student Achievement (SPSA)

School: West Oakland Middle School
CDS Code: 1612590115626
Principal: Neha Ummat
Date of this revision: 5/15/2019

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

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

Contact: Neha Ummat	Position: Principal
Address: 991 14th Street Oakland, CA 94607	Telephone: 510-874-6788
	Email: neha.ummat@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2019

The District Governing Board approved this revision of the SPSA on: 8/14/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: West Oakland Middle School

Site Number: 204

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|--|--|--|
| <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 checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

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

Date(s) plan was approved: May 15, 2019

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

<u>Neha Umrat</u> Principal	<u>[Signature]</u> Signature	<u>5/15/19</u> Date
<u>Laurie Lawson</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5/15/19</u> Date
<u>Mark Triplett</u> Network Superintendent	<u>[Signature]</u> Signature	<u>5.17.19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/23/19</u> Date

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

Date	Stakeholder Group	Engagement Description
2/6/2019	SSC	Introduced SPSA draft; reviewed it
2/19/2019	ILT	Drafted adjustments to SPSA
3/6/2019	PD: staff	Showed draft of SPSA to staff at meeting; got feedback and made adjustments
4/24/2019	SSC	voted to approve SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$55,680.09
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	\$670,828.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$54,630.22	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$31,200.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,049.87	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$153,110.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$50,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$98,473.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$86,953.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$55,680.09	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$450,109.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$505,789.09
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

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

1A: ABOUT THE SCHOOL

School: West Oakland Middle School

School ID: 204

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.

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

Priority Strengths	Root Causes of Strengths
IAB Math in 2018-19 has shown that students at all grades have improved their skills. 7th grade has the highest percentage of proficiency in IAB Math tasks.	Math teachers are strong and consistent. Math ITL is present in classes, and the Math PLC utilizes the common prep time that was allotted in th master schedule
Suspension rate is down from 2017-18. We are at 38 suspension incidents to date. At this time last year, we had 59 suspension incidents.	We have implemented a strict no cellphones policy, aided by our Yondr cases. We have implemented RJ groups weekly, so that students can lean social skills. Our Tier II and Tier III interventions have grown, so that students can get the social and emotional support they need to be successful and avoid conflicts.
Priority Challenges	Root Causes of Challenges
Our mid-year SRI scores have not improved from the previous year's SRI mid-year scores.	We have large number of 6th graders who entered reading at a low elementary level. We are not able to provide reading intervention support to all the students who need it. Several RSP student need the reading clinic, but our referrals have not been accepted.

Our chronic absence data is still in the high teens.	We have a large number of students who are moderately chronically absent. These students miss a day occasionally, and it adds up. A few students needed to complete Independent Study packets, and one or two pieces of the process were not completed, which means that all of the days they missed were counted as absences. For the severely chronically absent, we have had difficulty reaching the families. These families have severe trauma and issues that have arisen at SARB hearings and have kept their children from attending school.
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1C: 19-20 STUDENT GOALS & TARGETS

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

School Goal:	All students build relationships to feel connected and engaged. Students feel safe at school				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	44.73%	49.73%	54.73%
Suspensions	African-American Students	-2pp	39.31%	37.31%	15.00%
Suspensions	Students with Disabilities	-2pp	45.24%	43.24%	41.24%
Chronic Absence	African-American Students	-2pp	28.95%	26.95%	24.95%

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

School Goal:	Students who are multiple years below grade level in the SBAC approach proficient. We increase the percentage of students who are at or above proficient in the SBAC to 20%.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-105.3	-85	-75
ELA SBAC	Students with Disabilities	+20 points DF3	-160.1	-140.1	-120
ELA SBAC	African-American Students	+20 points DF3	-111.4	-91.4	-80

