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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for West Oakland Middle School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for West Oakland Middle School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: West Oakland Middle School
CDS Code: 1612590115626
Principal: Neha Ummat
Date of this revision:

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

Telephone: 510-874-6788

Oakland, CA 94607

Email: neha.ummat@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on:

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (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 checked="" 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:

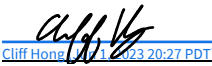

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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: 5/26/2023

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

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

Signatures:

Neha Ummat <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Neha Ummat</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/26/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date
Edgar Hernandez <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Edgar Hernandez</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/26/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date
Clifford Hong <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	 <small>Cliff Hong (11/2023 20:27 PDT)</small> <hr style="border: 0; border-top: 1px solid black;"/> Signature	6/1/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	6/1/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/9/2023	SSC	Share rationale and overview of the site plan.
3/9/2023	SSC	First review of 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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$72,160.00
Total Federal Funds Provided to the School from the LEA for CSI	\$80,100.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$586,596.01

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)	\$66,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$13,500	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,760	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$135,805	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,400	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$80,100	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$110,036	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$152,260	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$434,336	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$586,596
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
51.6%	48.4%	26.1%	5.3%	1.6%	1.1%	93.0%	21.3%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
54.3%	6.9%	21.3%	9.6%	0.0%	2.1%	0.5%	2.1%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness:
Close distance from met on SBAC ELA and SBAC Math.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-98	n/a	-78.7	<i>not available until Fall 2023</i>	-65.0

Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	25.1%	25.9%	<i>not available until Fall 2023</i>	35.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-145.8	n/a	-120.3	<i>not available until Fall 2023</i>	-100.0
CAST (Science) at or above Standard	All Students	10.4%	n/a	9.8%	<i>not available until Fall 2023</i>	15.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.						
School Goal for Targeted Supports for Focal student groups demonstrate accelerated growth to close our equity gap. Focal Student Groups: gap.						
Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-157.2	n/a	-134.5	<i>not available until Fall 2023</i>	-120.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-105	n/a	-98.7	<i>not available until Fall 2023</i>	-80.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	47.4%	57.1%	<i>not available until Fall 2023</i>	50.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-217	n/a	-192.3	<i>not available until Fall 2023</i>	-180.0

SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-150.3	n/a	-142.3	<i>not available until Fall 2023</i>	-110.0
Reclassification Measures & Annual Targets <i>*Complete</i> Part 1 of ELD Reflection						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2022-23 Target
ELL Reclassification	English Learners	7.1%	0.0%	21.6%	<i>not available until Fall 2023</i>	30.0%
LTEL Reclassification	Long-Term English Learners	6.7%	0.0%	26.7%	<i>not available until Fall 2023</i>	30.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement: Students and families are welcomed, safe, healthy, and engaged.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	43.8%	68.2%	42.9%	<i>not available until Fall 2023</i>	75.0%
Out-of-School Suspensions	All Students	18.4%	n/a	12.6%	<i>not available until Fall 2023</i>	12.0%
Out-of-School Suspensions	African American Students	23.0%	n/a	12.6%	<i>not available until Fall 2023</i>	12.0%
Out-of-School Suspensions	Special Education Students	40.5%	n/a	12.6%	<i>not available until Fall 2023</i>	12.0%
Chronic Absenteeism	All Students	23.3%	30.7%	48.2%	<i>not available until Fall 2023</i>	30.0%
Chronic Absenteeism	African American Students	23.5%	37.3%	54.4%	<i>not available until Fall 2023</i>	30.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity.						

