

Board Office Use: Legislative File Info.	
File ID Number	21-2144
Introduction Date	10/13/21
Enactment Number	21-1644
Enactment Date	10/13/2021 CJH



Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - West Oakland Middle School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for West Oakland Middle School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: West Oakland Middle School
CDS Code: 1612590115626
Principal: Neha Ummat
Date of this revision: 6/30/2021

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: 6/30/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: _____

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|--|

Signatures:

<u>Neha Ummat</u> <i>Neha Ummat</i>	Signature	<u>6/18/2021</u> Date
Principal		
<hr/>		
SSC Chairperson	Signature	Date
<u>Clifford Hong</u> <i>Clifford Hong</i>		<u>6/30/2021</u>
Network Superintendent	Signature	Date
<u>Lisa Speilman</u> <i>Lisa Speilman</i>		<u>7/2/21</u>
Director, Strategic Resource Planning	Signature	Date

School Site:

West Oakland Middle School

Site Number: 204

- | | |
|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (AT:) |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Gr: |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those 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 in the 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 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 Educator School Site Council at a public meeting(s) on:

Date(s) plan was approved: 6/30/2021

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

- Flyers in students' home languages Announcement at a public meeting

Signatures:

Neha Ummat *Neha Ummat* _____

Principal _____ Signature

Kamisha Mclean *Kamisha Mclean* _____

SSC Chairperson _____ Signature

Network Superintendent _____ Signature

Director, Strategic Resource Planning _____ Signature

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/1/2021	ILT	Discussed MTSS plan, got feedback from members
6/1/2021	SSC	Reviewed budget with SSC, aligned with priorities of the SPSA

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

In addition to the actions outlined in this plan, Oakland Unified School District 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$80,360.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$516,494.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$73,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,875.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,960.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$182,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$32,250.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,900.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$80,360.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$436,134.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$516,494.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: West Oakland Middle School

School ID: 204

School Description

#N/A

School Mission and Vision

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Our current HS readiness data shows that we have more 8th graders meeting the "ABC's" of HSR. Specifically, we have lower suspension, higher attendance, and a higher percentage of student with no D's or F's in ELA and Math, and a higher percentage of students with GPA's above 2.5. During distance learning, our teachers have innovated their instruction overnight, and students have become more well versed with technology, as well as with project based learning.	We have devoted time in PLC's for departments to innovate and discuss ways to make distance learning engaging for students. We have created a Project-Based Learning committee that meets periodically to learn the most important aspects of PBL, and they collaborate to implement PBL in their classrooms.
<i>Focal Student Supports</i>	We ensure that students who are more vulnerable and more in need receive interventions, particularly for their social emotional needs.	Our COST team meets weekly and does careful follow up for each student. Our attendance team meets weekly to discuss students whose attendance rates are below 80% and does targeted follow up with families, which is especially important, given distance learning.

<i>Student/Family Supports</i>	In addition to providing interventions to students, based on the recommendations from teachers on the COST team, we have begun weekly home visits to families whose students may have become disengaged in school. We have also begun a nonprofit organization to raise funds for our families in crisis.	Covid-10 has pushed us to learn more about our families and become more familiar with the challenges that they have been struggling with, both before and during the pandemic. Given the fact that we have a more intimate understanding of our families' contexts, we began creatively thinking about how we can support them in other ways.
<i>Staff Supports</i>	Our teachers meet regularly to discuss concerns and brainstorm solutions. We meet with a faculty council monthly to review staff concerns.	Staff has advocated for transparent decision making and collaborated with school leaders to create decision making processes and problem solve solutions to our major challenges.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	There are still students whose GPA fall below a 2.5 or 2.0.	Distance learning has made it harder for students to get the disciplined routines they need to complete the assignments and focus on their work.
<i>Focal Student Supports</i>	Our special education students struggle to meet HS readiness standards.	See above.
<i>Student/Family Supports</i>	Parents in crisis, of which there are many in each grade, do not always know if their students meet HS readiness standards until quite late in the year.	The families who struggle most have been difficult to reach. Even after visiting their homes, some families still have a hard time getting their students back on track academically. DL has definitely made it harder for these families to guide their children.
<i>Staff Supports</i>	Teachers do not have enough time to work with each of their struggling students.	See comment related to family supports.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: Improve DFM for ELA and Math.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-99.3 (Spring 2019)	n/a	-84.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	21.7%	n/a	26.7%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	5.0
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	5 points	10.4% (Spring 2019)	n/a	15.4
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024: To increase proficiency in math and language arts standards for focal students