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

School Goal:	Increase number of student proficient in math to 16%. Decrease the percentage of students who are multiple years below to 50%.				
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Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-143.7	-128.7	-110
Math SBAC	Students with Disabilities	+20 points DF3	-230.5	-210.5	-200
Math SBAC	African-American Students	+20 points DF3	-151.5	-131.5	-110

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

School Goal: ELL students have access to core curriculum and LTEL's reclassify at higher rates.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	12.12%	16.00%	20.00%
LTEL Reclassification	Long-Term English Learners	25%	15.79%	25.00%	35.00%

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

School Goal: Students who are multiple years below grade level grow by 200 points, or two years.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	29.59%	34.59%	40.00%
SRI Multiple Years Below Grade Level	All Students	-5pp	64.36%	59.36%	55.00%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

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

WOMS students have too many teachers who are on emergency credentials. Being a small middle school, students have not had some of the same opportunities to take electives as other middle school students may have. For example, while we have a wonderful engineering and CS program, we have not yet offered world language. WOMS has a 20% special education population, and 65%-70% of students reading below grade level. We do not have the funding for intensive reading intervention that our students deserve and require to truly be at grade-level.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: West Oakland Middle School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		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.			
Theory of Change for Language & 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. If we assign reading regularly for homework, through NewsELA, students will be able to monitor their own reading progress and get regular practice in reading high interest articles. If we use CLR practices to encourage student talk about complex text, students will be able to analyze the text.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		Low-Income Students		35.0%	25.50%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We began a reading intervention class, which boosted our ability to reach more students who were reading below grade level.					
What evidence do you see that your practices are effective?					
SRI scores for students in the reading intervention classes generally improved. Some students improved by half a year, whereas others made two years worth of growth in reading.					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
We will adjust our ELD offering, so that our newcomer students have two periods of ELD, rather than one. We will add more students to the reading intervention class and invest in additional materials for that class, so that more students have access to the remediation that they need in reading. We will continue to focus on analyzing complex text, and utilizing CLR strategies for students to talk about what they read.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		Ove 50% of students will be proficient in SBAC Math			

Theory of Change for Standards-Based Instruction:	If we teach common core grade-level aligned content, students will improve their SBAC math scores. If we implement standards based grading, students will get an accurate assessment of their actual math skills. If we provide small-group instructions for students who need math intervention, then we can accelerate students' performance on math benchmark assessments. If we do small group instruction for students who need an additional challenge, they will be pushed into proficiency and be ready for high school level math.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-124.2	-143.7
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
What we described above is generally what occurred. Our Wednesday intervention classes helped a group of students who needed additional support in math.			
What evidence do you see that your practices are effective?			
Our SBAC scores improved at every grade level in mathematics.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Our math coach will be teaching a regular math intervention class every day next year, as opposed to only one day per week.			
18-19 Conditions for Student & Adult Learning Priority:	Culture & Climate		
June 2021 Conditions for Student & Adult Learning Goal:	Suspension data will be below 10%; chronic absentee data will be below 8%; CHKS data will indicate that 80% of students feel "very safe" at school		
Theory of Change for Conditions for Student & Adult Learning:	If we continue our focus on safety while strengthening each tier of our multi-tiered systems of support, our school culture will improve.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
California Healthy Kids Survey	African American Students	45.0%	30.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We were able to strengthen our MTSS framework. However, we needed to spend more time with teachers so they could learn PBIS strategies, de-escalation, and restorative practices. They are familiar, but need more practice. We will add a dean/culture keeper to assist with school culture and student relationship building for 2019-2020.			
What evidence do you see that your practices are effective?			
Our suspension rate decreased. We adjusted the consequence system to incorporate a more progressive discipline policy, and students responded by serving detentions and trying to remain out of trouble.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			

WE will begin the year with a "culture keeper", in addition to our other out of classroom staff who focus on culture and climate. We will have a strong tardy sweep/tardy policy system in place, as well as a progressive discipline system that incorporates Saturday detentions, behavior contracts, and a check-in/check-out system.

