

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1433  
Introduction Date: 6/27/18  
Enactment No.: 18-1156  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for West Oakland Middle School.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** West Oakland Middle School  
**CDS Code:** 1612590115626  
**Principal:** Neha Ummat  
**Date of this revision:** 5/23/2018

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:

<b>Contact:</b> Neha Ummat	<b>Position:</b> Principal
<b>Address:</b> 991 14th Street Oakland, CA 94607	<b>Telephone:</b> 510-874-6788 <b>Email:</b> <a href="mailto:neha.ummat@ousd.org">neha.ummat@ousd.org</a>

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** West Oakland Middle School

**Site Number:** 204

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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:

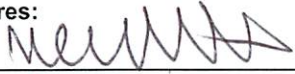
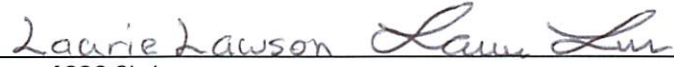

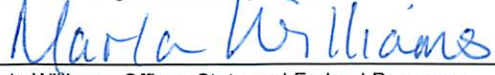
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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:** 5/23/18

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 Ummat</u>	<u>5/23/18</u>
Neha Ummat, School Principal	Signature	Date
	<u>Laurie Lawson</u>	<u>5/23/18</u>
Print name of SSC Chairperson	Signature	Date
	<u>Nicole Williams Browning</u>	<u>5-23-18</u>
Nicole Browning, Network Superintendent	Signature	Date
	<u>Marla Williams</u>	<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/14/2018	SSC	SSC members discussed priorities for budget AND SPSA, and focused largely on literacy needs.
2/26/2018	ILT	ILT members discussed need for next year as it relates to creating the master schedule.
2/15/2018	SELLS	SELLS group expressed a need for more time in the day for newcomer students to receive ELD instruction.

## 2018-2019 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 ... <b>General Purpose Discretionary #0000</b>	\$44,325.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$139,423.21	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$50,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$98,445.90	TBD
<b>TOTAL:</b>	<b>\$332,194.11</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$40,349.43	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,139.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$41,488.43</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 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.

#### Family & Student Engagement

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. 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.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	Our spring SRI performance exceeded our goal. 29% of students were proficient or above in reading in spring 2017. In the fall, with a new group of 6th graders, our scores dropped. The number of students proficient in the fall dropped to 20%. At the mid-year administration, our scores rose to 23%. Three percent of students moved from multiple years below grade level to one year below grade level from fall to mid-year. Our SBAC ELA proficiency in the spring grew to 15.8%.	60% of our students continue to read many years below grade level.	The students who are multiple years below grade level have not received adequate remediation or intervention support. Although we have LLI classes for small groups of students at each grade level, it is not sufficient to address the needs of the majority of our student body, which is not proficient in reading. The improvements can be attributed to a more rigorous ELA curriculum that is aligned to CCSS.

<p><b>STANDARDS-BASED INSTRUCTION</b></p> <p><i>(including core content beyond language &amp; literacy)</i></p>	<p>Our SBAC Math performance in 2017 spring increased to 5.5% proficiency. 24% of students scored at "Standard Nearly met"</p>	<p>Our math proficiency continues to be in the single digits.</p>	<p>Teachers and students are getting used to the CCSS and have made some gains in math. The rigor, scope and sequence of the math standards are still challenging for students and teachers. Students are entering 6th grade, particularly in 2017-18, with poor math foundational skills. We will need to address those deficits early.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b></p> <p><i>(Culture &amp; Climate, including Measure G1)</i></p>	<p>The majority of Students in our fall mini-CHKS survey reported feeling safe, which is 20% higher than the rate last year. We have a more comprehensive tiered system of supports, and we completed our Tier One TFI, which showed that have a functioning system of preventive, tier one supports, based in restorative practices and PBIS. Our absenteeism has dropped to 13%.</p>	<p>Our suspension rate continues to be the highest among all middle schools.</p>	<p>We have continued to develop our skills in PBIS, and have instituted more incentives to and immediate consequences to improve low level behaviors and encourage attendance. Our COST meets regularly, and our Tier II supports, particularly in RJ, are reaching students at all grade levels. Our suspensions continue to be high due to mutual fighting. Some of these fights stem from roughousing, which is still an issue during PE, passing periods, and other unstructured times. Other altercations are related to students not able to control anger, and is a result of deep student trauma.</p>
<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b></p> <p><i>(SELLS Needs Assessment)</i></p>	<p>Expanded ELD classes to 2 LTEL classes and 1 newcomer class. ELL students do testing with each other and their ELD teacher, which increases their comfort level and has created a stronger testing environment. Still awaiting results from the ELLPAC.</p>	<p>Newcomers are not comprehending content in history and mainstream ELA, and ELD teacher does not have the schedule that allows her to push into classes.</p>	<p>Our newcomer population increased this year, and we do not have the capacity in our master schedule his year to provide those students the help they need.</p>
<p><b>ARTS, MUSIC &amp; WORLD LANGUAGES</b></p> <p><i>(Measure G1)</i></p>	<p>We have two music classes on campus, and we added dance classes to four periods of PE. This has resulted in more students gaining experience in the performing arts and getting the important opportunity to perform in front of peers on a regular basis. This has resulted in fewer altercations among females in PE.</p>	<p>We do not have art this year. Students who need intervention cannot take music.</p>	<p>Our master schedule, as it currently exists, does not allow students for both intervention AND enrichment. We need to think creatively about how students wil get exposure and enrichment in the arts even if they do need intervention.</p>

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** West Oakland Middle School

**School ID:** 204

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	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.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	Low-Income Students	30.0%	35.0%	40.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	PLC's will examine student formative assessments, such as written responses to high-level prompts; ANET interim assessment data; SRI mid year data; classroom video footage				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	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.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
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.		<i>Formal observations will provide evidence of whether the practices are happening in classes, and if they are successfully implementing reading strategies.</i>	



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.	ILT will examine SRI scores to assess success of reading intervention.
1-3	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.
1-4	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.
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.	

