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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 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** 2020-2021 School Plan for Student Achievement (SPSA) for West Oakland Middle School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** West Oakland Middle School  
**CDS Code:** 1612590115626  
**Principal:** Neha Ummat  
**Date of this revision:** 5/19/2020

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  
**Address:** 991 14th Street  
Oakland, CA 94607

**Position:** Principal  
**Telephone:** 510-874-6788  
**Email:** [neha.ummat@ousd.org](mailto:neha.ummat@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:**

West Oakland Middle School

**Site Number:** 204

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input checked="" type="checkbox"/> 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"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 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:** May 26, 2020

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.)
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### Signatures:

Neha Ummat

*Neha Ummat*

5.26.20

Principal

Signature

SSC Chairperson

Signature

5.26.20

Date

Mark Triplett

*Mark Triplett*

5.20.20

Network Superintendent

Signature

Date

7/2/2020

*Lea Spielman*

Director, Strategic Resource Planning

Signature

Date

*Jody London*

Jody London  
President, Board of Education

8/27/2020

*Kyla Johnson-Trammell*

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

8/27/2020

## 2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
04/15/2020	SSC	Review of SPSA
2/11/2020	ILT	Discussed big rocks for SPSA
5/5/2020	SSC	Review of SPSA: Feedback provided w/ expected changes
7/7/2022	SSC	Review of SPSA suggested changes and input of additional alterations

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,540.00
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	\$494,064.00

### 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)	\$68,076.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$18,900.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,464.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$205,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$24,200.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$83,727.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$91,997.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$69,540.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$424,524.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$494,064.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** West Oakland Middle School

**School ID:** 204

#### School Description

West Oakland Middle School is a close-knit, full-service community school. We expect our students to be respectful, responsible, rising scholars. Our school prepares young people for high school and higher education, by focusing on STEAM and literacy in the classroom. We offer a variety of electives, including Engineering, the AAMA Manhood Development Program, Music and Art. The YMCA afterschool program provides academic support and enrichment, as well as opportunities to participate on sports teams. We have a full service health center on campus, and partner with organizations to support students' social, emotional, and mental health needs. Through meeting the needs of the whole child, West Oakland Middle School ensures that every student thrives.

#### School Mission and Vision

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

### 1B: 19-20 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.	We have established high expectations through communication with parents multiple times per year, so that it is well known among our eight graders that strong attendance, grades, and behavior are a must for participating in promotion.
<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.
<i>Student/Family Supports</i>	See above. We have also incorporated an additional round of parent conferences in the second semester, so that parents aware of student needs.	See above.

<i>Staff Supports</i>	We meet in grade-level teams, so that the eight grade teachers can discuss need related to their students. This allows teachers to share best practices.	We carefully plan out our PD calendar to support grade-level team communication.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	There are still students whose GPA fall below a 2.5 or 2.0.	We do not have enough academic interventions for students who struggle to meet grade-level academic expectations.
<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.	We have some parents who are very difficult to reach in any way.
<i>Staff Supports</i>	Teachers do not have enough time to work with each of their struggling students.	We have multiple students who enter our school performing far below grade level. We do not have enough supports to extend meaningful time on task or to accelerate academic outcomes.

#### 1C: 20-21 STUDENT GOALS & TARGETS

#### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

**School Goal for May 2023:** -50

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-99.3	n/a	-65.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	21.6%	n/a	35.0%

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

SBAC Math	All Students	+15 points DF3	-145.8	n/a	-90.0
CAST (Science)	All Students	TBD	10.4%	n/a	15.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

School Goal for May 2023:		-80 pts			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-157.8	n/a	-110.0
SBAC ELA	African American Students	+20 points DF3	-105.0	n/a	-80.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	60.0%	n/a	50%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-217.0	n/a	-180.0
SBAC Math	African-American Students	+20 points DF3	-150.3	n/a	-100.0
Instructional Focus Goal:		English Learner students continuously develop their language, reaching English fluency in six years or less.			
ELL Reclassification	English Learners	Reclassify 16%	6.1%	n/a	20
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	12.5%	n/a	25

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

School Goal for May 2023:		Our CHKS data will indicate that two thirds of parents and students feel that they belong at West Oakland Middle School, and that it is a safe learning environment.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	38.0%	n/a	66.0%
Suspensions	All Students	-2pp	23.7%	n/a	15.0%



Suspensions	African-American Students	-2pp	21	n/a	15.0%
Suspensions	Students with Disabilities	-2pp	48.8	n/a	35.0%
Chronic Absence	All Students	-2pp	49.7%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	49.6%	n/a	16.0%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:**

Our goal is to retain as many high quality teachers as possible, and that all teachers become fully certified. For the 2021-2022 school year, we would like to have 90-95% retention of our teachers and staff.

