

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

December 14, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for West Oakland Middle School.



### **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** West Oakland Middle School  
**CDS Code:** 1612590115626  
**Principal:** Neha Ummat  
**Date of this revision:** 10/10/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

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

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

*The District Governing Board approved this revision of the SPSA on: 11/9/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

School Site: West Oakland Middle School

Site Number: 204

☒ Title I Schoolwide Program

☒ Local Control Funding Formula (LCFF) Base Grant

☐ Title I Targeted Assistance Program

☒ LCFF Supplemental Grant

☐ 21st Century

☒ After School Education & Safety Program (ASES)

☒ LCFF Concentration Grant

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: 9/27/16

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

☒ Fliers in students' home languages

☒ Announcement at a public meeting

☐ Other (Notices, Media Announcements, etc.)

Signatures:

Neha Umrat

Print name of School Principal



Signature

10/11/16

Date

Londa King

Print name of SSC Chairperson



Signature

10/11/16

Date

Ron C. Smith

Print name of Network Superintendent



Signature

10/19/16

Date

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer



Signature

10-19-16

Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)**

**School Site:** West Oakland Middle School

**Site Number: 204**

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

**EXAMPLES:**

| Date       | Stakeholder Group             | Engagement Description   |
|------------|-------------------------------|--|
| 10/20/2015 | SSC                           | Shared rationale and overview of site plan.  |
| 11/1/2015  | Students grades 6-7-8         | Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.   |
| 12/1/2015  | Instructional Leadership Team | Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.   |
| 12/5/2015  | Faculty & SSC combined        | Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.                             |
| 2/4/2016   | SPED Parent Engagement        | Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement. |

**TO BE COMPLETED:**

[illegible]

**2016-2017 Final Budget****Programs Included in This Plan**

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

| <b>State Programs</b>  | <b>Projected Budget</b> | <b>Final Budget</b> |
|--|-------------------------|---------------------|
| Local Control Funding Formula Base Grant<br>... <b>General Purpose Discretionary #0000</b> | \$45,900.00             | TBD                 |
| Local Control Funding Formula Supplemental Grant<br>... <b>LCFF Supplemental #0002</b>     | \$114,717.33            | TBD                 |
| Local Control Funding Formula Concentration Grant<br>... <b>LCFF Concentration #0003</b>   | \$100,000.00            | TBD                 |
| After School Education and Safety Program (FTE Only)<br>... <b>ASES #6010</b>              | \$90,023.99             | TBD                 |
| <b>TOTAL:</b>  | <b>\$350,641.32</b>     | <b>\$0.00</b>       |

| <b>Federal Programs</b>  | <b>Projected Budget</b> | <b>Final Budget</b> |
|--|-------------------------|---------------------|
| Title I, Part A: Schoolwide Program<br>... <b>Title I Resource #3010</b>                 | \$41,525.11             | TBD                 |
| Title I, Part A: Parent Engagement Activities<br>... <b>Title I Resource #3010</b>       | \$1,064.45              | TBD                 |
| 21st Century Community Learning Centers (FTE only)<br>... <b>Title IV Resource #4124</b> | \$0.00                  | TBD                 |
| <b>TOTAL:</b>  | <b>\$42,589.56</b>      | <b>\$0.00</b>       |

## ABOUT THIS SCHOOL

### School Description

West Oakland Middle School is a public middle school at the heart of West Oakland serving 200 students of diverse backgrounds. We are growing and evolving to become a STEAM (Science, Technology, Engineering, Arts and Math) school centered on building students' readiness for becoming college, career, and community ready. As a full-service community school, we work to make sure everyone contributes to our success, from students to families to staff to community partners. With our values- Respectful, Responsible, Rising Scholars - as our foundation, we are building a safe and rigorous learning environment. As we say on campus, "The Phoenix is Rising!"

### School Mission and Vision

Our mission at West Oakland Middle School is to make a positive difference in the lives of our students by providing rigorous and engaging instruction designed to close the achievement gap. We work collaboratively with our families and greater community to create a challenging environment in which students can make a successful transition from elementary school to the demands of high school and beyond.