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Mathematics	Ove 50% of students will be proficient in SBAC Math			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	All Students	-134.2	-124.2	-114.2
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	ANET math interim assessments, Student formative assessmets (PLC's will analyze); classroom videos				

<b>Theory of Action for Standards-Based Instruction Priority:</b>		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.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	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.

<b>CONDITIONS FOR STUDENT &amp; ADULT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>
	Culture & Climate	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

<b>STUDENT &amp; ADULT LEARNING (including Measure G1)</b>		<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
		California Healthy Kids Survey	African American Students	32.5%	45.0%	56.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		Referral data, suspension data, chronic absenteeism, CHKS, mini-CHKS data (interim surveys)				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>		If we continue our focus on safety while strengthening each tier of our multi-tiered systems of support, our school culture will improve.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>		
3-1	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.		
3-2	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.		Students and teachers will report higher levels of satisfaction and safety at school.		
3-3	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		
3-4	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.		

3-5	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.
3-6	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
3-7	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.
3-8	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.
3-9	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.

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	English Learner Reclassification	By 2021, we want to ensure the our LTEL population becomes reclassified so that they do not enter HS with the "LTEL" label.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	20.0%	23.0%	26.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	ELLPAC data, SRI data				
<b>Theory of Action for English Language Learners Priority:</b>	If we focus on reclassification, students will be prepared for HS.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	

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.

<b>ARTS, MUSIC &amp; WORLD LANGUAGES</b>  <i>(Measure G1)</i>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	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 2021, our attendance rate will rise to 96%.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Attendance Rate	All Students	92.90%	93.70%	94.50%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>					
<b>Theory of Action for Arts, Music &amp; World Languages Priority:</b>	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.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>		
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 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 204

**School:** West Oakland Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$98,445.90	After School Education & Safety (ASES)	Contract with afterschool provider	Literacy	A3.2 Reading Intervention	5825				204-1
\$6,191.85	General Purpose Discretionary	Extended time for teachers	Innovation	A2.10 Extended Time for Teachers	1120				204-2
\$20,633.15	General Purpose Discretionary	Supplies	Culture & Climate	A2.3 Standards-Aligned Learning Materials	4310				204-3
\$7,500.00	General Purpose Discretionary	Copier maintenance contract	Culture & Climate	A2.3 Standards-Aligned Learning Materials	5610				204-4
\$5,000.00	General Purpose Discretionary	External work orders	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5826				204-5
\$4,000.00	General Purpose Discretionary	Licenses	Literacy	A3.2 Reading Intervention	5846				204-6
\$1,000.00	General Purpose Discretionary	Postage	Culture & Climate	A3.3 Family Engagement focused on Literacy Development	5910				204-7
\$50,000.00	LCFF Concentration	Restorative Justice Coordinator	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				204-8
\$27,384.95	LCFF Supplemental	Additional .4 teacher to support small group instruction and collaboration time	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1710	0.40	204-9
\$48,086.50	LCFF Supplemental	Teacher for 7th and 8th grade Project Lead the Way Engineering class	Innovation	A2.4 Teacher Recruitment & Retention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2227	0.40	204-10
\$1,451.76	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A2.3 Standards-Aligned Learning Materials	4310				204-11

\$62,500.00	LCFF Supplemental	Community Schools Manager	Culture & Climate	A2.2 Social Emotional Learning	5730				204-12
\$2,547.33	Measure G1	Extended time for teachers	Culture & Climate	A2.10 Extended Time for Teachers	1120				204-13
\$2,000.00	Measure G1	Supplies	Culture & Climate	A2.3 Standards-Aligned Learning Materials	4310				204-14
\$0.83	Measure G1	Surplus	n/a	n/a	4399				204-15
\$40,000.00	Measure G1	Consultants (visiting artists-teachers) for performing arts	Innovation	A5.2 Health and Wellness (Mental & Physical Health)	5825				204-16
\$47,564.92	Title I: Basic	Surplus	n/a	n/a	4399				204-17
\$1,169.82	Title I: Parent Participation	Surplus	n/a	n/a	4399				204-18



## Title I School Parental Involvement Policy 2017-18

(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 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.)

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.)

Monthly parent coffee chats are held on the first Friday 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 and partners with School To Home to provide technology access and education about tech.

- 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.



### Adoption

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

This policy was adopted by the (Name of School) West Oakland MS School Site Council on (Date) 3/28/2018 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title I, 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.

*N. Umot*

(Principal's Signature)

March 29, 2018

(Date)

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.

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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.

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Teacher signature

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

Signed on this 28th day of March, 2018.

## School Site Council Membership Roster – Middle School

School Name: West Oakland MS School Year 2017-2018

Chairperson : Laurie Lawson	Vice Chairperson: Anita Moore
Secretary: Sharon Thomas /	<u>LCAP Group Representative</u>

Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Sharon Thomas		X			
ANita Moore				X	
Lori Lawson				X	
Jean Adams				X	
Neha Ummat	X				
Jessica Wright-Davis		X			
Kamisha McLean		X			
Sherry Williams		X			
Amaya Hollins					X
Jaelyn Johnson					X
Leeanna Seymore					X
Munera Mohsin			X		
<b>LCAP Representative</b>					

<b>Meeting Schedule</b>	
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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.