School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Teacher retention	Teachers	n/a	58.3%	70.0%	80.0%

**1D: IDENTIFIED NEED**

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff 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**

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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**

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> West Oakland Middle School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority: Literacy</b>	
<b>Theory of Change:</b>	If we teach common reading strategies across all content areas, then students will be able to take ownership over their reading and access complex text. If we provide small-group instruction for students who need reading intervention, then we can accelerate students' lexile levels. If we plan and deliver common core aligned lessons that are on grade-level, students' literacy in all content areas will increase. If we continue our ELD classes for newcomers and LTEL's, our reclassification rates will improve. If we assign reading regularly for homework, through NewsELA, students will be able to monitor their own reading progress and get regular practice in reading high interest articles. If we use CLR practices to encourage student talk about complex text, students will be able to analyze the text.
<b>Related School Goal:</b>	Students with disabilities (IEP students) will get smaller, more targeted reading instruction with their RSP teachers, which will help the
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We offering classes in reading intervention and ELD. We are focusing on text-based talk strategies, but we have not focused on common reading strategies.	
<b>What evidence do you see that your practices are effective?</b>	
Through regular weekly walkthroughs, we observe that students are engaging in analyzing grade-level text.	
<b>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.</b>	
We plan to maintain similar goals with regards to reading. However, we no longer will have the position of reading intervention. Instead, we will offer small group reading instruction as a Wednesday targeted intervention, and two teachers will offer it. On the other four days, our RSP teacher will offer a reading intervention course for her IEP students.	
<b>19-20 Standards-Based Instruction Priority: Mathematics</b>	
<b>Theory of Change:</b>	If we teach common core grade-level aligned content, students will improve their SBAC math scores. If we implement standards based grading, students will get an accurate assessment of their actual math skills. If we provide small-group instructions for students who need math intervention, then we can accelerate students' performance on math benchmark assessments. If we do small group instruction for students who need an additional challenge, they will be pushed into proficiency and be ready for high school level math.
<b>Related School Goal:</b>	We will improve our SBAC math scores through regularly assessing students through formative assessments such as IAB tests and weekly exit tickets/quizzes.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	

Although our math team does not strictly follow the district's adopted curriculum, students are showing growth on their IAB exams. **This can be attributed to weekly meetings between math teachers and the coach to analyze formative assessments, such as exit tickets and quizzes.** A small group of students at each grade-level has access to math intervention classes, thanks to blueprint math and our math coach. One exciting change this year is that we have begun a math acceleration program for students who are performing at or above grade level. These students meet in an elective and after school to engage in high level math activities.

**What evidence do you see that your practices are effective?**

Student IAB score have shown growth over the course of the year.

**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 don't plan to change our SPSA goal.

**19-20 Conditions for Student & Adult Learning Priority: Culture & Climate**

<b>Theory of Change:</b>	If we continue our focus on safety while strengthening each tier of our multi-tiered systems of support, our school culture will improve.
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<b>Related School Goal:</b>	All students build relationships to feel connected and engaged. Students feel safe at school
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**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We continue to analyze our culture and climate systems, which consist of both accountability systems and multi-tiered interventions. We do not plan to change staffing or activities. If possible, we would like to add a noon supervisor to increase safety and order during passing periods, arrival, and dismissal.

**What evidence do you see that your practices are effective?**

Our systems of student discipline have remained consistent, so that students are aware of consequences for poor behavioral choices. Our "mini CHKS", given mid-year, indicated that students generally feel safer on campus than they have in previous years, and have strong connections to adults on campus.