## MAJOR IMPROVEMENT PRIORITIES

|                                       |   |
|---------------------------------------|---|
| <b>Major Improvement Priority #1:</b> | Literacy  |
| <b>Major Improvement Priority #2:</b> | Common Core Instructional Practices & STEAM Education |
| <b>Major Improvement Priority #3:</b> | Strong School Culture                                 |

### MAJOR IMPROVEMENT PRIORITY #1: Literacy

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

| Student Performance Strengths   | Student Performance Challenges  |
|---|---|
| Our students' lexile levels have grown in each grade level on the mid-year assessment. In 7th grade, it has grown, on average, by 100 points. | SRI scores are still too low. 70% of our students are reading multiple years below grade level. |
|   |   |
|   |   |



| ROOT CAUSE ANALYSIS for Priority #1   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?   |  |  |  |  |  |  |  |
| As an organization, we committed an additional 35 minutes for reading to the master schedule. We have committed funding to reading programs such as Achieve 3000 and System 44. We have provided professional development for teachers on how to use Achieve 3000. We grouped students homogeneously, based upon their fall SRI scores, into reading classes that would suit their lexile levels. The data shows me that we have more work to do in every aspect of this literacy implementation.   |  |  |  |  |  |  |  |
| Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?   |  |  |  |  |  |  |  |
| Our teachers do not know all of the features available on Achieve 3000. The homogeneous grouping of each class has not been used to its fullest potential, because teachers have mainly been utilizing Achieve 3000, which is a personalized learning program, as opposed to doing literature circles or group reading, which would all increase student engagement in reading. Resources for System 44 have also been slow in coming, so some of our lowest performing students have not been able to fully access this program. Finally, it is clear that our ELL students, who are largely in the BR (beginning reader) category, require something different from Achieve 3000, that is more targeted to ELL's. |  |  |  |  |  |  |  |

| STUDENT PERFORMANCE GOAL(S) for Priority #1 |   |                       |                     |   |   |   |   |
|---|---|-----------------------|---------------------|---|---|---|---|
| Goal Area                                   | Main Goal (required)  | Related SPF Indicator | Focal Student Group | 2014-2015 EOY Baseline                  | 2015-2016 EOY Target                    | 2016-2017 EOY Target                    | Related LCAP Goal                                       |
| Academic Domain                             | All students will show 200 pts. or more growth in their reading lexile as measured by the Scholastic Reading Inventory. | SRI                   | All Students        | 24% At or Above Grade Level Proficiency | 34% At or Above Grade Level Proficiency | 44% At or Above Grade Level Proficiency | 3: Students are reading at or above grade level.        |
| Goal Area                                   | Related Sub-Goals (optional)  | Related Indicator     | Focal Student Group | 2014-2015 EOY Baseline                  | 2015-2016 EOY Target                    | 2016-2017 EOY Target                    | Related LCAP Goal                                       |
| Academic                                    | We will provide intensive reading instruction for students performing 2-3 grade levels below.                           | SRI                   | All Students        | 24% At or Above Grade Level Proficiency | 34% At or Above Grade Level Proficiency | 44% At or Above Grade Level Proficiency | 3: Students are reading at or above grade level.        |
| Academic                                    | Professional development will be aligned with Common Core standards and literacy strategies.                            | SBAC ELA              | All Students        | 28% At or Above Grade Level Proficiency | 38% At or Above Grade Level Proficiency | 48% At or Above Grade Level Proficiency | 2: Students are proficient in state academic standards. |
| Academic                                    | We will identify high leverage reading strategies for teachers to utilize frequently.                                   | SRI                   | All Students        | 24% At or Above Grade Level Proficiency | 34% At or Above Grade Level Proficiency | 44% At or Above Grade Level Proficiency | 3: Students are reading at or above grade level.        |
| Academic                                    | We will provide programs specific to ELL students that they can work on during the literacy period.                     | SRI                   | English Learners    | 7% At or Above Grade Level Proficiency  | 14% At or Above Grade Level Proficiency | 21% At or Above Grade Level Proficiency | 4: English learners are reaching English fluency.       |

# MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

|  |   |
|--|---|
| <b>Major Improvement Strategy for this priority:</b> | <b>To create a culture of readers across all content areas.</b> |
|--|---|

# KEY PRACTICES FOR PRIORITY #1

| Teaching Practices  | Leadership Practices  | Organizational Practices<br><i>People   Teams   Time   Resources</i>  |
|---|---|---|
| Teachers participate in peer observations of strategies for close reading, academic discussion, shared curricular materials, and how to deliver instruction in a specific area. | Provide allotted time for teacher collaboration and feedback focused on improving instructional practices, sharing and developing common strategies specifically to impact student performance. | Use student data to purchase supplies, supplemental books, materials aligned to CCSS to ensure students are on track to mastery key standards |
| Teachers participate in professional development for intensive reading programs like Achieve3000, close reading academic discussion, and other instructional areas.             | Plan and designate PD that supports teacher effectiveness in delivering intensive reading instruction   | Offer classes in Achieve 3000 and SSR at all grade levels to accelerate student literacy.   |
| Teachers collaborate across subject area to align reading strategies, so that students will get practice in the same strategies throughout the day.                             | Provide PD to teachers on literacy skills, such as academic vocabulary and ELL strategies.  | Provide time during PD for teachers to collaborate across content areas to specifically focus on reading strategies.                          |
| School provides additional help in literacy intervention in the form of tutors.   |   |   |