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-157.8 (Spring 2019)	n/a	137.8
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-107.2 (Spring 2019)	n/a	87.2
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	51.6%	n/a	46.6%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-217 (Spring 2019)	n/a	197.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-150.3 (Spring 2019)	n/a	130.3
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	Latino/a Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	6.1%	n/a	11.1%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	12.5%	n/a	17.5%

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

School Goal for May 2024: Our goal is to have 80% of students feel connected to school. Our "minichks" survey showed that over two thirds of students feel connected.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	38.0%	n/a	80
Suspensions	All Students	-2pp	23.7%	n/a	10
Suspensions	African-American Students	-2pp	NA	n/a	10.0%
Suspensions	Students with Disabilities	-2pp	48.8%	n/a	15.0%
Chronic Absence	All Students	-2pp	23.3%	n/a	10.0%
Chronic Absence	African-American Students	-2pp	23.5%	n/a	10.0%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024: Our goal is to have 85% teacher retention from year to year, and to have staff satisfaction and feedback from PD be positive.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	90.0%	95.0%
Teacher Retention	All Teachers	n/a	76.0%	75.0%	85.0%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Our students come into West Oakland Middle School with intense needs related to academics and behavioral health. With regards to the academics, nearly 70% of our incoming sixth graders read multiple years below grade level. We do not have enough time or resources with staff to provide robust support to every student who needs it. We have a great team of counselors, and their caseloads are always full. We still need more help.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: West Oakland Middle School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:

WOMS will continue to focus on creating a safe learning environment where students, families, and staff feel a sense of connectedness and community at school.

Theory of Change:

If we focus on maintaining a consistent and fair system of incentives and consequences that are rooted in restorative practices and PBIS, students will feel safe and connected to school. If we focus on providing individualized, tiered supports to our students with tier two and tier three social and emotional challenges, we will be able to better meet the needs of our students.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

During distance learning, we focused on student engagement and connectedness through a family partnership plan and a comprehensive system for communication with the WOMS community. Our advisory plan focused on student connectedness and maintaining social connections. The partnership plan was new this year, because families needed to get timely information about school and their students' progress on a regular basis from at least one staff member at WOMS. Teachers and staff were given a caseload of 8-12 families to call 2x/month. We increased our presence on social media, sent messages on Talking Points regularly, and published a newsletter monthly.

What evidence do you see that your practices are effective?

Students found the grade-level retreats and advisory time a place where they felt the most connected to school. We continued to administer the student connectedness survey, and the students who responded reported high levels of connectedness to school.

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

We plan to focus on building relationships and connectedness, as we plan to return to campus. The year of distance learning means that we will be getting to know two thirds of our students in person for the first time, starting in August 2021. Our 6--week welcome plan, advisory plan, and our academic classes will need to focus on building strong relationships.

20-21 Standards-Based Instruction Priority:

Grade-level instruction, that is planned backwards from standards aligned assessments.

Theory of Change:

If we focus on providing regular formative assessment that is aligned to common core standards and created from a backwards plan, then students will be able to engage with grade-level work.

Related School Goal:

Students at West Oakland Middle School will be engaged in standards based instruction in ELA, Science, Math, and History.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers had to make major adjustments to this plan, as they were teaching on the quarter system. Two quarters worth of curriculum were not taught, so they had to focus on the most essential and most engaging curriculum and content for students.

What evidence do you see that your practices are effective?

Students still managed to create grade-level work for the performance assessments. The content was culturally relevant and engaging. At the same time, many students did not engage effectively with distance learning, and we will need to intervene in a robust way to ensure that students can reach grade-level mastery.

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

Teachers will be backwards mapping their content units to focus on performance assessment that allows students to demonstrate their knowledge in a variety of ways. Departments will be focused on vertical articulation and prioritizing the most essential learning, because one thing that the pandemic taught us is that every item in a generic scope and sequence isn't necessarily vital to student learning.