18-19 Conditions for English Language Learners Priority:				English Learner Reclassification			
June 2021 Conditions for English Language Learners Goal:				By 2021, we want to ensure the our LTEL population becomes reclassified so that they do not enter HS with the "LTEL" label.			
Theory of Change for Conditions for English Language Learners:				If we focus on reclassification, students will be prepared for HS.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:		17-18 EOY Actual:	
Reclassification		Long-Term English Language Learners		26.0%		15.80%	

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

We adjusted the ELD schedule so newcomers had priority for instruction.

What evidence do you see that your practices are effective?

We did not end up focusing on reclassification, because we needed to focus on newcomers' basic grasp of the language.

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

Newcomers will have a double period next year.

18-19 Arts, Music & World Languages Priority:				Innovation			
June 2021 Arts, Music & World Languages Goal:				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 2021, our attendance rate will rise to 96%.			
Theory of Change for Arts, Music & World Languages:				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.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:		17-18 EOY Actual:	
Attendance Rate		All Students		93.7%		95.70%	

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

We will continue our Wednesday intervention/enrichment schedule. Students looked forward to their classes and disciplinary issues were minimal on those days. Students built relationships with teachers and learned new skills that they were proud to show to their community.

What evidence do you see that your practices are effective?

Referrals and suspensions were lower on those days.

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

We will be adding interventions and making minor adjustments to a few of our elective offerings.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

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

We do not anticipate many differences, but could see changes if funding is restored for certain positions.

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

School: West Oakland Middle School

School ID: 204

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority:	Culture & Climate
School Theory of Change:	If we continue our focus on safety while strengthening each tier of our multi-tiered systems of support, our school culture will improve.
Related School Goal(s):	All students build relationships to feel connected and engaged. Students feel safe at school
Students to be Served by these Practices	All students, with a focus on African-American students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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.	The number of student referrals will decrease.
1-2	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 Learnign" for the entire staff to read. PLC's will lead teachers in applying practices outlined in the assigned books.	Students and teachers will report higher levels of satisfaction and safety at school.
1-3	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.	Behaviors that are disruptive to the classroom and learning environment will decrease. Fewer students will be sent to the office on referrals, and will instead be referred to RJ, COST, or a buddy room, in some cases

1-4	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.	RJ coordinator's schedule will be spent doing more proactive and preventive work, as opposed to simply mediating conflicts. A higher number of students will have an opportunity to engage in regular RJ circles to build community. Teachers will utilize RJ practices in their classrooms.
1-5	Teachers will identify students to COST in thoughtful and appropriate ways. Teachers will use Tier I practices for all students, decreasing the need to refer any disruptive student to COST.	COST will have a multi tiered system of support that has Tier II peer groups, as well as Tier III supports for high needs students. The CSM and administration will work with outside partners to provide a wider array of tiered supports.	Students will have a wider variety of SEL supports available to them.
1-6	Students will be offered programs through AAMA & AAFE	School will provide support and funding for AAMA program and AAFE girls' groups	Student discipline referrals will decrease; student survey results (CHKS) will indicate satisfaction with school experience
1-7	Students will be offered a 6th grade orientation, a 6th grade welcome day, and bridge program	School will communicate with feeder schools regarding the programs. Will provide funds for teachers to run the bridge program.	6th graders will show satisfaction with middle school through CHKS.
1-8	Students have access to a full service health center that provides a food bank for families, counseling and dental services. These benefit our low-income population who have these basic needs.	School partners with LifeLong Health Center to provide high quality services to families.	Students will have higher attendance at school, based upon the fact that their families have basic needs met.
1-9	School will provide regular report card nights, back to school nights, and parent conferences to build strong relationships with school.	School will partner with community organizations to encourage parent involvement in school and build trust w/ school.	Larger numbers of parents at school events. We want at least half of all families at report card nights and back to school night.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Mathematics
School Theory of Change:	If we teach common core grade-level aligned content, students will improve their SBAC math scores. If we implement standards based grading, students will get an accurate assessment of their actual math skills. If we provide small-group instructions for students who need math intervention, then we can accelerate students' performance on math benchmark assessments. If we do small group instruction for students who need an additional challenge, they will be pushed into proficiency and be ready for high school level math.