# MAJOR IMPROVEMENT PRIORITY #2: Common Core Instructional Practices & STEAM Education

# PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

| Student Performance Strengths   | Student Performance Challenges  |
|---|---|
| Student work in engineering and art is showing high levels of creativity and critical thinking. | Only 3.1% of students scored proficient on the SBAC Math exam in 2014-2015.   |
|   | Only 8.6% of students scored proficient on the SBAC ELA exam in 2014-2015.  |
|   | Faculty has not collaborated on common instructional practices, such as how to do group work, teaching vocabulary, or project-based learning. |



|   |
|---|
| <b>ROOT CAUSE ANALYSIS for Priority #2</b>  |
| <b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>  |
| The data shows that the school has a great deal of work to do in order to help our students gain mastery in Common Core Standards. Our instructional practices are not yet aligned to focus on the critical thinking skills necessary to master the standards. Our assessments are not common and do not align to the rigor of the Common Core Standards.   |
| <b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>  |
| The school has never created a backwards map for students that describes what skills and content students will learn in each grade, and what they must master by the end of 8th grade. Faculty has not had ample opportunities to collaborate around the instructional practices that they learn at district PD, and site based PD needs to allow for more time for teachers to communicate with each other and share best practices. |

| <b>STUDENT PERFORMANCE GOAL(S) for Priority #2</b> |  |                       |                     |                        |                      |                      |   |
|--|--|-----------------------|---------------------|------------------------|----------------------|----------------------|---|
| Goal Area  | Main Goal (required)   | Related SPF Indicator | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal                                       |
| Academic Domain                                    | Students will increase proficiency in the SBAC Math exam by at least 7%. | SBAC Math             | All Students        | 3.1%                   | 10%                  | 17%                  | 2: Students are proficient in state academic standards. |
| Goal Area  | Related Sub-Goals (optional)   | Related Indicator     | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal                                       |
| Academic   | Students will increase proficiency in the SBAC ELA exam by at least 7%.  | SBAC ELA              | All Students        | 8.6%                   | 15.6%                | 22%                  | 2: Students are proficient in state academic standards. |

| <b>MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2</b>    |  |
|--|--|
| <b>Major Improvement Strategy for this priority:</b> | <i>Teachers will become more proficient in the common core state standards through attending PD, sharing best instructional practices with each other, collaborating on lesson planning and assessments.</i> |

| <b>KEY PRACTICES FOR PRIORITY #2</b>   |   |   |
|--|---|---|
| Teaching Practices   | Leadership Practices  | Organizational Practices<br><i>People   Teams   Time   Resources</i>  |
| Teachers will participate in PD that addresses instruction of the common core standards and STEAM practices, and how our students will master those standards. | Leadership will identify needs and provide funding for teachers to go to PD that will meet their needs. | The school will devote money and time to PD that addresses teachers' areas of need and addresses common core/STEAM instructional practices. |

|  |  |  |
|--|--|--|
| Teachers will collaborate on instructional practices and common assessments so that expectations around the school for rigor are consistent. | Leaders will provide time in PD for collaboration. Leaders will provide guidelines for common assessments, based upon the standards and goals for each grade level and content area. | School will devote a regular time during PD for collaboration.   |
| Teachers will provide regular feedback, in the form of progress reports, on a regular (mid-marking period) basis.                            | Leaders will monitor the communication of progress reports from teachers to families. Leaders will hold staff accountable for meeting this expectation.                              | School will provide additional guidance to families and teachers in order to make the Aeries grading platform more accessible.                       |
| Teachers will observe each other's classrooms in order to share best practices and learn from each other.                                    | Leaders will provide funding for a STIP substitute to be in classrooms where teachers are observing each other.  | School will budget for a STIP substitute. School will create an online schedule for teachers to use to observe each other for ease of communication. |
| Teachers will begin work on project-based learning that has a STEAM focus.   |  | School will provide PD, funding, and time for collaboration on these intensive STEAM focused interdisciplinary projects.                             |

