

Board Office Use: Legislative File Info.	
File ID Number	22-1724
Introduction Date	8/24/22
Enactment Number	22-1496
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for West Oakland Middle School

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for West Oakland Middle School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: West Oakland Middle School
CDS Code: 1612590115626
Principal: Neha Ummat
Date of this revision: 5/23/20

Board Office Use: Legislative File Info.
File ID Number: 22-1724
Introduction Date: 8/24/2022
Enactment Number: 22-1496
Enactment Date: 8-24-2022 CJH

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: 5/23/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 | <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 |
| <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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/23/2022

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 type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|---|---|

Signatures:

Neha Ummat

Principal

Neha Ummat

Signature

Date

Kamisha McLean

SSC Chairperson

Kamisha McLean

Signature

Date

Clifford Hong

Network Superintendent

Clifford Hong

Signature

6/6/2022

Date

Lisa Spielman

Director, Strategic Resource Planning



Signature

6/6/2022

Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/21/2022	ILT	ILT meeting to review spsa

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. 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. 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,700.00
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	\$549,316.42

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)	\$63,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$14,475.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,700.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$143,655.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,250.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	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)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$96,905.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$69,700.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$479,616.42	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$549,316.42
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: West Oakland Middle School

School ID: 204

School Description

WOMS is a school of approximately 200 students that offers a variety of academic and extracurricular opportunities for students. Our ASP is Girls, INC, and the electives that we offer include engineering, robotics, dance, arts, music, and computer science.

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: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	na	n/a	<i>not available until Fall 2022</i>	-90
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	25%	<i>not available until Fall 2022</i>	35%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-145.8	n/a	<i>not available until Fall 2022</i>	-135
CAST (Science) at or above Standard	All Students	10%	n/a	<i>not available until Fall 2022</i>	15%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-157.2	n/a	<i>not available until Fall 2022</i>	-150.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-105	n/a	<i>not available until Fall 2022</i>	-90.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	47%	<i>not available until Fall 2022</i>	40%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-217	n/a	<i>not available until Fall 2022</i>	-200.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-150.3	n/a	<i>not available until Fall 2022</i>	-110.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	7%	0%	<i>not available until Fall 2022</i>	10%
LTEL Reclassification	Long-Term English Learners	7%	0%	<i>not available until Fall 2022</i>	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	44%	68%	<i>not available until Fall 2022</i>	75%
Out-of-School Suspensions	All Students	18%	n/a	<i>not available until Fall 2022</i>	12%
Out-of-School Suspensions	African American Students	23%	n/a	<i>not available until Fall 2022</i>	15%
Out-of-School Suspensions	Special Education Students	40%	n/a	<i>not available until Fall 2022</i>	20%
Chronic Absenteeism	All Students	23%	31%	<i>not available until Fall 2022</i>	20%

Chronic Absenteeism	African American Students	24%	37%	<i>not available until Fall 2022</i>	25%
---------------------	---------------------------	-----	-----	--------------------------------------	-----

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	We are implementing the EL curriculum as best we can, holding high expectations and rigorous curriculum for all students.	We believe that all students deserve high levels of ELA instruction.
<i>LCAP Goal 2: Focal Student Supports</i>	We provide reading intervention for students who are reading multiple years below grade level. We provide math intervention through Blueprint fellows.	We have staffing and a unified team that focuses on reading. The team is measuring student growth using the Reading Inventory every month. We celebrate student growth and set clear targets each month.
<i>LCAP Goal 3: Student/Family Supports</i>	We have a high functioning COST, and keep close records of our multi tiered systems of support. We have a variety of social and emotional supports for students.	Our AP and CSM, as well as our wrap around services provide mentorship, counseling, and academic support to students who need it.
<i>LCAP Goal 4: Staff Supports</i>	Our teachers, especially our newer teachers, get the support of instructional coaching and frequent visits from the lead administrator.	Administrator budgets time to be in classrooms for coaching. Our math coach provides daily support in math classrooms.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Only 25.1% of our students are reading at or above grade level, as measured by the reading inventory. Our math SBAC and SMI scores are significantly lower than our reading scores. Students need support in numeracy in addition to literacy.	Many students come to West Oakland Middle School with several ACE factors and much unfinished learning.

