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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for West Oakland Middle School

Ask of the Board Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for West Oakland Middle School



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

2024-25 School Plan for Student Achievement (SPSA)

School: West Oakland Middle School
CDS Code: 1612590115626
Principal: Neha Ummat
Date of this revision: 5/20/2024

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: 5/20/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: West Oakland Middle School **Site Number:** 204

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/20/2024

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Flyers in students’ home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

Signatures:

Neha Ummat <hr/> <i>Principal</i>	<i>Neha Ummat</i> <hr/> Signature	<u>5/20/2024</u> <hr/> Date
Joshua Clemmons <hr/> <i>SSC Chairperson</i>	<i>Joshua Clemmons</i> <hr/> Signature	<u>5/21/2024</u> <hr/> Date
Clifford Hong <hr/> <i>Network Superintendent</i>	<i>Clifford Hong</i> <hr/> Signature	<u>5/24/24</u> <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<u>5/23/24</u> <hr/> Date

Benjamin Davis

8/15/2024
Benjamin Davis, President
Board of Education

Kyla Johnson-Trammell

8/15/2024
Kyla Johnson-Trammell
Secretary, Board of Education

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/29/2024	SSC and SELLS	SSC meeting on 2/29/2024
4/15/2024	Admin Team	Admin team meeting on 4/15
3/7/2024 & 3/14/2024	Instructional Leadership Team	ILT mtg on 3/7 & 3/14

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,015.00
Total Federal Funds Provided to the School from the LEA for CSI	\$72,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$781,715.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$56,520	LCFF Discretionary (General Purpose Discretionary #0000)	\$10,075
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,570	LCFF Supplemental (LCFF Supplemental #0002)	\$101,250
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$3,925	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$72,000	California Community Schools Partnership Program (CCSPP #6332)	\$225,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$33,136
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$101,596
SUBTOTAL OF FEDERAL FUNDING:	\$134,015		\$647,700

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$781,715.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: West Oakland Middle School		School ID: 204
CDS Code: 1612590115626	SSC Approval Date: 5/20/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Instructions: 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. How might inequities affect your school programs, and how might you mitigate this impact?

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.1%	53.9%	21.9%	0.6%	8.4%	20.8%	99.4%	28.7%	20.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.9%	2.8%	6.2%	0.0%	0.6%	0.0%	98.9%	0.6%	77.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Close distance from met on ELA SBAC and math SBAC.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-103.2	not available until fall 2024	not available until fall 2025	-83.2
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	17.3%	not available until fall 2024	not available until fall 2025	27.3%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-148.0	not available until fall 2024	not available until fall 2025	-128.0
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	not available until fall 2024	not available until fall 2025	10.0%

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

School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-143.0	not available until fall 2024	not available until fall 2025	-123.0
SBAC ELA Distance from Standard Met	African American Students	-105.8	not available until fall 2024	not available until fall 2025	-85.8

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	47.5%	not available until fall 2024	not available until fall 2025	47.5%
SBAC Math Distance from Standard Met	Special Education Students	-195.4	not available until fall 2024	not available until fall 2025	-175.4
SBAC Math Distance from Standard Met	African American Students	-163.7	not available until fall 2024	not available until fall 2025	-143.7
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	13.9%	not available until fall 2024	not available until fall 2025	16.9%
LTEL Reclassification	Long-Term English Learners	12.0%	not available until fall 2024	not available until fall 2025	15.0%

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

School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.				
Identified School Need:	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	42.9%	not available until fall 2024	not available until fall 2025	52.9%
Out-of-School Suspensions	All Students	13.7%	not available until fall 2024	not available until fall 2025	10.3%
Out-of-School Suspensions	African American Students	18.2%	not available until fall 2024	not available until fall 2025	13.7%
Out-of-School Suspensions	Special Education Students	20.0%	not available until fall 2024	not available until fall 2025	15.0%
Chronic Absenteeism	All Students	55.8%	not available until fall 2024	not available until fall 2025	41.9%
Chronic Absenteeism	African American Students	60.0%	not available until fall 2024	not available until fall 2025	45.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:		Increase teacher retention.			
Identified School Need:		Build a school where students are successful, then teachers will be success and will stay.			
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	63.4%	not available until fall 2024	not available until fall 2025	73.4%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	Our strengths include strong tier I instruction, where students in all classes are experiencing strong conditions for learning, so that they can engage in reading and math instruction. Another strength is our literacy focus in our advisory classes, ELD, and across curriculum. Our math department has shown growth in district interim assessments, which should predict stronger progress in math performance on the SBAC.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	Our strengths for specific subgroups lies in our strong ELD program. Our newcomers and ELD students will show growth on SBAC, as they have shown strong performance on the ELLPAC.
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Strengths include a strong attendance team that systematically focuses on the reasons for why students are absent, and provides interventions to students at tier II and Tier III. Connectedness to school comes from providing students a variety of activities with which to engage, including the arts, sports, a strong after school program, and services such as therapy that help them manage their SEL needs.
LCAP Goal 4:	Increase teacher retention.	Our teachers have been increasingly staying at WOMS, year after year. The strong camaraderie that our teachers have, along with their reports that they feel that we are an inclusive and collaborative culture allows for them to want to return to WOMS each year. It also helps that we are a small school with small class sizes.