### MAJOR IMPROVEMENT PRIORITY #3: Strong School Culture

| PERFORMANCE STRENGTHS & CHALLENGES for Priority #3  |  |
|---|--|
| Student Performance Strengths   | Student Performance Challenges   |
| 7th and 8th grade students have participated in challenge days and 6th grade groups are forming to discuss and problem solve around bullying. | Suspension data is at 12.2%, one of the highest among middle schools.  |
| Teachers are beginning to adopt more restorative practices, and students are seeking more productive ways to solve conflicts.                 | RJ Coordinator resigned prior to Spring Break leaving students and staff with a lack of support to implement restorative practices school wide.    |
| Students and families have responded positively to the positive incentives and positive recognition for students                              | Short staffed, and finding it difficult have a dedicated staff member own responsibilities for organizing and maintaining whole school incentives. |
| Chronic absenteeism in 2014-2015 was over 20%. In 2015-2016, it is 13% and 14%.   | Chronic absenteeism should be below 10%  |

| ROOT CAUSE ANALYSIS for Priority #3  |
|--|
| <b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>   |
| The data shows that while the number of suspensions have increased this year, no nonsense nurturing professional development is taking place to develop teachers capacity to more effectively engage students in positive ways. Students are being recognized and awarded for positive behavior, and teachers and students are using more restorative approaches this year instead of being sent home. |
| <b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>   |
| Without adequate training and support in strategies such as no nonsense nurturing and restorative practices, incidents amongst students and teachers would escalate quickly resulting in suspension.   |



| STUDENT PERFORMANCE GOAL(S) for Priority #3 |   |                       |                     |  |  |  |   |
|---|---|-----------------------|---------------------|--|--|--|---|
| Goal Area                                   | Main Goal (required)  | Related SPF Indicator | Focal Student Group | 2014-2015 EOY Baseline                     | 2015-2016 EOY Target                       | 2016-2017 EOY Target                       | Related LCAP Goal                           |
| Climate/ Culture Domain                     | Decrease the percentage of students suspended by 5% annually.   | Suspensions           | All Students        | 6.2% Suspended (though data is inaccurate) | 10% Suspended                              | 5% Suspended                               | 5: Students are engaged in school everyday. |
| Goal Area                                   | Related Sub-Goals (optional)  | Related Indicator     | Focal Student Group | 2014-2015 EOY Baseline                     | 2015-2016 EOY Target                       | 2016-2017 EOY Target                       | Related LCAP Goal                           |
| Climate & Culture                           | Decrease chronic absenteeism to below 10%   | Chronic Absence       | All Students        | 20%  |  |  |   |
| Social/ Emotional Domain                    | Implement No Nonsense Nurturing school-wide in order to cultivate more intentional, productive relationships between students and teachers. | Suspensions           | All Students        | 6.2% Suspended (though data is inaccurate) | 6.2% Suspended (though data is inaccurate) | 6.2% Suspended (though data is inaccurate) | 5: Students are engaged in school everyday. |
| Social/Emotional                            | Increase restorative practices  | Suspensions           | All Students        | 6.2% Suspended (though data is inaccurate) | 6.2% Suspended (though data is inaccurate) | 6.2% Suspended (though data is inaccurate) | 5: Students are engaged in school everyday. |
| Climate & Culture                           | Increase number of school-wide incentives for positive behavior   |                       |                     |  |  |  |   |

| MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3    |   |
|---|---|
| Major Improvement Strategy for this priority: | Implement No Nonsense Nurturing school-wide in order to cultivate more intentional, productive relationships between students and teachers. |

| KEY PRACTICES FOR PRIORITY #3                            |  |  |
|--|--|--|
| Teaching Practices                                       | Leadership Practices   | Organizational Practices<br><i>People   Teams   Time   Resources</i>   |
| First 6 weeks of culture building in the classroom.      | Setting baseline academic expectations in each grade-level will contribute to a stronger school culture.                                       | As a school, we can plan to congregate and/or assemble as a school at the beginning of the day or week to create a sense of community. |
| Teachers practice standard procedures for the classroom. | Leadership should ensure that all expectations can be met by following through on logistical details and all the thing that adults have to do. | Well planned assemblies to set a positive tone for the week, depending on necessity.   |

|   |  |  |
|---|--|--|
| Communicating about student issues via email, during PD, and with COST. | Bringing Challenge Day to school has helped quell some of the interpersonal conflicts among the 7th and 8th students.  | Consistent consequences for referrals: reflection & detention.   |
|   | Leaders from ASP and WOMS will communicate regularly and create structures to help all staff in ASP and school monitor student progress and provide regular consequences and incentives for performance. | Conducting restorative circles with students who are in conflict with each other.  |
|   |  | School will re-adopt the PBIS framework.   |
|   |  | School will communicate more regularly and more thoroughly with the After-School Program regarding academic and behavioral expectations. |