**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 do not plan any major change to this aspect of our SPSA.

**19-20 Conditions for English Language Learners Priority: English Learner Reclassification**

<b>Theory of Change:</b>	If we focus on reclassification, students will be prepared for HS.
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<b>Related School Goal:</b>	ELL students have access to core curriculum and LTEL's reclassify at higher rates.
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**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We have adjusted our master schedule so that newcomers have a double-period of ELA and History. Our N3's and LTEL's continue to have an ELD class as a 6th period elective class.	
<b>What evidence do you see that your practices are effective?</b>	
We will see the evidence in our ELLPAC scores, and SRI scores. From the mid-year SRI, several of our ELD students' scores improved, and some students reclassified.	
<b>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.</b>	
Next year, we will be a newcomer hub, and will be able to offer more classes to support our newcomer students. We will also have a part-time case manager for newcomer social and emotional needs. This position is necessary for our ELL students who exhibit signs of trauma or have family instability.	
<b>19-20 Arts, Music &amp; World Language Priority: Innovation</b>	
<b>Theory of Change:</b>	If we adjust our master schedule and provide interdisciplinary opportunities for students to be exposed to the arts, our student engagement and achievement will increase.
<b>Related School Goal:</b>	Student absenteeism and rates of referrals to the office will decrease if students are engaged in music and arts pursuits that they enjoy.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We have a unique schedule, in which students take enrichment courses on Wednesdays. We currently offer visual arts one time per week, music five days per week, and Arabic one day per week. We paid to have our ASP have additional opportunities for the arts.	
<b>What evidence do you see that your practices are effective?</b>	
Our student engagement in arts and music programs is high, as evidenced by the small amount of classroom referrals. Our student exhibitions and performances are always a highlight of the school year.	
<b>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.</b>	
We will continue many of our enrichments for Wednesdays, and we are adding an art class for a daily elective.	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>	
We did not make any major changes to our budget.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: West Oakland Middle School			School ID: 204	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>				
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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Advisory teachers will hold a weekly restorative justice circle to build community.	Principal and AP will provide regular professional learning time for teachers to build their skills in relationship building and circle practices.	PD agendas.	

1-2	Teachers will practice progressive discipline in their classrooms so students have consistent and fair routines that promote positive behavior.	Principal and AP will schedule a regular meeting for teachers to discuss tier three students of concern. Administrators will review notes from the Tier II and III behavior related students' meetings and take appropriate follow-up steps, which include: ensuring that students receive necessary COST services; scheduling and meeting with families to plan for more intensive actions, such as progress reports and administrator led behavioral contracts. Administrators will follow up with staff, when necessary, in order to ensure that there are progress updates for the following student meeting.	Minutes from PD meetings.	Teachers do not have enough time to work with each of their struggling students.
1-3	<b>Teachers will use phoenix bucks and incentives through our PBIS system to encourage students' positive behavior.</b>	AP and CSM will hold the student store weekly, so that students can "spend" their Phoenix bucks, which they earn for positive behaviors.	<b>Student surveys regarding their feeling of connectedness, their opinion on incentive systems and the student store.</b>	