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	76.9%	59.1%	62.5%	<i>not available until Fall 2023</i>	70

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Some students are doing well, as measured by the SBAC.	We have made steady progress in both ELA and Math SBAC, as well as in our reading assessments. While the majority of our students are not at grade-level, we are accelerating progress, year-to-year. The reason for this is because we have implemented intervention classes, and our tier I instruction has grown stronger, due to aligned curriculum and strong teachers. We have also utilized a reading intervention teacher to help students who are reading many years below grade level. Our academic mentor assists students in humanities classes to help students tackle challenging grade-level texts.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Some focal student groups are performing better than others.	Similar to above, society supports some students better than others. Some school-based programs have been impactful for some students.
<i>LCAP Goal 3: Student & Family Engagement</i>	Some students are suspended at lower rates than others.	We have seen a decline in suspensions over the years, and that is due to increased supports for students' social and emotional needs. Having additional support staff, such as restorative justice facilitators and a case manager, has allowed us to address students' challenges before they get out of control.
<i>LCAP Goal 4: Staff Supports</i>	Staff retention rates are higher than in some previous years, or close to.	The school works to provide a rewarding experience for staff.
Focus Area:	Priority Challenges	Root Causes of Challenges

<i>LCAP Goal 1: College, Career & Community Readiness</i>	Many students are not doing well, as measured by the SBAC.	We do not have adequate interventions for the number of students who arrive in the sixth grade reading many years below grade level. Similarly, we do not have adequate interventions or time to address students' numeracy needs, as more students come to us in the sixth grade doing math several years below grade level. The pandemic, in particular, exacerbated students' gaps in numeracy.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Some focal student groups have greater levels of unfinished learning.	See above explanation.
<i>LCAP Goal 3: Student & Family Engagement</i>	Some students are suspended at higher rates than others. We would like to improve all families' connection to the school, so that trust can be improved, and families and staff can work together harmoniously. This helps with holding students accountable for their behavior.	We do not have adequate supports for students with IEP's. The largest group of students to be suspended are students with IEP's. Due to district-wide vacancies in special education aides, many IEP students are not receiving the academic or SEL support they need to focus on their studies. While we have also identified students with IEP's who have SEL needs that are far beyond what our program can offer, these students have not been transferred to programs, such as a counseling enriched program, that could provide a more appropriate educational setting and experience. We would like to utilize postage in order to communicate more regularly and consistently with all families. We would like to utilize meeting refreshments to hold parent and family affinity group meetings.
<i>LCAP Goal 4: Staff Supports</i>	We would prefer staff retention rates to be even higher.	While staff retention is important, it is more important to have staff at WOMS who are capable of maintaining high expectation for learning in their classrooms for all of our students. Retention of staff, overall, has improved markedly over the last ten years at WOMS, and some turnover has come from retirements and relocations out of the city or the state.

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: West Oakland Middle School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have been implementing the SPSA as articulated.

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

It has been effective to have additional support staff to help students work through their SEL challenges. It has been helpful to have our reading intervention teacher assist students with their literacy needs.

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 may need to invest more in postage, as being in touch with families is vital.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Light Refreshments	Student Connectedness to School	Support parent trainings on how to support their children's academic success.	Parents have learned some strategies on how to support their children from home, through our first ever family literacy night. Specifically, 20 families attended our very first Literacy Night, which is a strong turn out for an event that is the first of its kind.	We will continue this action, as we had strong turnout at our literacy night. We are holding a spring literacy night, focusing on screen time.

Postage	i-Ready Math at or above Mid-Grade	Send important updates and communications home.	There have been stronger communications with the home. Specifically, we sent out 185 letters to all families, requesting updated contact information, and received 45 responses back with updated contacts. For a mid-year mailing, it was a strong response.	We will continue this action, as we have been able to communicate with parents proactively regarding their students' promotion status and the need to attend summer school, for example.
Printing	i-Ready Math at or above Mid-Grade	Send important updates and communications home.	There have been stronger communications with the home. Specifically, we sent out 185 letters to all families, requesting updated contact information, and received 45 responses back with updated contacts. For a mid-year mailing, it was a strong response.	We will continue this action, as we have been able to send home notifications about important ways for families to work with their students on reading and math.
Substitute Teacher Incentive Plan (STIP) Teacher	i-Ready Math at or above Mid-Grade	Provide space and time for teachers to co-plan and to observe each others' classes.	Each teacher has been able to participate in at least one peer observation, and our ELA teachers have been given release time to do unit planning.	Continue; we will continue this position, but not in Title I. This position has been helpful because it allows us to have a teacher in classrooms when the permanent teacher is absent or unavailable. It allows teachers to observe their peers, to attend SST and IEP meetings, and have release time for planning.
Unallocated	CAST (Science) at or above Standard	Buses for field trips: We will send students to area science museum, where they can learn more about the phenomena they are learning about in their science classes.	We have found it challenging to get approval for specific expenditures in title I and title IV, but are learning how to complete the process. Paying for admissions can be challenging through the OUSD budget process.	We will continue this action, and will clearly delineate why we need to spend our Title I and Title IV dollars on enriching field trips to museums and other off-campus learning experiences. Science field trips are needed as they are an opportunity to deepen the students' understanding of science standards that provides a targeted learning experience.