Related School Goal(s):		Increase number of student proficient in math to 16%. Decrease the percentage of students who are multiple years below to 50%.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will align their instruction with common core standards, paying particular attention to scope and sequence.	School will facilitate partnership with ANET, which provides guidance around how to teach to common core standards.	ANET assessment data will be analyzed by the math team.
2-2	Teachers will analyze student formative assessments in PLC's to assess effectiveness of common core instruction.	School will allow regular meeting time for content area PLC's to analyze student work.	Student work quality will improve. Teachers will know when to reteach lessons or concepts, because they will have information from the student work analysis.
2-3	Teachers will identify students who require additional intervention.	School will create classes in the master schedule that will accommodate additional sections of Blueprint Math for students who require intervention.	Students' SMI and SBAC math score will improve. Specifically, the students in the blueprint math intervention will move out of "multiple years below grade level" to "one year below", or "approachin standard", depending upon the assessment tool used.
2-4	Teachers will identify students who require enrichment or additional instruction to push them into proficiency.	School will allow the Math CCTL time to do pull-out groups or focal groups with these students in order to improve their performance. School will provide funding for the CCTL to work with students after school on math work.	Students in the focal groups will have moved into the proficient category on the SBAC
2-5	RSP teachers will work with a small group of students on their IEP math goals, which are more foundational than grade-level math.	School will create space within the master schedule for students to work with RSP teacher.	RSP students' scores on SMI and SBAC math will improve.
2-6	Students with disabilities are tracked regularly by the special education team to determine correct placement and appropriate supports. If students need pull out time or additional help in class, team determines it.	Principal meets regularly with special ed team to identify students who need different approaches or more intensive supports related to their learning.	RSP and SDC students have higher achievement levels and fewer discipline referrals.

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority: Literacy

School Theory of Change:		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. If we assign reading regularly for homework, through NewsELA, students will be able to monitor their own reading progress and get regular practice in reading high interest articles. If we use CLR practices to encourage student talk about complex text, students will be able to analyze the text.	
Related School Goal(s):		Students who are multiple years below grade level in the SBAC approach proficient. We increase the percentage of students who are at or above proficient in the SBAC to 20%. Students who are multiple years below grade level grow by 200 points, or two years.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	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.	Formal observations will provide evidence of whether the practices are happening in classes, and if they are successfully implementing reading strategies.
3-2	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.	ILT will examine SRI scores to assess success of reading intervention.
3-3	Teachers will backwards plan their units so that there is a focus on students reading grade-level text. Instruction will be aligned to grade level common core standards.	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.	School will examine interim assessment data, through ANET, as well as SBAC scores to assess how well teachers addressed common core, grade level work. Student work will also be analyzed in PLC's on a quarterly basis.

3-4	Teachers will learn strategies to reach their ELL students, led by our ELD teacher.	School will video record footage of ELD classes so staff can see instruction and the performance of ELD students. Staff will choose an ELD focal student and analyze his/her student work with peers.	Evidence will be seen in ELD students' work across content areas. ELLPAC test data will also be analyzed in ILT and with staff.
3-5		Master schedule will include targeted reading intervention classes for small groups of students at each grade level who are not reading at grade level	
3-6		Master schedule will include targeted math intervention for small groups of students at each grade level whose math proficiency is lower.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	English Learner Reclassification
School Theory of Change:	If we focus on reclassification, students will be prepared for HS.
Related School Goal(s):	ELL students have access to core curriculum and LTEL's reclassify at higher rates.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will have the SDAIE skills necessary to meet the needs of ELD students, including both LTEL's and Newcomers.	School will provide time in PD and in PLC's for teachers to learn best practices for ELL Students.	ELL student engagement will improve.
4-2	ELD teacher will have newcomer students for two periods.	School will allow for newcomer students to take a double period of ELL instruction in English.	ELLPAC scores will improve. Students will feel more engaged in their other classes.
4-3	ELD teacher will work with ILT and lead PD's to increase staff's overall knowledge of ELL best practices.	School will coordinate schedule of PD/PLC's and ILT meetings to allow space for ELL best practices to be taught.	ELL student engagement will improve. SRI and ELLPAC scores will improve.