1-4	<p>Teachers identify students who need additional academic support and refer them to COST for SST meetings. Teachers identify students who need further social-emotional support, and refer them to COST, which funnels them to a variety of partnerships that support our students.</p> <p>Teachers identify students who need additional academic support and refer them to COST for SST meetings. Teachers identify students who need further social-emotional support, and refer them to COST, which funnels them to a variety of partnerships that support our students.</p>	<p><b>CSM will hold weekly COST meetings and follow-up with students who are referred to COST every six weeks. Mental Health services include individual therapy and social skills support groups, provided by STARS, Newbridge, and Lifelong Health Center. Mentoring for African American students is provided through AAFE, or African American Female Empowerment, West Oakland Initiative, and the OK Program. Students can be referred for affinity peer groups, such as the Yemeni girls group, Yemeni boys' group, Latinx student group, and the newly formed BSU. Students who have Tier II challenges can be referred to our intervention specialist, which is provided through a grant. This intervention specialist focuses on check-in and check-out procedures, and provides weekly progress reports to students and families. WOMS provides mindfulness one day per week, as well. Finally, the COST team and the Student Study Team (SST) process helps identify students who may need more intensive academic support, including special education services.</b></p>	COST tracker, caseload lists.	Teachers do not have enough time to work with each of their struggling students.
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1-5	Teachers will practice progressive discipline in their classrooms so students have consistent and fair routines that promote positive behavior.	Principal and AP will coach teachers who struggle with classroom behaviors and management.	Records of classroom referrals from teachers; walkthrough and observation feedback.	
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1-6	<p>Teachers will learn proper hygiene and safety practices, according to CDC and Alameda County Public Health guidelines, given the recent Covid-19 outbreak. Teachers will provide anonymous feedback on enforcement and ways to improve safety systems to site administrators to ensure plans are being followed and concerns are being addressed. Anonymous results will be reviewed at Faculty Council and with the Union Rep.</p>	<p>Site administrators will provide training in Covid-19 safety and hygiene procedures for ALL staff. Principal will work closely with custodial staff to ensure safety and hygiene. Custodians will have been taught proper hygiene procedures and protocols, according to Alameda County Public Health guidelines. Custodians will meet with site administrator on a daily basis regarding the adjusted cleaning schedule. Site administrators will designate one entrance for students to enter, which will be staffed to ensure that students have sanitized their hands and are wearing masks. Site administrators will have a procedure for lunchtime, supported by OUSD nutrition services, custodial services, and following public health guidelines. Site administrators will ensure that staff is available to support lunch procedures for socially distanced eating. Site administrators will create a hybrid schedule for learning, in accordance with the guidelines from OUSD, that allow for students to be in small groups of fewer than 12 so that they can be physically distanced in classrooms.</p>	<p>Records of meetings. Improved cleanliness around the campus. Bell schedule. Anonymous feedback survey.</p>	
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<i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>				
<b>School Priority ("Big Rock"):</b>	Grade-level instruction, that is planned backwards from standards aligned assessments.			
<b>School Theory of Change:</b>	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.			
<b>Related Goal(s):</b>	Students at West Oakland Middle School will be engaged in standards based instruction in ELA, Science, Math, and History.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers will design and submit unit plans that are aligned to common core standards and, most importantly, backwards mapped towards an authentic assessment.	Principal and coaches will work with individual teachers on their backwards plans and assessments.	Teachers' unit plans.	
2-2	Teachers will work in PLC's three times per month to plan, observe, and assess student work collaboratively with peers.	Coaches will facilitate PLC meetings and work with ILT and principals to guide the scope and sequence of the PLC cycles of inquiry.	<b>PLC agendas, notes from peer observations. PLC's will occur during the contracted hours of the day, such as on Wednesday minimum days. Any teachers who meet in PLC's beyond the contractual day will be compensated through the Middle School PLC fund through Salesforce.</b>	