2023-24 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:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers implement No Nonsense Nurturing practices in class, as well as practice de-escalation strategies with students, when necessary.	Leaders provide teachers with opportunities to learn NNN and de-escalation practices.	Teachers' classrooms have fewer behavioral disruptions. The evidence of this is a lower number of out of class referrals, requests for push-in support, and fewer suspensions.		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 are able to remain in classes without having emotional breakdowns, or requesting frequent visits to school staff, such as RJ facilitators or a case manager. If COST is working well, students will be seeing the staff and clinicians at regularly scheduled times, and will feel supported in their classes appropriately. The evidence of success would be fewer out of class referrals and a lowered suspension rate.		Tier 2
1-3	Teachers implement the advisory plan	AP and student culture team create and coordinate the advisory plan.	Students report higher levels of connectedness and support in the CHKS and climate surveys. Students have higher grades in their classes, because they are getting organizational and student skills support at the beginning of the day in Advisory.		Tier 1

1-4	Teachers utilize the resources and expertise of our culture and climate staff person.	Leadership provides funding for our culture and climate staff person. Leadership provides a well-defined role for the culture and climate staff person, which includes staffing the on-campus referral room, responding to teacher requests for push-in support, and facilitating our Black Girls' groups.	Students have lower levels of out of classroom referrals and lower rates of suspension. Students report a higher rate of connectedness, through the CHKS and climate surveys.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2
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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: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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.	Student work on embedded interim assessments reflect that they are learning grade-level content.		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.	Student work on embedded interim assessments reflect that they are learning grade-level content.		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.	Student grades in their regular math classes are at a C or above. Students' distance toward standard met on the Math SBAC is closer to zero.	Close distance from met on SBAC ELA and SBAC Math.	Tier 3
2-4	Teachers implement best practices in pedagogy, including student talk structures that are recommended in culturally responsive pedagogy.	Leaders provide models in professional development for student talk. Leaders facilitate opportunities for teachers to observe each other, and share best practices with each other during PL. Leaders provide differentiated coaching, either through the behavioral coach, the instructional coach, district support, or from administration itself.	Student work on embedded interim assessments reflect that they are learning grade-level content.		Tier 1
2-5	Teachers in SDC MM and reading intervention classes provide literacy instruction through I-Ready and SPIRE. Teachers assess students' reading progress regularly.	Leaders provide opportunities for teachers to learn how to implement SPIRE and I-Ready lessons in classes. Leaders allocate the budget resources for a reading intervention class	Grade-level proficiency on the I-Ready ELA assessment improves by 20%. The distance from standard met on the ELA SBAC comes closer to zero. Students in the SDC MM class move from beginning readers to at least third grade reading proficiency.	Focal student groups demonstrate accelerated growth to close our equity gap.	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.
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School Theory of Change:	If we teach common reading strategies across all content areas, then students will be able to take ownership over their reading and access complex text. If we provide small-group instruction for students who need reading intervention, then we can accelerate students' lexile levels. If we plan and deliver common core aligned lessons that are on grade-level, students' literacy in all content areas will increase. If we continue our ELD classes for newcomers and LTEL's, our reclassification rates will improve. If we assign reading regularly for homework, through NewsELA, students will be able to monitor their own reading progress and get regular practice in reading high interest articles. If we use CLR practices to encourage student talk about complex text, students will be able to analyze the text.
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Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	Reading proficiency, as measured by the I-Ready assessment, will indicate that 25% more students have proficiency in decoding and fluency.		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.	Reading proficiency, as measured by the I-Ready assessment, will indicate that 25% more students have proficiency in decoding and fluency.		Tier 2