ARTS, MUSIC & WORLD LANGUAGES

School Priority:	Innovation
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School Theory of Change:		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.	
Related School Goal(s):		All students build relationships to feel connected and engaged. Students feel safe at school	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1	Teacher-artists will work with students in small groups to learn art, music, and dance.	School will provide space in the master schedule for the performing and visual arts.	Student engagement in school will increase. Referrals will decrease. Student satisfaction, based on CHKS data, will increase.
5-2	Core teachers will collaborate with teacher artists on Wednesdays to engage in art-infused projects with students.	School will adjust master schedule so that Wednesday is a STEAM and ARTS centered day.	Student engagement in school will increase. Referrals will decrease. Student satisfaction, based on CHKS data, will increase. Teacher practice will be more creative and engage students on the other days of the week, as well.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 204

School: West Oakland Middle School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$98,473.00	After School Education & Safety (ASES)	YMCA Contract	Goal 1: Graduates are college and career ready.	5825	Consultants		n/a		School will allow the Math CCTL time to do pull-out groups or focal groups with these students in order to improve their performance. School will provide funding for the CCTL to work with students after school on math work.	204-1
\$1,600.00	General Purpose Discretionary	Yondr cases (Supplies)	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	204-2
\$21,600.00	General Purpose Discretionary	Classroom Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	204-3
\$5,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	204-4
\$3,000.00	General Purpose Discretionary	External Work Orders	Goal 2: Students are proficient in state academic standards.	5826	External Work Order Services		n/a		Overall support for academic and social-emotional practices	204-5
\$50,000.00	LCFF Concentration	Restorative Justice Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		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.	204-6
\$48,538.00	LCFF Supplemental	CS Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3328	Teacher, Structured English Immersion	0.68	Increase number of student proficient in math to 16%. Decrease the percentage of students who are multiple years below to 50%.	204-7

\$55,962.00	LCFF Supplemental	.8 FTE PE Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	242	Teacher, Structured English Immersion	0.80	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.	204-8
\$2,086.00	LCFF Supplemental	5% salary increase	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		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.	204-9
\$2,171.00	LCFF Supplemental	5% salary increase - CS Teacher	Goal 3: Students are reading at or above grade level.	4399	Surplus	3328	Teacher, Structured English Immersion		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.	204-10
\$44,392.00	LCFF Supplemental	Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a		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.	204-11
\$30,373.00	Measure G	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries	5121	Library Technician		Teachers will use reading strategies and protocols that are provided in their curricula and studied in their PLC's.	204-12
\$42,000.00	Measure G1	Consultants (Dimensions Dance, AHC drumming, Theatre)	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher-artists will work with students in small groups to learn art, music, and dance.	204-13