2-3	<p>Teachers will meet with their coaches twice per month to receive informal walkthrough feedback.</p>	<p><b>Coaches will schedule two informal observations per month followed by a debrief meeting with the teacher. Site administrators and PLC colleagues will schedule walkthroughs with written feedback using the site feedback tool. This feedback will be discussed with the coach during debriefs. Teachers can choose to meet during the contractual day or before or after the contractual day. In section 10.2.8 of the OEA contract states that schools may hold 5 hours of meeting time per month outside of the contractual day that is not compensated. Two of those hours are recommended for making contact with parents, and the other three are up to the discretion of the site administrators. WOMS holds one 1-hour staff meeting monthly, and one 1.5 hour Report Card Night with parents every six weeks. This leaves 1.25 hours remaining per month for additional time to meet, according to the OEA contract. Thus, two 20-30 minute debrief meetings with a coach per month does not exceed the meeting time outlined in the OEA contract. This is scheduled to change to follow the new MOU contract for the 2020-2021 school year. These</b></p>	<p>Walkthrough feedback notes, evidence of improved practice in the classroom. TGDS observation notes.</p>	
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2-4	Teachers will administer IAB exams at the designated times throughout the year and analyze those results in PLC's. Teachers will share these results with students so students can reflect upon their progress throughout the year.	Leaders will work with teachers to schedule their IAB's and work more closely to schedule weekly, non standardized formative assessments so that teachers have a more accurate understanding of their students' growth. <b>PLC meetings, where teachers meet to analyze IAB data, occur during the Wednesday minimum days. If further data analysis needs to occur, the school site will support release days, where substitutes are provided for teachers.</b>	IAB data, student work from formative assessments.	
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District Strategy: Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum				
<b>School Priority ("Big Rock"):</b>	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.			
<b>School Theory of Change:</b>	If we teach common reading strategies across all content areas, then students will be able to take ownership over their reading and access complex text. If we provide small-group instruction for students who need reading intervention, then we can accelerate students' lexile levels. If we plan and deliver common core aligned lessons that are on grade-level, students' literacy in all content areas will increase. If we continue our ELD classes for newcomers and LTEL's, our reclassification rates will improve. If we assign reading regularly for homework, through NewsELA, students will be able to monitor their own reading progress and get regular practice in reading high interest articles. If we use CLR practices to encourage student talk about complex text, students will be able to analyze the text.			
<b>Related Goal(s):</b>	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.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	All teachers will incorporate reading strategies in their teaching to help students engage with grade-level text.	Professional learning time in PLC's will devote time to building teachers' skills with reading strategies. ILT will do informal walkthroughs to assess whether teachers are explicitly teaching reading strategies.	PD agendas; teacher practice that includes the teaching of reading strategies.	
3-2	RSP teacher and coach will teach small group reading classes for a select group of students.	Leadership will work with staff to identify students who should be placed in the small group reading instruction classes when creating the master schedule.	Students who need the help with reading will be in classes that assist them. Evidence will be seen in students' improved SRI scores.	
3-3	All teachers will incorporate academic conversation structures to assist students with accessing text.	Leadership, including principal and ILT, will coach individual teachers who need support with incorporating academic conversation into class, and will develop professional learning to address the use of academic conversation in class. ILT will do informal walkthroughs to assess teacher use of academic conversation that is embedded in text.	Teacher practice will shift so that students are regularly engaged in academic conversation.	

<i>District Strategy:</i> Building <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>	
<b>School Priority ("Big Rock"):</b>	Our goal is build and maintain a culture of professional collaboration, open communication, and trust among all staff and administration.
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	Building a culture of trust, communication, and collaboration will encourage higher staff retention at WOMS.

<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers will be open to sharing student work and dilemmas that arise in their classroom during PLC time.	ILT will facilitate a planning meeting with the staff to determine the scope and sequence of professional learning for the upcoming year.	PLC agendas; peer observation feedback.	
4-2	Teachers will hold faculty council meetings monthly to communicate with administration regarding pressing matters.	Administrators will be present at faculty council meetings, and act upon feedback that is presented at the FC meetings.	FC minutes; evidence of staff connectedness and satisfaction, as measured in the staff CHKS.	

#### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	We want to increase the rate of reclassification of ELL students from the single digits to at least 20% for next year.			
<b>School Theory of Change:</b>	If we devote more resource to teaching newcomers and LTEL students, we will see higher rates of reclassification for our ELL students.			
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Newcomer teacher will provide high quality instruction to newcomers in ELA and History.	Leadership will hire a newcomer teacher and create space in the master schedule for newcomer students to take a double period of ELA and History, so they can focus on their language development.	Students in the double period of newcomer humanities will have improved scores on the ELLPAC.	

5-2	Humanities coach will work closely with the newcomer teacher, as well as all the humanities teachers, to develop all students' language capacities. The coach will work with teachers who teach both English Only AND LTEL students.	Leadership will support the coach to have a schedule where she can collaborate with humanities teachers, observe their classes, and provide feedback on how to support the content language objectives of their classes.	Teachers' practice will improve with relation to how to support their LTEL's in their language development.	
5-3		Newcomer social worker will work part-time at WOMS to address the social and emotional challenges that our Spanish language newcomers have. Leadership will work with this provider to select a group of students for a caseload.	The students who work with this newcomer social worker will have lower rates of referrals to the office, and a higher feeling of connectedness to school, as measured by the CHKS.	
5-4		Leadership will continue the parent focus groups for Latinx families, Arabic speaking families, and African American families. These groups allowed parents to communicate about concerns and collaborate around projects that they cared about.	Parents feel more connected to school.	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.