<i>LCAP Goal 2: Focal Student Supports</i>	We do not have enough reading intervention for all the students who need it. Currently, mainly IEP students and DELD students get literacy support. The majority of our students, mainly 6th grade, have entered school reading multiple years below grade level. We do not have enough time or staffing to help students who have major gaps in math learning. Sixth graders are entering without knowledge of basic math skills.	Distance learning meant that many students did absolutely nothing, and never practiced any math or literacy skills. This has caused major issues with learning loss. We need to have students staying after school and working with tutors to build up their mathematical skills and knowledge. However, we don't have robust tutoring in the After School Program, and communicating with families whose students need the most help has not been successful.
<i>LCAP Goal 3: Student/Family Supports</i>	We do not have many wraparound services or case management for families. Many of our students are suffering because families need support. We do not have access to the supports that families may need, including grief counseling, access to housing, and transportation. If we could provide refreshments and access to printing, parents could be engaged to come to events. They could also utilize our technology to help look for jobs, or other opportunities in the community.	Societal challenges. If we could have more connections to family services, that would help us address the issues that arise with families.
<i>LCAP Goal 4: Staff Supports</i>	Teaching a year after the distance learning has been difficult, instructionally and emotionally for staff.	The root causes go back to the pandemic challenges.

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: West Oakland Middle School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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 trying to implement the strategies as articulated in our 21-22 SPSA plan.

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

The effectiveness of our efforts have been somewhat hampered by the covid-related absences of staff and students, and our capacity being stretched with covid testing.

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 continue to try to implement the SPSA plan as articulated, now that covid related factors have settled somewhat.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
STIP Substitute	Staff Satisfaction with Professional Development	This STIP sub allows teachers to visit each others' classes to share best practices.	Yes, the STIP has freed up teachers for this function.	Yes, our teachers benefit from seeing their colleagues teach, transferring those learnings to their own teaching.
Academic Mentors	i-Ready Reading at or above Mid-Grade	Mentor works specifically with all humanities classes to assist students with reading and writing assignments.	This has worked really well. We need more funding for academic mentors.	Yes, it is a continuing need.
Translation Services (Classified Overtime)	Student Connectedness to School	These interpreters help school staff to communicate with families at meetings.	We have not had as many meetings this year, but when we do have meetings that require translation, families appreciate it.	Yes, it is a continuing need.
Postage	Student Connectedness to School	We are able to communicate with families regarding important information, including promotion, grades, and school events.	Some families' addresses are not accurate, and mail is the only way to get in touch.	Yes

2022-23 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 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.
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.
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?
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.	call logs	n/a	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.	students have fewer referrals/suspensions	n/a	Tier 3
1-3	Teachers implement the advisory plan	AP and student culture team create and coordinate the advisory plan.	students have fewer referrals/suspensions	n/a	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.	parent engagement is higher	n/a	Tier 1

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

School Priority:	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.				
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.	teachers' well planned lessons	n/a	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.	teachers' well planned lessons	n/a	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.	students' math scores will improve on the SBAC	n/a	Tier 3

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

School 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.
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.

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' reading scores on SRI will improve	n/a	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.	students' reading scores on SRI will improve	n/a	Tier 3

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

School Priority:	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.				
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.	FC meeting notes; pd notes	n/a	Tier 1
-----	--	---	----------------------------	-----	--------

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Our goal is for Black students to have meaningful and joyful experiences while at WOMS. We want them to be prepared for high school.
School Theory of Change:	If we provide academic experiences that include PBL and culturally responsive practices, students will be more engaged in and successful at school.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</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	teachers focus on CRT & PBL. Three full-time teachers and our instructional coach are part of the Light Awards team that will be using a grant to implement Project Based Learning at WOMS for three years.	leaders provide PD in CRT and PBL	PD agendas, lessons in classes	n/a	Tier 1
5-2	student led conferences	support for slc's	parent participation and attendance at slc's	n/a	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	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 Goals:		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
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?
6-1	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' ellpac scores improve	n/a	Tier 1
6-2	Our ELA/ELD teacher delivers instruction for students who are ELD 4-6 and LTEI students.	Leaders prioritize the budget for designated ELD. Leaders provide support for curriculum that is engaging and relevant for LTEI/ELD 4-6 students. Leaders create a master schedule that allows LTEI's to take designated ELD	students' ellpac scores improve	n/a	Tier 1
6-3	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.	students' sri, ellpac, and sbac scores improve.	n/a	Tier 1

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)	
School Priority:	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:	Students and families are welcomed, safe, healthy, and engaged.