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	<p><i>Our students continually enter WOMS performing three or more grades below level. This makes it difficult to deliver instruction to them at grade-level, and ends up handicapping instruction across a classroom. When 60% of students read 3 or more grades below level, a tremendous amount of scaffolding and adjustment has to take place from the teacher, and material cannot be taught at the same pace as in a class where most students are performing at grade level.</i> ELA, Math, Science, and other interventions in core academic subjects are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency. Students need enriching field trips to museums, exhibits, and other off-campus learning experiences, that align with core academic standards that are needed as an opportunity to deepen the students' understanding of Math, ELA, History, and Science standards through targeted learning experiences.</p>
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	<p><i>We have a large population of students with IEP's. The sped subgroup performs the lowest, and we are not fully staffed with regards to sped. Our sped team has too many students on the caseload, and there are multiple initial IEP's that we process each year. This particular subgroup presents the most challenges to us as a school.</i> Technology such as laptops, tablets, or educational software, can bridge this digital divide, ensuring that all students have equal access to essential learning tools and resources. Interactive learning platforms, multimedia resources, and educational apps can cater to diverse learning styles and capture students' interest in ways that traditional methods may not.</p>
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	<p><i>One challenge is that many of our students impacted heavily by trauma. Their families are often in crisis, which means that any number of issues can keep them from attending school daily. Many of our students are quick to "fight or flight", due to intense trauma, and reducing suspensions can be challenging if students do not have the tools to de-escalate themselves in difficult situations.</i> Removing language barriers will promote inclusivity and empower families to actively engage in their student's educational journey. This will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success. Additionally, Light refreshments are used as a strategy to increase parent participation during parent workshops and other family engagement events.</p>
LCAP Goal 4:	Increase teacher retention.	<p><i>Staffing for sped and science is challenging. There is a nationwide teacher shortage.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: West Oakland Middle School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have been implementing the SPSA as described in the plan.

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

The strategy for having meeting refreshments has been useful, as it does invite more families to be involved in meetings and school events. The strategy for having an academic mentor has been effective, as it has advanced the goal of getting students closer to grade level in both Math and ELA. Students are able to work closely with the mentor in order to get their questions answered. The strategy of funding a math teacher from Title I has been effective, as the teacher is able to deliver high quality instruction to small groups of students, particularly those in need of intervention.

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

We will be changing some of the strategies and actions, based on the availability of funding. We have to fund teachers out of Title I, due to a tighter budget. The goals remain the same.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Meeting Refreshments	SBAC ELA Distance from Standard Met	We offer refreshments during parent meetings to help them focus on learning how to support their children.	Meeting refreshments can be hard to purchase under Title I.	We will be clear about restrictions for mtg refreshments
Postage	i-Ready Reading at or above Mid-Grade	Our school communicates with families regarding their children's progress.	We cannot easily purchase postage under title I.	We will not continue to pay for this under Title I

Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	SBAC ELA Distance from Standard Met	Supports students to be prepared academically.	We have observed an increase in iReady scores for reading and math as a result of this position and the intervention services and supports provided to students.	we will use another fund for academic intervention instruction next year.
Academic Mentor	SBAC Math Distance from Standard Met	Supports students to be prepared academically.	Every teacher appreciates our academic mentor, and see the value in having someone in a class who can assist students in small groups.	We will definitely continue this, but will use a different fund.
Technology	Reading Inventory (RI) Multiple Years Below Grade Level	Support students to engage with reading/literacy skills	We need technology in classrooms for students to be able to complete their work.	We will continue to pay for tech

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: West Oakland Middle School

SCHOOL ID: 204

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal: Close distance from met on ELA SBAC and math SBAC.

Identified Need: Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental

1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified

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

School Goal: Close distance from met on ELA SBAC and Math SBAC for specific subgroups.