\$44,953.00	Measure G1	Consultant - mindfulness	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teacher-artists will work with students in small groups to learn art, music, and dance.	204-14
\$10,000.00	Principal Innovation Fund	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		School will coordinate schedule of PD/PLC's and ILT meetings to allow space for ELL best practices to be taught.	204-15
\$26,224.00	Principal Innovation Fund	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a		Teachers will use reading strategies and protocols that are provided in their curricula and studied in their PLC's.	204-16
\$14,108.00	Principal Innovation Fund	Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a		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.	204-17
\$47,214.00	Principal Innovation Fund	Restorative Justice Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		Teachers will utilize restorative practices in their classrooms to develop relationships with students and maintain a positive learning environment.	204-18
\$5,000.00	Principal Innovation Fund	Techbridge	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a			204-19
\$35,000.00	Principal Innovation Fund	Blueprint Fellows	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		School will create classes in the master schedule that will accommodate additional sections of Blueprint Math for students who require intervention.	204-20
\$27,454.00	Principal Innovation Fund	CS Teacher			n/a		n/a		School will coordinate schedule of PD/PLC's and ILT meetings to allow space for ELL best practices to be taught.	204-21
\$40,000.00	Title I: Basic	STIP	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	1.00	School will coordinate schedule of PD/PLC's and ILT meetings to allow space for ELL best practices to be taught.	204-22

\$8,130.00	Title I: Basic	5% salary increase	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		School will coordinate schedule of PD/PLC's and ILT meetings to allow space for ELL best practices to be taught.	204-23
\$6,500.00	Title I: Basic	Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.10	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.	204-24
\$500.00	Title I: Parent Participation	Light refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		School will provide regular report card nights, back to school nights, and parent conferences to build strong relationships with school.	204-25
\$550.00	Title I: Parent Participation	Assemblies, speakers	Goal 6: Parents and families are engaged in school activities.	5826	External Work Order Services		n/a		School will provide regular report card nights, back to school nights, and parent conferences to build strong relationships with school.	204-26



Title I School Parental Involvement Policy 2018-19

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

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

Involvement of Parents in the Title I Program

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

(Name of school)

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

Parents will convene outside of the SSC or SELLS meeting to get information about as well as how to provide feedback about Title I expenditures.

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

Twice monthly parent coffee chats are held on the first and third Fridays of the month. Report Card Nights occur at the end of each marking period.

- 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.)

At our regular parent meetings, the principal will provide updates about Title I programs and provide a forum for feedback.



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

SSC meetings provide a forum for parents to find out about and vote on ways to spend Title I funding. Regular parent meetings are also forums to share information about expenditures.

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

This information is shared at parent conferences, parent information nights, and at report card nights.

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

Parent conferences take place twice a year, and report card nights occur 5 times a year, where parents and teachers can meet to discuss student progress.

School-Parent Compact

(Name of school) 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

(Name of school) West Oakland MS:

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.)

Back to School Night, Report Card Nights, Parent Conferences are all forums to share information about this with parents.

- 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.)

School has info nights about curriculum.

- 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.)

Utilize community resources to reach out to parents. PD time is provided to staff to make parent contacts.



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

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

Title I activities are integrated into school celebrations and report card nights.

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

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

Newsletters are provided to parents regarding title I programs.

- 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.)

Based upon parent feedback, the school provides support for their requests.

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.)

Provide translations of documents and necessary translators at specific meetings.

Mar 2018	Account	Balance
		40,000
		44,548
		1,430,050



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

STATE AND FEDERAL PROGRAMS

Adoption

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

This policy was adopted by the (Name of School) West Oakland MS School Site Council on (Date) 2/6/19 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) West Oakland MS '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.

Mellett
(Principal's Signature)

2/6/19
(Date)

School Site Council MEETING

3:45-4:45

WOMS LIBRARY

Wednesday, 2/6/19

Agenda:

1. Review previous minutes
2. Principal's Update
3. Budget Update & Proposals: Literacy & Extra Computers
4. Adoption of PIP: Parent Involvement Policy
5. Suggestions for Budget 2019-2020
6. Announcements/Open Forum

School Site Council

2/6/19

In attendance: Neha Ummat, Anita Moore, GiGi Adams, Patricia Barros, Sharon Thomas, Jessica Wright-Davis, Morgan Coulter, Kamisha McLean, and Lori Hollins

Start time: 3:45

1. Review previous minutes

Recap done by Members who were present at the last meeting

Suggestion made to invite parents back to our meeting and to have a celebratory event for everyone

Ms. GiGi offered to tell Oakland Housing Authorities (OHA) to help out with some type of refreshments

2. Principal's Update

We received upcoming event dates for Black History Month Program, Multi-culture Night

Suggestion made to ask more than one parent at a time coming in to observe their children---can be one day with 10 or 20 parents who will see what we go through and help reinforce and she also said that if the students see somebody from the community can influence positive change...