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?
7-1	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 performances, connectedness to school	n/a	Tier 1

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
11-Month Teacher on Special Assignment (TSA)	\$44,626	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	1326	11-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers make regular calls to students and families in their family partnership plans.	204-1
11-Month Teacher on Special Assignment (TSA) Math Coach	\$104,128	Salesforce Mathematics Fund	1105	Certificated Teachers' Salaries	1326	11-Month Classroom TSA	0.70	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers enter COST referrals.	204-2
Acad Ment	\$17,944	LCFF Supplemental	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly		Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-3
Community School Manager	\$147,559	One-Time COVID Funding	1105	Certificated Teachers' Salaries		Program Mgr Community School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 9th Grade	Teachers implement the advisory plan	204-4
Computer Science Teacher	\$29,898	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	3328	Teacher, Structured English Immersion	0.25	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers make regular calls to students and families in their family partnership plans.	204-5
Computer Science Teacher	\$89,695	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	3328	Teacher, Structured English Immersion	0.75	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Departments collaborate in PLC's to create unit plans.	204-6
Computers/Technology	\$4,250	Title IV: Student Support & Academic Enrichment	4430	Educational Technology		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Departments collaborate in PLC's to create unit plans.	204-7
Contractor	\$3,782	Measure G1	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Departments collaborate in PLC's to create unit plans.	204-8

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contractor	\$29,877	Measure G1	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leaders prioritize budget and master schedule to ensure there are time and resources for students to receive math support.	204-9
Dimensions Dance	\$27,000	Measure G1	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teacher provides reading intervention curriculum for general education students.	204-10
Discretionary (unallocated)s/b 4310	\$14,475	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teacher provides reading intervention curriculum for general education students.	204-11
Library Furniture	\$31,004	Measure G: Library	4432	Furniture < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	204-12
Library Technician	\$40,996	Measure G: Library	2205	Classified Support Salaries	9061	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	204-13
Light Refreshments	\$400	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	204-14
Postage	\$500	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-15

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Printing	\$800	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-16
Restorative Justice Facilitator	\$112,820	One-Time COVID Funding	2205	Classified Support Salaries	8756	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Departments collaborate in PLC's to create unit plans.	204-17
Substitute Teacher Incentive Plan (STIP) Teacher	\$15,247	LCFF Supplemental	1105	Certificated Teachers' Salaries	6716	STIP Teacher	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers deliver intervention curriculum and support in Mathematics.	204-18
Substitute Teacher Incentive Plan (STIP) Teacher	\$60,989	Title I: Basic	1105	Certificated Teachers' Salaries	6716	STIP Teacher	0.80	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Leaders ensure that time, structures, and goals for collaboration are clear, as developed in ILT.	204-19
Teacher	\$32,398	LCFF Supplemental	1105	Certificated Teachers' Salaries	5097	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leaders provide opportunities for training for home visits, as well as compensation and time.	204-20
Teacher	\$78,065	LCFF Supplemental	1105	Certificated Teachers' Salaries	5099	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Teachers engage in home visits with selected students.	204-21
Teacher	\$36,247	Measure G1	1105	Certificated Teachers' Salaries	7812	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers make regular calls to students and families in their family partnership plans.	204-22
Teacher Salary Stipends	\$8,489	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers engage in home visits with selected students.	204-23

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated	\$2,761	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	204-24
After School Learning Consultants	\$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Departments collaborate in PLC's to create unit plans.	204-25



**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 jointly developed and adopted by the West Oakland Middle School on September 1, 2021 and will be in effect for the period September 1, 2021 through May 28, 2022.