20-21 Language & Literacy Priority:	Our goal is to improve our students' reading proficiency. Currently, two-thirds of students enter WOMS reading multiple years below grade level. By 8th grade, closer to 50% are reading multiple years below grade level. The goal is to provide more time and support on reading, as we want all students to reach grade-level reading proficiency by the time they exit WOMS.
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Theory of Change:	If we teach common reading strategies across all content areas, then students will be able to take ownership over their reading and access complex text. If we provide small-group instruction for students who need reading intervention, then we can accelerate students' lexile levels. If we plan and deliver common core aligned lessons that are on grade-level, students' literacy in all content areas will increase. If we continue our ELD classes for newcomers and LTEL's, our reclassification rates will improve. If we assign reading regularly for homework, through NewsELA, students will be able to monitor their own reading progress and get regular practice in reading high interest articles. If we use CLR practices to encourage student talk about complex text, students will be able to analyze the text.
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Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our special education teachers taught reading intervention classes, which helped accelerate the reading skills of their students. One issue is that due to the quarter system, students didn't have continuous learning throughout the year.

What evidence do you see that your practices are effective?

Our special education teachers regularly assessed students' reading, and found that they had made progress towards proficiency. We also administered the Reading Inventory. Some of the students who were most engaged in learning this year made the biggest leaps in proficiency.

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

WE have requested additional funding for tutoring in reading intervention.

20-21 Conditions for Adult Professional Learning Priority:		Our goal is build and maintain a culture of professional collaboration, open communication, and trust among all staff and administration.
Theory of Change:	If the leadership of WOMS focuses on communicating regularly, listening to and acting upon teacher feedback, and working collaboratively with staff to address challenges, we will build a strong professional culture. If our staff is willing to be open to feedback and willing to share best practices with one another in PLC's and during professional learning time, then all staff will benefit and teachers will feel more efficacious.	
Related School Goal:	Building a culture of trust, communication, and collaboration will encourage higher staff retention at WOMS.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
In our anti-racist task force, we focused on improving the relational trust among our staff by examining white supremacy culture and creating our own anti racist norms. We contined to work monthly with our Faculty council, which was a forum for staff to bring up issues of concern or questions.		
What evidence do you see that your practices are effective?		
Our staff feedback survey was quite comprehensive, and provided feedback to administration that will allow us to continually improve our condition for adult professional learning and adult culture.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
Our anti racist task force will continue to work on how to "process check" with regards to creating a truly anti racist staff culture.		
20-21 Conditions for English Language Learners Priority:		We want to increase the rate of reclassification of ELL students from the single digits to at least 20% for next year.
Theory of Change:	If we devote more resource to teaching newcomers and LTEL students, we will see higher rates of reclassification for our ELL students.	
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
We offered both newcomer and ELD/LTEL classes. Our newcomer students took math, english, and history in a sheltered envrionment, which allowed them to learn in a small, focused environment at a more appropriate pace.		
What evidence do you see that your practices are effective?		
Our ELPAC scores indicated that students made progress. Our reclassification rate from the previous year was also 10% higher than the OUSD average. Our rate was 16%.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
We will be offering designated ELD to students who are LTEL's, so that we can focus on reclassifying those students.		

Arts, Music, and World Languages Priority:		Our goal is to provide enrichment opportunities for all students in the arts.
Theory of Change:	if students have access to the arts, they will be able to think creatively, collaborate with others, and improve their social and emotional well-being.	
Related School Goal:	Every WOMS student will build skills in either the visual or performing arts.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
We offered dance, band, and art in distance learning. We were not able to provide all the same experiences, but students had access to instruction in those disciplines.		
What evidence do you see that your practices are effective?		
Students in each class were able to display their work and/or perform at school virtual events.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
We will continue to offer these classes, and look forward to providing more students access to these classes when we are in person. We plan to have more student performances as we implement more opportunities for student performance.		
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET		
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?		
We did not have to make major changes to the budget. The major change was that we did not end up hiring academic mentors, as we did not know if we were going to have that funding at the beginning of the school year. By the time the funding was confirmed, we were unable to make the hire.		

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: West Oakland Middle School

School ID: 204

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):

WOMS will continue to focus on creating a safe learning environment where students, families, and staff feel a sense of connectedness and community at school.

School Theory of Change:

If we focus on maintaining a consistent and fair system of incentives and consequences that are rooted in restorative practices and PBIS, students will feel safe and connected to school. If we focus on providing individualized, tiered supports to our students with tier two and tier three social and emotional challenges, we will be able to better meet the needs of our students.