## School Site Council Membership Roster – Middle School

School Name: West Oakland MS School Year 2016-2017

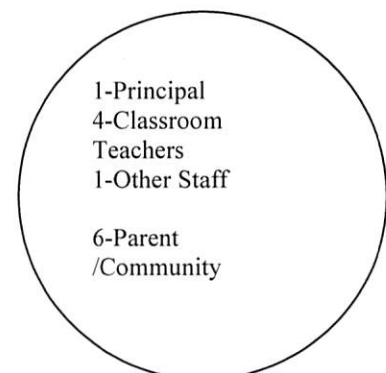
|  |                                  |
|--|----------------------------------|
| Chairperson : Londa King                   | Vice Chairperson: Lori Lawson    |
| Secretary: Sharon Thomas / Jasmine Coleman | <u>LCAP Group Representative</u> |

| Members' Names             | Check Appropriate Representation |                   |             |             |  | Student |
|----------------------------|----------------------------------|-------------------|-------------|-------------|--|---------|
|                            | Principal                        | Classroom Teacher | Other Staff | Parent/Comm |  |         |
| Sharon Thomas              |                                  | X                 |             |             |  |         |
| Jasmine Coleman            |                                  |                   |             | X           |  |         |
| Lori Lawson                |                                  |                   |             | X           |  |         |
| Londa King                 |                                  |                   |             | X           |  |         |
| Neha Ummat                 | X                                |                   |             |             |  |         |
| Jean Adams                 |                                  |                   |             | X           |  |         |
| Sharrell Coleman           |                                  |                   |             | X           |  |         |
| Scott Krumsee              |                                  | X                 |             |             |  |         |
| Ranell Burnett             |                                  | X                 |             |             |  |         |
| Catherine Crawford         |                                  | X                 |             |             |  |         |
| Jamila Gordon              |                                  |                   | X           |             |  |         |
| Yesenia Silva              |                                  |                   |             | X           |  |         |
| <b>LCAP Representative</b> |                                  |                   |             |             |  |         |
| Sharresha Sims             |                                  |                   |             | X           |  |         |
|                            |                                  |                   |             |             |  |         |

|                         |  |
|-------------------------|--|
| <b>Meeting Schedule</b> |  |
|-------------------------|--|

### 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.





## **Title I School Parental Involvement Policy 2016-17**

(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 attend the Back to School Night event, and a Coffee Chat. These events happen after the Title I meeting. The notifications are sent to parents through robocalls, flyers, and Remind Text Messaging.

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

Back to School Night occurred on September 20th at 6 PM. Our Coffee Chat occurs on the first Friday morning of every month, so that parents have options as to when and how they interact with the school and find out about events.

- 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.)

Administration brings student data on climate and culture, literacy, and instruction for parents to be aware of and provide input and suggestions about.



- 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.)

Information regarding Title I programs occurs at SSC meetings, as well as through newsletters, letters sent home with students through Advisory, robocalls, and text messaging.

- 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.)

Report Card Nights, which occurs every six weeks, are a time when we inform parents of assessments, as well as of their students' performance on those assessments.

- 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.)

We hold parent-student conferences twice a year, and parents are invited to request meeting with teachers at any time. They can schedule those meetings at our main office.

## School-Parent Compact

(Name of school) West Oakland Middle :

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 Middle :

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.)

Report Card Nights and parent-teacher conferences are our main forums for parent education.

- 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.)

Parent-teacher conferences occur two times a year, during which teachers let students and parents know how to improve achievement.

- 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.)

Professional Developments on the third Wednesday of the month, will focus on cost and family needs.





- 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.)

Parent liaisons are well-integrated into school.

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

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

We use district translation services to help communicate.

- 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.)

Parent Liaisons provide information on programs

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

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

We have ELL subcommittees on SSC to assist and address with concerns.



## 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) WOMS School Site Council on (Date) 9/27/16 and will be in effect for the 2016-17 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) WOMS'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.

[Signature]  
(Principal's Signature)

9/27/16  
(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.**

\_\_\_\_\_  
**Teacher signature**

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

**Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.**