ARTS, MUSIC & WORLD LANGUAGES	
<b>School Priority ("Big Rock"):</b>	Students will have access to a rich variety of classes in the arts, in order to enhance their creativity, as well as qualities such as perseverance and attention to detail.
<b>School Theory of Change:</b>	If we provide students with opportunities to take dance, music, theatre, and visual art, they will be more motivated about school and better prepared to think critically and use their creativity in their academic courses.
<b>Related Goal(s):</b>	Student referrals to the office will decrease.
<b>Students to be served by these actions:</b>	<i>All Students</i>



#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
6-1	Teachers will provide high quality instruction in music, dance, and visual art.	Principal will provide regular feedback to teachers in these classes.	Student work and performance.	
6-2	Teachers will be open to teaching a variety of students their art forms, regardless of student ability.	Principal and AP will assign a paraeducator to arts electives classes where a large number of IEP students are present.	Rosters from classes, which would show that arts classes are open to all students.	

**PROPOSED 2020-21 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 ACTION	BUDGET ACTION NUMBER
ASP will provide enrichment and academic tutoring after-school in order to students' academic performance and enhance their overall school experience.	\$83,727	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	CSM will hold weekly COST meetings and follow-up with students who are referred to COST every six weeks. Mental Health services include individual therapy and social skills support groups, provided by STARS, Newbridge, and Lifelong Health Center. Mentoring for African American students is provided through AAFE, or African American Female Empowerment, West Oakland Initiative, and the OK Program. Students can also be referred for mindfulness sessions. Finally, the COST team and the Student Study Team (SST) process helps identify students who may need more intensive academic support, including special education services.	204-1
School Office Supplies	\$10,900	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Overall school support	204-2
WOMS will use this funding to purchase basic supplies for the school to function, including paper, printer cartridges, cell phone cases, computers, for example.	\$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will learn proper hygiene and safety practices, according to CDC and Alameda County Public Health guidelines, given the recent Covid-19 outbreak.	204-3
WOMS must purchase an equipment maintenance agreement for the copier machines to function.	\$19,200	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ILT will facilitate a planning meeting with the staff to determine the scope and sequence of professional learning for the upcoming year.	204-4
WOMS will use this funding to purchase basic supplies for the school to function, including paper, printer cartridges, cell phone cases, computers, for example.	\$5,000	LCFF Concentration	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will learn proper hygiene and safety practices, according to CDC and Alameda County Public Health guidelines, given the recent Covid-19 outbreak.	204-5
WOMS will provide students opportunities to take field trips.	\$72,652	LCFF Supplemental	1105	Certificated Teachers' Salaries	6201	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will use phoenix bucks and incentives through our PBIS system to encourage students' positive behavior.	204-6

We need to pay for teachers through this fund, because all of the staff that we need in order for students to have the attention and care that they need is not funded under the base salaries.	\$35,380	LCFF Supplemental	1105	Certificated Teachers' Salaries	6716	STIP Teacher	0.60	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will meet with administrators regularly to receive informal walkthrough feedback.	204-7
WOMS requires a STIP substitute, because we cannot rely on regular substitutes to come from the school district. A STIP substitute allows teachers to observe each other and participate in parent meetings, when necessary.	\$75,690	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7813	Program Mgr Community School	0.75	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will meet with administrators regularly to receive informal walkthrough feedback.	204-8
WOMS will provide a CSM, who facilitates all the interventions for our student population. The CSM also leads the attendance team and focuses on improving all aspects of our culture and climate.	\$424	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CSM will hold weekly COST meetings and follow-up with students who are referred to COST every six weeks. Mental Health services include individual therapy and social skills support groups, provided by STARS, Newbridge, and Lifelong Health Center. Mentoring for African American students is provided through AAFE, or African American Female Empowerment, West Oakland Initiative, and the OK Program. Students can also be referred for mindfulness sessions. Finally, the COST team and the Student Study Team (SST) process helps identify students who may need more intensive academic support, including special education services.	204-9
WOMS will use this funding to purchase basic supplies for the school to function, including paper, printer cartridges, cell phone cases, computers, for example.	\$26,872	Measure G: Library	2205	Classified Support Salaries	7814	Library Clerk	0.45	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will learn proper hygiene and safety practices, according to CDC and Alameda County Public Health guidelines, given the recent Covid-19 outbreak.	204-10
WOMS will provide a library tech to help students and teachers utilize the amazing resources in our school library. This will increase our students' overall literacy levels.	\$480	Measure G: Library	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ILT will facilitate a planning meeting with the staff to determine the scope and sequence of professional learning for the upcoming year.	204-11
WOMS will provide funding to enhance the library's collection, as well as funding for library furniture, to make it an inviting place to be.	\$31,438	Measure G1	1105	Certificated Teachers' Salaries	7812	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will learn proper hygiene and safety practices, according to CDC and Alameda County Public Health guidelines, given the recent Covid-19 outbreak.	204-12