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

Name of Principal

Neha Ummat

Signature of Principal

Neha Ummat

Date 9/1/2021

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

West Oakland Middle School

2021-21

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 2020-21 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.**
 - WOMS students learn grade-level curriculum that is aligned with the Common Core State Standards.
 - Teachers work hard to ensure that all students can access rigorous curriculum.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Parent-Student-Teacher conferences will be held in October, and we will examine student work, as well as review the compact.

- 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 will ensure that every family has access to the Aeries Parent Portal to check their children's academic progress.
 - Teachers will update their grades at the mid-marking period (after the third week of the M.P.) and at the end of the marking period.

4) Provide parents reasonable access to staff.

- Every teacher will provide families ways to contact them.

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.

- Due to Covid-19, families will need to contact the school before visiting classes, but families are always encouraged and welcome to participate.

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

- WOMS will provide the websites and electronic resources that families can use to assist their children with work.

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.

- Staff will conduct home visits, as well as make regular parent phone calls to families to build strong relationships.

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 will utilize our diverse staff and OUSD translation services to provide translation for families so that we can have communication with all of our families.

Teacher Responsibilities

- *Teachers will hold high expectations and provide support for student learning.*
- *Teachers will keep their grades updated every three weeks.*
- *Teachers will make both positive and corrective phone calls to families.*

Parent Responsibilities

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

- Keep my contact information current, so that WOMS can contact me.
- Ensure that my child gets at least 8 hour of sleep each night.

- Limit my child's time on screens when he/she returns from school.
- Ensure that my child completes his/her homework each night.
- Ensure that my child reads independently for at least 30 minutes each night. (WOMS provides library books)

Student Responsibilities

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

- Strive to work my hardest at school, and learn from my mistakes.
- 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 jointly developed and adopted by West Oakland Middle School on (9/1/2021), and will be in effect for the period of September 1, 2021 to May 28, 2022.

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 September 8th, 2021.

Signature of Principal *Neha Ummat*

September 1, 2021

Este Pacto entre la escuela y los padres se ha desarrollado conjuntamente con los padres y los miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán un asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto entre la escuela y los padres está en vigor para el año escolar 2020-21.

Responsabilidades de la escuela

La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

Proporciona un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permite a los estudiantes que reciben servicios bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del estado de California.

Los estudiantes de WOMS aprenden un plan de estudios de nivel de grado que está alineado con los Estándares Estatales Básicos Comunes.

Los maestros trabajan arduamente para garantizar que todos los estudiantes puedan acceder a un plan de estudios riguroso.

Llevar a cabo conferencias de padres y maestros durante las cuales se discutirá este pacto en lo que se refiere al rendimiento individual del niño.

Las conferencias de padres, estudiantes y maestros se llevarán a cabo en octubre y examinaremos el trabajo de los estudiantes, así como también revisaremos el pacto.

Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.

WOMS se asegurará de que todas las familias tengan acceso al Portal de padres de Aires para verificar el progreso académico de sus hijos.

Los maestros actualizarán sus calificaciones a la mitad del período de calificaciones (después de la tercera semana del M.P.) y al final del período de calificaciones.

Proporcionar a los padres un acceso razonable al personal.

Cada maestro proporcionará a las familias formas de comunicarse con ellos.

Brindar a todos los padres y miembros de la familia, incluidos los que tienen un dominio limitado del inglés y los que tienen discapacidades, oportunidades para ofrecerse como voluntarios y participar en la clase de su hijo, y para observar las actividades del aula.

Debido a Covid-19, las familias deberán comunicarse con la escuela antes de visitar las clases, pero siempre se anima y se invita a las familias a participar.

Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

WOMS proporcionará los sitios web y los recursos electrónicos que las familias pueden usar para ayudar a sus hijos con el trabajo.

Educar a los miembros del personal sobre el valor de las contribuciones de los padres y los miembros de la familia y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.

El personal realizará visitas domiciliarias, así como también hará llamadas telefónicas regulares de los padres a las familias para construir relaciones sólidas.

Educar a los miembros del personal sobre el valor de las contribuciones de los padres y los miembros de la familia y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.