Related Goal(s):

All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers make regular calls to students and families in their family partnership plans.	Leaders provide access to the Glide app, a call log, where teachers can get updates on how students and families are doing. Leaders provide talking points for family partnership calls, so that teachers have an easier time making those calls.	Glide call log, grade-level meeting notes.		Tier 1
1-2	Teachers enter COST referrals.	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	COST referrals		Tier 3
1-3	Teachers implement the advisory plan	AP and student culture team create and coordinate the advisory plan.	Twice a week advisory classes and the student connectedness survey.		Tier 1
1-4	Teachers engage in home visits with selected students.	Leaders provide opportunities for training for home visits, as well as compensation and time.	Attendance rates, connectedness survey.		Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Grade-level instruction, that is planned backwards from standards aligned assessments.
School Theory of Change:	If we focus on providing regular formative assessment that is aligned to common core standards and created from a backwards plan, then students will be able to engage with grade-level work.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Departments collaborate in PLC's to create unit plans.	Leaders ensure that time, structures, and goals for collaboration are clear, as developed in ILT.	PD agendas, PLC notes, student work.		Tier 1
2-2	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	ILT & leaders provide support for creating rubrics and performance assessments. Leaders create forums for students to present work.	teatime exhibitions/presentations.		Tier 1
2-3	Teachers deliver intervention curriculum and support in Mathematics.	Leaders prioritize budget and master schedule to ensure there are time and resources for students to receive math support.	Math inventory, SBAC scores		Tier 2

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Our goal is to improve our students' reading proficiency. Currently, two-thirds of students enter WOMS reading multiple years below grade level. By 8th grade, closer to 50% are reading multiple years below grade level. The goal is to provide more time and support on reading, as we want all students to reach grade-level reading proficiency by the time they exit WOMS.
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School Theory of Change:		If we teach common reading strategies across all content areas, then students will be able to take ownership over their reading and access complex text. If we provide small-group instruction for students who need reading intervention, then we can accelerate students' lexile levels. If we plan and deliver common core aligned lessons that are on grade-level, students' literacy in all content areas will increase. If we continue our ELD classes for newcomers and LTEL's, our reclassification rates will improve. If we assign reading regularly for homework, through NewsELA, students will be able to monitor their own reading progress and get regular practice in reading high interest articles. If we use CLR practices to encourage student talk about complex text, students will be able to analyze the text.			
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	teachers deliver SPIRE curriculum for IEP students whose reading abilities are far below grade level.	leaders provide access to appropriate curriculum for reading intervention. Leaders create a master schedule that allows for special education teachers to teach reading.	Students' improvement toward proficiency; SRI scores.	Our special education students struggle to meet HS readiness standards.	Tier 3
3-2	Teacher provides reading intervention curriculum for general education students.	leaders provide access to appropriate curriculum for reading; leaders create master schedule and analyze data for high priority students to enroll in reading intervention.	SRI scores	Teachers do not have enough time to work with each of their struggling students.	Tier 3

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING	
School Priority ("Big Rock"):	Our goal is build and maintain a culture of professional collaboration, open communication, and trust among all staff and administration.
School Theory of Change:	If the leadership of WOMS focuses on communicating regularly, listening to and acting upon teacher feedback, and working collaboratively with staff to address challenges, we will build a strong professional culture. If our staff is willing to be open to feedback and willing to share best practices with one another in PLC's and during professional learning time, then all staff will benefit and teachers will feel more efficacious.
Related Goal(s):	Our goal is to have 85% teacher retention from year to year, and to have staff satisfaction and feedback from PD be positive.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers provide thoughts and feedback in anti racist task force meetings. Teachers coordinate meetings of the faculty council to gather staff feedback.	Leaders participate in the anti racist task force meetings and act upon feedback from meeting surveys. Leaders collaborate with FC to create solutions for staff concerns. Leaders reflect upon and improve practices, based on staff end of year survey and CHKS survey.	Staff survey, CHKS survey, retention and staff exit survey.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	We want to increase the rate of reclassification of ELL students from the single digits to at least 20% for next year.				
School Theory of Change:	If we devote more resource to teaching newcomers and LTEL students, we will see higher rates of reclassification for our ELL students.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Two newcomer teachers provide ELA, History, and Math for our newcomer students.	Leaders prioritize the budget and advocate with OUSD to be a newcomer hub in OUSD. Leaders create a master schedule that allows for students to take ELA, History, and Math in a sheltered environment.	Students' ELPAC scores.		Tier 3