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.
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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.
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Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	Teacher surveys and PD feedback forms indicate a high level of satisfaction with administration's support for teachers and staff.	Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity.	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, and for families to feel connected to the school.			
School Theory of Change:		If we provide academic experiences that include PBL and culturally responsive practices, students will be more engaged in and excited about their own learning. If we practice RJ and PBIS, students will have a more peaceful classroom experience. If we provide strong traditions with parent communication and relationships, Black students will have a positive experience.			
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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	All content-area teachers participate in exhibitions that feature students' projects.		Tier 1
5-2	student led conferences	support for slc's	All students and their families participate in portfolio conferences, which feature student work.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Our newcomer/ ELD teacher provides high quality instruction for students in classes	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.	Student work in classes indicates that students are increasing their skills in reading, writing, speaking, and listening.		Tier 3

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	Student work in classes indicates that students are increasing their skills in reading, writing, speaking, and listening. Students' grades in their ELA classes are at a B or above. These students all reclassify before they exit WOMS.		Tier 2
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 in all classes get closer to "zero" in the "distance towards met" on the SBAC ELA assessment.	Close distance from met on SBAC ELA and SBAC Math.	Tier 1
6-4					

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	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.
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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Teachers deliver engaging and culturally relevant instruction in the visual and performing arts.	#ERROR!	Students report a high level of connectedness through CHKS or climate surveys.		Tier 1

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Subagreement over \$25K	\$149,995	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-1
Consultant \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-2
Restorative Justice Facilitator	\$97,134	California Community Schools Partnership Program	2205	Classified Support Salaries	7815	Restorative Justice Facilitator	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers implement No Nonsense Nurturing practices in class, as well as practice de-escalation strategies with students, when necessary.	204-3
Restorative Justice Facilitator	\$120,737	California Community Schools Partnership Program	2205	Classified Support Salaries	9444	Restorative Justice Facilitator	0.90	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers implement No Nonsense Nurturing practices in class, as well as practice de-escalation strategies with students, when necessary.	204-4
Case Manager	\$97,618	California Community Schools Partnership Program	2405	Clerical Salaries	8757	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-5
Consultant Contract	\$19,512	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-6
Restorative Justice Facilitator	\$64,756	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	7815	Restorative Justice Facilitator	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-7
Consultant Contract	\$15,344	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-8

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended Contracts	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-9
STIP Teacher	\$87,289	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	6716	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Standard Met	Teachers implement best practices in pedagogy, including student talk structures that are recommended in culturally responsive pedagogy.	204-10
Supplies	\$7,500	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers implement best practices in pedagogy, including student talk structures that are recommended in culturally responsive pedagogy.	204-11
Copier Maintenance	\$6,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers implement the advisory plan	204-12
Teacher, Structured English Immersion	\$39,364	LCFF Supplemental	1105	Certificated Teachers' Salaries	3328	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teacher provides reading intervention curriculum for general education students.	204-13
STIP Teacher	\$89,122	LCFF Supplemental	1105	Certificated Teachers' Salaries	9427	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-14
Academic Mentor	\$2,540	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teacher provides reading intervention curriculum for general education students.	204-15

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplemental Materials	\$4,779	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers deliver engaging and culturally relevant instruction in the visual and performing arts.	204-16
Library Technician	\$77,485	Measure G, Library Support	2205	Classified Support Salaries	9061	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	leaders provide access to appropriate curriculum for reading; leaders create master schedule and analyze data for high priority students to enroll in reading intervention.	204-17
Teacher, Structured English Immersion	\$19,682	Measure G1	1105	Certificated Teachers' Salaries	3328	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers deliver engaging and culturally relevant instruction in the visual and performing arts.	204-18
Teacher, Structured English Immersion	\$41,580	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 deliver engaging and culturally relevant instruction in the visual and performing arts.	204-19
Restorative Justice Facilitator	\$13,415	Measure G1	2205	Classified Support Salaries	9444	Restorative Justice Facilitator	0.10	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Leaders provide teachers with opportunities to learn NNN and de-escalation practices.	204-20
Consultant Contract	\$35,358	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers deliver engaging and culturally relevant instruction in the visual and performing arts.	204-21
Teacher, Structured English Immersion	\$19,682	Salesforce Middle School Computer Science Grant	1105	Certificated Teachers' Salaries	3328	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	204-22