El personal realizará visitas domiciliarias, así como también hará llamadas telefónicas regulares de los padres a las familias para construir relaciones sólidas.

Asegurar una comunicación regular y bidireccional entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

WOMS utilizará nuestro personal diverso y los servicios de traducción de OUSD para proporcionar traducción a las familias para que podamos tener comunicación con todas nuestras familias.

Responsabilidades del maestro

Los maestros mantendrán altas expectativas y brindarán apoyo para el aprendizaje de los estudiantes.

Los maestros mantendrán sus calificaciones actualizadas cada tres semanas.

Los maestros harán llamadas telefónicas positivas y correctivas a las familias.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

Mantener actualizada mi información de contacto para que WOMS pueda contactarme.

Asegurarme de que mi hijo duerma al menos 8 horas cada noche.

Limitar el tiempo de mi hijo en las pantallas cuando regrese de la escuela.

Asegurarme de que mi hijo complete su tarea cada noche.

Asegurarme de que mi hijo lea de forma independiente durante al menos 30 minutos cada noche. (WOMS proporciona libros para la biblioteca)

Responsabilidades del estudiante

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:
Esforzarme por esforzarme al máximo en la escuela y aprender de mis errores.

Llegue a la escuela a tiempo todos los días.

Hago mi tarea todos los días.

Pide ayuda cuando la necesite.

Respeto a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.

Este Pacto fue desarrollado y adoptado conjuntamente por la Escuela Intermedia West Oakland el (9/1/2021) y estará en vigencia durante el período del 1 de septiembre de 2021 al 28 de mayo de 2022.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participen en el programa Título I, Parte A, el 8 de septiembre de 2021 o antes.

Firma del director

1 de septiembre de 2021

بالاشتراك مع أولياء الأمور وأفراد الأسرة ويحدد كيفية مشاركة أولياء الأمور وموظفي المدرسة والطلاب في مسؤولية تحسين التحصيل الدراسي للطالب والوسائل التي ستبني بها المدرسة وأولياء الأمور شراكة لمساعدة الأطفال على تحقيق المعايير الأكاديمية العالية لولاية كاليفورنيا.

هذا الاتفاق بين الوالدين والمدرسة ساري المفعول للعام الدراسي 2020-21.

مسؤوليات المدرسة

:توافق المدرسة على القيام بالمسؤوليات التالية بأفضل ما في وسعها

توفير مناهج وإرشادات عالية الجودة في بيئة تعليمية داعمة وفعالة تمكّن الطلاب الذين يتم خدمتهم بموجب الباب الأول ، الجزء "أ" من تلبية المعايير الأكاديمية الصعبة لولاية كاليفورنيا.

منهجًا على مستوى الصف يتماشى مع معايير الدولة الأساسية WOMS يتعلم طلاب المشتركة.

يعمل المعلمون بجد للتأكد من أن جميع الطلاب يمكنهم الوصول إلى مناهج صارمة

عقد اجتماعات بين الآباء والمعلمين والتي سيتم خلالها مناقشة هذا الميثاق من حيث صلته بالإنجاز الفردي للطفل.

ستُعقد مؤتمرات الآباء والطالب والمعلمين في أكتوبر ، وسنقوم بفحص عمل الطلاب ، بالإضافة إلى مراجعة الميثاق

تزويد أولياء الأمور بتقارير متكررة عن تقدم أطفالهم ومساعدتهم في فهم معايير المحتوى الأكاديمي للولاية ، والتقييمات ، وكيفية مراقبة إنجازات أطفالهم وتحسينها Aeries Parent Portal أن كل أسرة لديها حق الوصول إلى WOMS ستضمن للتحقق من التقدم الأكاديمي لأطفالهم

سيقوم المعلمون بتحديث درجاتهم في منتصف فترة التصحيح (بعد الأسبوع الثالث من وفي نهاية فترة التصحيح (MP)

تزويد الوالدين بوصول معقول إلى الموظفين.
سيوفر كل معلم للعائلات طرقًا للاتصال بهم

تزويد جميع الآباء وأفراد الأسرة ، بما في ذلك ذوي الكفاءة المحدودة في اللغة الإنجليزية وذوي الاحتياجات الخاصة ، بفرص التطوع والمشاركة في فصول أطفالهم ، ومراقبة أنشطة الفصل الدراسي.