5-2	Our ELA/ELD teacher delivers instruction for students who are ELD 4-6 and LTEL students.	Leaders prioritize the budget for designated ELD. Leaders provide support for curriculum that is engaging and relevant for LTEL/ELD 4-6 students. Leaders create a master schedule that allows LTEL's to take designated ELD	Students' ELPAC and SRI scores.		Tier 2
5-3	All teachers learn best practices for ELL students, because those practices are effective for ALL students.	Leaders ensure that ILT and ELD/Newcomer teachers, or experts from ELLMA deliver high quality professional learning around content language objectives and best practices for ELL students.			

ARTS, MUSIC, AND WORLD LANGUAGES

School Priority ("Big Rock"):	Our goal is to provide enrichment opportunities for all students in the arts.
School Theory of Change:	if students have access to the arts, they will be able to think creatively, collaborate with others, and improve their social and emotional well-being.
Related Goal(s):	Every WOMS student will build skills in either the visual or performing arts.
Students to be served by these actions:	<i>ALL WOMS students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers deliver engaging and culturally relevant instruction in the visual and performing arts.	Leaders prioritize the arts in the master schedule and the budget, so that students who must take intervention classes 4 days/week, can at least have access to the arts on Wednesdays.	Student work in each class; student connectedness surveys		Tier 1

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher .43FTE (Kafesjian)	\$32,883	LCFF Concentration	1105	Certificated Teachers' Salaries	5097	Teacher, Structured English Immersion	0.43	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-1
Supplies	\$16,875	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	204-2
Community Schools Manager	\$91,289	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7813	Program Mgr Community School	0.66	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-3
AP 0.3 FTE	\$48,680	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3680	Assistant Principal, Middle School	0.30	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	AP and student culture team create and coordinate the advisory plan.	204-4
Teacher .57FTE (Kafesjian)	\$43,590	LCFF Supplemental	1105	Certificated Teachers' Salaries	5097	Teacher, Structured English Immersion	0.57	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-5
Teacher Stipends	\$0	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-6
1.0 FTE Science Teacher	\$72,504	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-7
.25FTE Math coach (TSA)	\$34,697	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	tbd	Enter position number at left.	0.25	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers deliver intervention curriculum and support in Mathematics.	204-8
Community Schools Manager	\$12,448	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	7813	Program Mgr Community School	0.09	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-9
TSA	\$36,591	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	1326	11-Month Classroom TSA	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Our ELA/ELD teacher delivers instruction for students who are ELD 4-6 and LTEI students.	204-10
Certificated Teacher	\$75,103	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	6475	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	All teachers learn best practices for ELL students, because those practices are effective for ALL students.	204-11
Social Worker	\$49,247	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	7924	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All students build relationships to feel connected and engaged in learning.	204-12
Teacher Stipends	\$2,729	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers engage in home visits with selected students.	204-13
STIP Substitute	\$60,218	Title I: Basic	1105	Certificated Teachers' Salaries	6716	STIP Teacher	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	ILT & leaders provide support for creating rubrics and performance assessments. Leaders create forums for students to present work.	204-14
Academic Mentors	\$11,670	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teacher provides reading intervention curriculum for general education students.	204-15

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Translation Services (Classified Overtime)	\$600	Title I: Parent Participation	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Leaders participate in the anti racist task force meetings and act upon feedback from meeting surveys. Leaders collaborate with FC to create solutions for staff concerns. Leaders reflect upon and improve practices, based on staff end of year survey and CHKS survey.	204-16
Postage	\$300	Title I: Parent Participation	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Fund postage to send communications between school and families regarding students.	204-17
Academic Mentor	\$4,900	Title IV: Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teacher provides reading intervention curriculum for general education students.	204-18
Art teacher: 0.33	\$17,843	Measure G1	1105	Certificated Teachers' Salaries	7812	Teacher, Structured English Immersion	0.20	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Programs for students to graduate college, career, and community ready.	204-19
Consultants: Culture Keeper	\$48,000	Measure G1	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Leaders participate in the anti racist task force meetings and act upon feedback from meeting surveys. Leaders collaborate with FC to create solutions for staff concerns. Leaders reflect upon and improve practices, based on staff end of year survey and CHKS survey.	204-20
Consultants: Dimensions Dance	\$27,000	Measure G1	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Programs for students to be college, career, and community ready.	204-21
Supplies: dance costumes	\$361	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Supplies for students to be college, career, and community ready.	204-22
Library Clerk: 1.0 FTE	\$19,407	Measure G: Library	2205	Classified Support Salaries	7814	Library Clerk	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teacher provides reading intervention curriculum for general education students.	204-23
Library furniture	\$2,500	Measure G: Library	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teacher provides reading intervention curriculum for general education students.	204-24
To be allocated by Fall 2021.	\$7,403	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	204-25
Computer equipment	\$2,500	Measure G: Library	4420	Computer < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Computer equipment for students to graduate college, career, and community ready.	204-26
After School Program	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	After school programming for students.	204-27