We need to pay for teachers through this fund, because all of the staff that we need in order for students to have the attention and care that they need is not funded under the base salaries.	\$72,092	Measure G1	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and AP will coach teachers who struggle with classroom behaviors and management.	204-13
WOMS will pay for a culture keeper and teaching artists from Dimensions Dance.	\$20,830	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	3328	Teacher, Structured English Immersion	0.25	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will practice progressive discipline in their classrooms so students have consistent and fair routines that promote positive behavior.	204-14
We need to pay for teachers through this fund, because all of the staff that we need in order for students to have the attention and care that they need is not funded under the base salaries.	\$38,663	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4204	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will design and submit unit plans that are aligned to common core standards and, most importantly, backwards mapped towards an authentic assessment.	204-15
We need to pay for teachers through this fund, because all of the staff that we need in order for students to have the attention and care that they need is not funded under the base salaries.	\$37,770	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	All teachers will incorporate academic conversation structures to assist students with accessing text.	204-16
WOMS teachers need to work with students after school.	\$44,929	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3680	Assistant Principal, Middle School	0.30	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and AP will schedule a regular meeting for teachers to discuss students of concern.	204-17
WOMS must pay for an AP in order for the school to function.	\$17,208	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	7814	Library Clerk	0.05	families are welco	Principal and AP will schedule a regular meeting for teachers to discuss students of concern.	204-18
WOMS requires a STIP substitute, because we cannot rely on regular substitutes to come from the school district. A STIP substitute allows teachers to observe each other and participate in parent meetings, when necessary.	\$23,587	Title I: Basic	1105	Certificated Teachers' Salaries	6716	STIP Teacher	0.40	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All teachers will incorporate reading strategies in their teaching to help students engage with grade-level text.	204-19
West Oakland MS will provide academic tutors to students in academic core subjects.	\$50,763	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will work in PLC's three times per month to plan, observe, and assess student work collaboratively with peers.	204-20
Translation and Babysitting to support parent engagement	\$797	Title I: Parent Participation	1120	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Leadership will continue the parent focus groups for Latinx families, Arabic speaking families, and African American families. These groups allowed parents to communicate about concerns and collaborate around projects that they cared about.	204-21

Refreshments	\$667	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Leadership will continue the parent focus groups for Latinx families, Arabic speaking families, and African American families. These groups allowed parents to communicate about concerns and collaborate around projects that they cared about.	204-22
WOMS needs to purchase devices for students because of the shift to distance learning.	\$9,250	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and AP will schedule a regular meeting for teachers to discuss students of concern.	204-23



## 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 Title I, Part A requirements quarterly.

- 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.

- Staying in regular communication with families via text message services, robocalls, and weekly emails.

##### 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 that families arrive at meetings 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 district.
- 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 online 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 adopted by the **West Oakland Middle School** School Site Council on ( ) and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before December 1, 2019.**

**Name of Principal**

**Neha Ummat**

**Signature of Principal**

**Date**

*Please attach the School-Parent Compact to this document.*





## 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 Title I, Part A requirements quarterly.

- 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.

- Staying in regular communication with families via text message services, robocalls, and weekly emails.

##### 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 that families provide 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 district.
- 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 online 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 adopted by the **West Oakland Middle School** School Site Council on ( ) and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before December 1, 2019.**

**Name of Principal**

**Neha Ummat**

**Signature of Principal**

**Date**

*Please attach the School-Parent Compact to this document.*



## Strategic Resource Planning

**2019-20**

### **School Site Council Membership Roster – Secondary**

School Name: \_\_\_\_\_

Chairperson :

Vice Chairperson:

Secretary:

*Place "X" in Appropriate Column*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule  
(day/month/time)

#### **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. **High School SSCs MUST have student members; and**
5. Parents/community members cannot be OUSD employees at the site.