Identified Need: Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	We provide designated ELD to all students who are ELL's.	English Learner Students	Academic	Tier 3 - Intensified
2-2	We provide a specific newcomer math class to all newcomer students.	English Learner Students	Academic	Tier 3 - Intensified
2-3	We provide specific reading classes to students with IEP's, whose reading is below grade level and who need literacy support.	All Students	Academic	Tier 3 - Intensified
2-4	We provide Blueprint Math Intervention to students whose math scores are below grade level.	All Students	Academic	Tier 3 - Intensified

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

School Goal: Increase connectedness to school, reduce suspensions and chronic absenteeism.

Identified Need: Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal

3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	All Students	Behavioral	Tier 1 - Universal

3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-23	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	All Students	SEL / Mental Health	Tier 1 - Universal
3-25	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-26	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal: Increase teacher retention.

Identified Need: Build a school where students are successful, then teachers will be success and will stay.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide opportunities for coaching	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Provide opportunities for collaboration among teachers.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Increase connectedness and joy by strategically connecting students to opportunities for enrichment, mentoring, and support.	African American	Behavioral	Tier 1 - Universal
5-2	Hire and retain staff that are reflective of our diverse student body.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	LTEs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental
6-9	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 204

School: West Oakland Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	204-1
4310 - Materials and Supplies	\$5,075	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	204-2
4310 - Materials and Supplies	\$1,426	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	204-3
Teacher Structured Eng Immersn	\$49,573	LCFF Supplemental	1105	Certificated Teachers' Salaries	5099	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.		Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	204-4
Teacher Structured Eng Immersn	\$50,252	LCFF Supplemental	1105	Certificated Teachers' Salaries	6201	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.		Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	204-5
Technology	\$6,947.26	Title I, Part A Schoolwide Program	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	204-6
Newcomer Math/Intervention Teacher	\$49,572.74	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	5099	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	204-7

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 204

School: West Oakland Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
Translation	\$570	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	204-8
Meeting Refreshments	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments		n/a		Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Community Building/Advisory section (at least 1 section)	204-9
Teacher STIP	\$27,523	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	6716	STIP Teacher	0.30	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	204-10
4310 - Materials and Supplies	\$39,889	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	204-11
Field Trips	\$3,925	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Increase connectedness and joy by strategically connecting students to opportunities for enrichment, mentoring, and support.	204-12
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	204-13
5100 - Subagreements For Services	\$151,643	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	204-14

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 204

School: West Oakland Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	204-15
Case Manager 20	\$110,067	California Community Schools Partnership Program	2405	Clerical Salaries	8757	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	204-16
5825 - Consultants	\$103,000	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	204-17
Noon Supervisor	\$24,432	California Community Schools Partnership Program		Noon Supervisor				Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	204-18
Supplies	\$239	Proposition 28—Arts and Music in Schools Funding	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	204-19
Teacher Education Enhancement	\$28,292	Proposition 28—Arts and Music in Schools Funding	1105	Certificated Teachers' Salaries	6475	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.32	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	204-20
Supplies	\$841	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	204-21

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 204

School: West Oakland Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$41,122	Measure G1	1105	Certificated Teachers' Salaries	7812	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Establish electives and extracurriculars to encourage community amongst students.	204-22
Teacher STIP	\$59,634	Measure G1	1105	Certificated Teachers' Salaries	6716	STIP Teacher	0.65	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide opportunities for collaboration among teachers.	204-23
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	204-24
Library Technician	\$79,922	Measure G, Library Support	2205	Classified Support Salaries	9061	Library Technician	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Increase connectedness and joy by strategically connecting students to opportunities for enrichment, mentoring, and support.	204-25
Asst Principal, Middle School	\$201,914	LCFF Supplemental & Concentration Carryover	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3680	Assistant Principal, Middle School	1.00		Out-of-School Suspensions	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	204-26



School-Parent Compact West Oakland Middle School 2023-24

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

This School-Parent Compact is in effect for the 2023-24 school year.

School Responsibilities

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

- 1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Teachers, Administrators, and Staff will hold HIGH EXPECTATIONS of students, and prepare challenging, relevant, and engaging lessons and material each day.
- 2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - WOMS students and families participate in 2 sets of **STUDENT-LED CONFERENCES:**
 - **All students MUST present at their conferences, 2x/year.**
- 3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - WOMS teachers **update** their grades regularly:
 - Families can expect **updated grades 3 weeks into each marking period;**
 - Report Cards are published on AERIES after each 6 week marking period.
 - **Report Cards are mailed home at the end of each semester.**

4) Provide parents reasonable access to staff.