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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 Middle School

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:

- **Holding workshops on common core standards on a quarterly basis.**
- **Holding parent conferences two times a year.**

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:

- **Hosting Report Card Nights, where teachers can meet with parents about student grades.**
- **Holding parent conferences two times a year, during in-person school year.**
- **Staying in regular communication with families via text message services, robocalls, and weekly emails.**
- **Hosting weekly "Tea Time" on Zooms so that families are informed of school affairs.**

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.

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

- **Holding a Title I meeting at a time that is convenient for most families.**

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:

- **Holding a Back to School Night, where families meet with each teacher and find out more about the content that is taught in each class.**

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:

- **Translating every document that goes home.**
- **Requesting OUSD translation services in advance of meetings.**

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:

- **Providing information on how to become a volunteer through the Ed Fund.**
- **Identifying and reaching out to active parents in the school community.**

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:

- **Reviewing content and materials at BTSN.**
- **Sending information to parents about supplemental materials that could enhance student learning.**

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:

- **Having multiple opportunities for parents to meet, including convening meetings for parent affinity groups.**

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:

- **Having multiple opportunities for parents to meet, including convening meetings for parent affinity groups.**

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:

- **Reviewing the policies at affinity group meetings, SSC meetings, and other meetings for parents of students.**

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:

- **Holding affinity group meetings that are facilitated in the home languages of parents.**

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

- **Utilizing parent liaisons to hear ideas from families and communicate with the school.**

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:

- **Communicating constantly and consistently with parents and families and reviewing the parent engagement policy regularly.**

Adoption

This policy was distributed by **West Oakland Middle School** on December 10th, 2020.

Name of Principal

Neha Ummat

Signature of Principal

Neha Ummat

Date 12/1/2020

Please attach the School-Parent Compact to this document.



School-Parent Compact

West Oakland Middle School

2020-2021

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 2020-2021 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.
 - a. **Ensure access to necessary materials for all students.**
2. 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. Provide parents reasonable access to staff.
3. 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.
4. Provide parents with materials and training to help them improve the academic achievement of their children.
5. 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.
6. 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.
7. Provide parents with reasonable access to staff.

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

- 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.
- Communicate clear expectations for performance to both students and parents.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- 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 to the benefit of students.
- Respect the school, staff, students, and families.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Teacher Signature:

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- 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 everyday.
- Make sure 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.
- 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 40-hours of volunteer activities a year.
- Respect school, staff, students, and families.

Parent Signature:

Student Responsibilities: 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 about my progress in school.
- Regularly talk to my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.
- Get to school on time every day.

Student Signature:

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 December 10, 2020.

Principal Name: Neha Ummat

Principal Signature: *Neha Ummat*



Strategic Resource Planning (SRP)

**West Oakland Middle School
School Site Council Membership Roster
2020-2021**

SSC - Officers

Chairperson:	Kamisha McLean
Vice Chairperson:	Laurie Hollins
Secretary:	Madison Laning

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Anita Moore				X		1
Stefanie Parrott				X		1
Muad Alawdi					X	1
Laurie Hollins				X		1
Madison Laning		X				1
Neha Ummat	X					1
Sharon Thomas			X			1
Kamisha McLean		X				1

SSC Meeting Schedule: (Day/Month/Time)	Third Thursday of each month at 4:00 p.m.
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC;
4. **Secondary SSC's must have student member(s);** and
5. Parents/community members cannot be OUSD employees at the site.

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