بسبب Covid-19 ، ستحتاج العائلات إلى الاتصال بالمدرسة قبل زيارة الفصول الدراسية ، ولكن يتم دائماً تشجيع العائلات على المشاركة والترحيب بها. والتدريب لمساعدتهم على تحسين التحصيل الدراسي لأبنائهم. ستوفر منظمة WOMS المواقع والمصادر الإلكترونية التي يمكن للعائلات استخدامها لمساعدة أطفالهم في العمل.

توعية الموظفين بقيمة مساهمات الوالدين وأفراد الأسرة ، وكيفية العمل مع الوالدين وأفراد الأسرة كشركاء متساوين. سيقوم الموظفون بإجراء زيارات منزلية ، بالإضافة إلى إجراء مكالمات هاتفية منتظمة مع الوالدين للعائلات لبناء علاقات قوية.

ضمان التواصل المنتظم ذي الاتجاهين بين أفراد الأسرة وموظفي المدرسة ، وإلى الحد الممكن عملياً ، بلغة يمكن لأفراد الأسرة فهمها. ستستخدم WOMS طاقم عملنا المتنوع وخدمات الترجمة OUSD لتوفير الترجمة للعائلات حتى تتمكن من التواصل مع جميع عائلاتنا. مسؤوليات المعلم

سيحمل المعلمون توقعات عالية ويقدمون الدعم لتعلم الطلاب. سيحافظ المعلمون على تحديث درجاتهم كل ثلاثة أسابيع. سيقوم المعلمون بإجراء مكالمات هاتفية إيجابية وتصحيحية للعائلات.

مسؤوليات الوالدين

بصفتي أحد الوالدين ، سأدعم تعلم طفلي بالطرق التالية:
حافظ على تحديث معلومات الاتصال الخاصة بي ، حتى تتمكن WOMS من الاتصال بي.

تأكد من أن طفلي ينام 8 ساعات على الأقل كل ليلة.
تحديد الوقت الذي يقضيه طفلي على الشاشات عند عودته من المدرسة.
تأكد من أن طفلي ينهي واجباته المدرسية كل ليلة.
تأكد من أن طفلي يقرأ بشكل مستقل لمدة 30 دقيقة على الأقل كل ليلة. (توفر منظمة WOMS كتبًا للمكتبة)

مسؤوليات الطالب

أوافق على القيام بالمسؤوليات التالية بأفضل ما في وسعي:
أحاول أن أعمل بجد في المدرسة ، وأن أتعلم من أخطائي.
أذهب إلى المدرسة في الوقت المحدد كل يوم.
أعمل واجبي المنزلي كل يوم
أطلب المساعدة عندما أحتاجها.
أحترم مدرستي وزملائي والموظفين وأفراد المجتمع والعائلة في جميع الأوقات.
تم تطوير هذه الاتفاقية واعتمادها بشكل مشترك من قبل مدرسة West Oakland Middle School في (9/1/2021) ، وستكون سارية المفعول للفترة من 1 سبتمبر 2021 إلى 28 مايو 2022.

ستوزع المدرسة الميثاق على جميع أولياء الأمور وأفراد عائلات الطلاب المشاركين
في برنامج Title I، Part A في أو قبل 8 سبتمبر 2021.

توقيع الموكل

1 سبتمبر 202



Strategic Resource Planning (SRP)

West Oakland Middle School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Kamisha McLean
Vice Chairperson:	Joshua Clemmons
Secretary:	Neha Ummat

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Neha Ummat	X					
Stefanie Parrott				X		1
Mayloni [REDACTED]					X	1
Vivian Gallagher			X			1
Sharon Thomas				X		1
Zaboon Humaisan				X		1
Joshua Clemmons		x				1
Kamisha McLean		x				1
Highlighted in yellow are classroom teachers and other staff confirmed in Aeries- SM						

SSC Meeting Schedule: (Day/Month/Time)	Third Thursday of each month at 6:00 p.m.
--	---

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