- WOMS Staff provides contact information to families, via ParentSquare, OUSD email, and through other modes of communication, which may include phone communication or in-person meetings at school.

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

- WOMS families are welcomed and encouraged to participate and volunteer in school activities.
- WOMS families must contact the school in advance, and MUST sign in at the main office when arriving at school

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

- WOMS will hold regular parent/family meetings and workshops related to student achievement throughout the year.

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

- WOMS staff will collaborate regularly to reach out to families and problem solve with them so that we can truly be partners in their children's education.

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

- WOMS administrators will use PARENTSQUARE.COM as the main communication tool to families;
- WOMS staff will use parentsquare.com, OUSD email, and phone communication to reach out to families.
- WOMS staff will utilize OUSD translators and parent liaisons, when necessary, to help communicate with families who speak languages other than English.

Parent Responsibilities

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

- **Volunteer at school, if possible.**
 - *Greet students in the morning;*
 - *Monitor dismissal to ensure safe street crossing;*

- *Monitor hallways;*
- *Assist students at lunch;*
- *Participate in events, bring food to community potlucks.*
- **Participate in decisions related to the education of my child.**
 - *Attend and participate in student-led conferences;*
 - *Provide up to date contact information, so that WOMS staff can communicate with you regularly about your child's progress.*
- **Promote positive use of my child's extracurricular time.**
 - *Set a regular bedtime;*
 - *Limit screen time, and eliminate screens 30 minutes before bedtime;*
 - *Ensure that student completes his/her homework;*
 - *Ensure that student is reading 30 minutes a night of an independent reading book (provided by the WOMS library)*

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents;
- Strive to address the individual needs of the student;
- Provide a safe, positive and healthy learning environment;
- Provide updated grades in Aeries, every 3 weeks;
- Communicate with parents and families any concerns in a timely manner.

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day;
- Do my homework every day;
- Ask for help when I need it;
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by West Oakland Middle School on September 6, 2023, and will be in effect for the period of September 6, 2023 to May 25, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before November 30, 2023

Neha Ummat

Neha Ummat

9/6/2023

Name of Principal

Signature of Principal

Date

[Please link the Parent and Family Engagement Policy to this document.](#)



Title I, Part A School Parent and Family Engagement Policy

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

West Oakland MS

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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

- Providing parent/family workshops regarding the content and curriculum

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

- Providing student-led conferences, twice per year;
- Communicating regularly with families via the phone or through Parentsquare.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

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

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

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

- Holding the Title I Meeting.

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

- Student Conferences

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

- Utilizing Parent Square;
- Utilizing our marquee sign;
- Utilizing our Instagram Page;
- Mailing important documents home.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Asking for support with specific programs and events

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Holding regular parent workshops.

OUSD Family Engagement Standard 5: Shared Power and Decision-Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

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

- Holding regular parent workshops.

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

- Providing multiple opportunities for families to engage with school: BTSN, conferences, coffee chats with the principal, student performances.

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

- WE hold the Title I meeting with BTSN.

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

- We have a SELLS committee on campus.

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

- Soliciting their feedback and implementing parent/family suggestions.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Collaborating with our parent liaison, community partners, and through holding multiple family workshops.

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

Adoption

This policy was jointly developed and adopted by the West Oakland Middle School on 9/6/2023 and will be in effect for the period August 7, 2023, through May 25, 2024.

The school will distribute this policy to all parents on or before November 30, of the current school year.

Neha Ummat	<i>Neha Ummat</i>	9/6/23
Name of Principal	Signature of Principal	Date

[Please attach the School-Parent Compact to this document.](#)



**West Oakland Middle School
School Site Council Membership Roster
2023-2024**

SSC - Officers

Chairperson:	Joshua Clemmons
Vice Chairperson:	Deja Croft
Secretary:	Neha Ummat

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Neha Ummat	x					
Joshua Clemmons		x				
Deja Croft				x		
Rachel Latta				x		
Helen Day		x				
Bettie DeShay				x		
Mika Chrisentery			x			
Anaya					x	
Highlighted in yellow are teachers verified in Aeries-SMT						

SSC Meeting Schedule: (Day/Month/Time)	Every 3rd Thursday
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SSC Legal Requirements (EC Sections 65000-65001):

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

- 1 Principal
- 2 Classroom Teachers
- 1 Other Staff
- AND**
- 3 Parents/Community Members
- 1 Student (at least)