Ms. Anita said that it's hard for parents to face that their child is doing wrong and "they don't act that way around me."

Eighth Grade concerns for graduation brought up by Ms. Laurie===approximately 55

Per Ms. Laurie----Share STARS Program with parents & said she would check and see if she can find information a good parenting practices...

Wants to have a group called "Parents keeping it Real."

3. Budget Update & Proposals: Literacy & Extra Computers

\$14,765.07==what we can use from Title I

Teachers & space who need more computers

\$4,000---Need for additional desktops.

- Ms ummat motioned to move 4000 from teacher salaries to computers. Barros seconded it. Voted on unanimously.
- Ms Ummat motioned to purchase 5 computers. Barros seconded it. Voted on unanimously.

\$2,000---Ms. Herman ==literacy program/special resources.

- Ms Ummat motioned to move 2000 from teacher salaries to licenses. Barros seconded it. Voted on unanimously.
- Ms Ummat motioned to purchase licenses for literacy program for Ms Herrmann's class. Barros seconded it. Voted on unanimously.

Ms. Ummat proposed that we vote on...

Ms. Barros asks if we could cover something related to "Health and wellness"==healthy snacks

Talk around bullying, students being educated to reasons why we come to school

Parent education==event to share with parents on "how to raise a successful student"
Survey during parent conferences==what topics parents want---movie night, cultural differences, mental health (counselors/mentors), bullying, get parents.... Maybe breakout sessions to be included...
"Manca Bucks"

Career Day

Need to bring up in next SSC meeting

Earphones for SBAC===

Need Replacement chromebooks with matching plugs to specific carts

Ms. Barros will see how many we need for the whole school

Total \$52, 926.77

4. Suggestions for Budget 2019-2020

Suggestion made by Ms. Ummat--Title I \$ or next year will once again cover our STIP SUB

Ms, Ummat Interviewing noon supervisor for next year

5. Adoption of Parent Involvement Policy: Ms Ummat reviewed PIP with SSC members. Mrs Thomas moved to adopt the PIP, Ms Barros seconded. Unanimous voting on PIP.

6. Announcements/Open Forum

End time: 5:10

Next meeting date and time February __13__ at 3:45__

School Site Council
Sign-In Sheet

2/6/19

3:45-4:45

/ Neha Ummat	Melissa
/ Anita Moore	Michelle Moore
/ Patricia Barros	Patricia Barros
/ Sharon Thomas	Sharon Thomas
/ Jessica Wright-Davis	JWD
/ Morgan Culter	Morgan Culter
/ Kamisha McLean	Kamisha
/ Lori Hollins	Lori Hollins



Secondary School Compact

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 January 9, 2019.

School Site Council Membership Roster – Middle School

School Name: West Oakland MS School Year 2018-2019

Chairperson : Morgan Coulter	Vice Chairperson: Lori Hollins
Secretary: Sharon Thomas	<u>LCAP Group Representative</u> Morgan Coulter

Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Sharon Thomas		X			
Polly Herrmann		X			
Patricia Barros		X			
Anita Moore				X	
Lori Hollins				X	
Neha Ummat	X				
Kamisha McLean		X			
Jessica Wright-Davis			X		
Morgan Coulter				X	
Marya Al-Fahd					X
Ghaida Al-Fahd					X
Maija Coulter					X
LCAP Representative					

Meeting Schedule	3rd Wednesdays at 3:45
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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.