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$127,692	Salesforce Middle School Math Coach Grant	1119	Certificated Teachers on Special Assignment Salaries	1326	11-Month Classroom Teacher on Special Assignment (TSA)	0.70	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers deliver intervention curriculum and support in Mathematics.	204-23
Teacher, Structured English Immersion	\$19,682	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	3328	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers backwards plan for students to create performance assessments which are attached to rubrics.	204-24
Teacher, Structured English Immersion	\$78,296	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4204	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers implement best practices in pedagogy, including student talk structures that are recommended in culturally responsive pedagogy.	204-25
Consultant Contract	\$2,022	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	CSM and COST team make sure that students who are referred to COST actually get connected to interventions.	204-26
Meeting Refreshments	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Light refreshments used to increase parent engagement and encourage parents to attend student-led conferences and other parent engagement events.	204-27
Postage	\$760	Title I, Part A Parent & Family Engagement	5910	Postage	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Postage used to increase parent engagement, keep parents informed and encourage parents to attend student-led conferences	204-28
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$52,540	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6475	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers in SDC MM and reading intervention classes provide literacy instruction through I-Ready and SPIRE. Teachers assess students' reading progress regularly.	204-29

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Academic Mentor	\$13,460	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teacher provides reading intervention curriculum for general education students.	204-30
Art and PE Supplies	\$4,400	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Supplies will be used to promote well-rounded, safe and healthy students as we extend and enhance our Art and PE programs offerings.	204-31



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
(Insert School Name Here)

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Providing parent/family workshops regarding the content and curriculum

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Holding the Title I Meeting.

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

- **Student Conferences**

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Asking for support with specific programs and events

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Holding regular parent workshops.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Holding regular parent workshops.

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

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

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

- WE hold the Title I meeting with BTSN.

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

- We have a SELLS committee on campus.

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

- Soliciting their feedback and implementing parent/family suggestions.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was jointly developed and adopted by the West Oakland Middle School on 9/7/2022 and will be in effect for the period August 8, 2022 through June 1, 2023.

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

Name of Principal

Neha Umral

Signature of Principal

Neha Umral

Date

9/7/2022

Please attach the School-Parent Compact to this document.



School-Parent Compact 2022-23

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 2022-23 school year.

School Responsibilities

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

- 1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Teachers, Administrators, and Staff will hold HIGH EXPECTATIONS of students, and prepare challenging, relevant, and engaging lessons and material each day.
- 2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - WOMS students and families participate in 2 sets of **STUDENT-LED CONFERENCES:**
 - **OCTOBER 17-21, 2022**
 - **MARCH 6-10, 2023**
 - **All students MUST present at their conferences, 2x/year.**
- 3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - WOMS teachers **update** their grades regularly:
 - Families can expect **updated grades 3 weeks into each marking period;**
 - Report Cards are published on AERIES after each 6 week marking period.
 - **Report Cards are mailed home at the end of each semester.**

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

Parent Responsibilities

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

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

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

Teacher Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by **West Oakland Middle School** on September 7, 2022, and will be in effect for the period of September 7, 2022 to May 25, 2023.

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 30, 2022

Principal's Name **Neha Ummat**

Signature of Principal *neha Ummat*

Date **9/7/2022**



Strategic Resource Planning (SRP)

West Oakland Middle School
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Edgar Hernandez-Velazquez
Vice Chairperson:	Kamisha McLean
Secretary:	Neha Ummat

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Neha Ummat	x					
Edgar Hernandez-Velazquez		x				1
Kamisha McLean		x				2
Tierra Knight			x			1
Troy Blake				x		1
Rachel Smith				x		1
Deja Croft Theus				x		1
Gawhara [REDACTED]					x	1
Highlight teachers are Aeries verified-SMT						

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

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

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