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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for West Oakland Middle School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for West Oakland Middle School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for West Oakland Middle School



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

2025-26 School Plan for Student Achievement (SPSA)

School: West Oakland Middle School
CDS Code: 1612590115626
Principal: Neha Ummat
Date of this revision: 4/20/2025

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

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	<i>4/20/2025</i>
<i>The District Governing Board approved this revision of the SPSA on:</i>	<i>8/13/2025</i>

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

West Oakland Middle School

Site Number:

204

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/20/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Neha Ummat

Principal

Neha Ummat

Signature

4/20/2025

Date

Bettie Deshay

SSC Chairperson

Bettie Deshay

Signature

5/1/2025

Date

SELLS Representative (optional)

Signature

Date

Clifford Hong

Network Superintendent

Clifford Hong

Signature

5/14/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/14/25

Date

2025-26 SPSA ENGAGEMENT TIMELINE

Site Number:

204

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$224,940.01
Total Federal Funds Provided to the School from the LEA for CSI	\$165,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$834,655.64

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$58,320
Title I, Part A Parent & Family Engagement (#3010)	\$1,620
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$165,000
SUBTOTAL OF FEDERAL FUNDING:	\$224,940

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$834,655.64

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$15,900
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$238,000
Proposition 28 (Arts & Music in Schools #6770)	\$28,438
SUBTOTAL OF STATE & LOCAL FUNDING:	\$609,716

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: West Oakland Middle School		School ID: 204
CDS Code: 1612590115626	SSC Approval Date:	Board Approval Date:

School Mission and Vision

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

Purpose of this Plan

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

- Comprehensive Support & Improvement

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

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

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

School Demographics, 2023-24

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

1B: GOALS & IDENTIFIED NEEDS					
LCAP Goal 1: All students graduate college, career, and community ready.					
School Goal:	Close distance from met on ELA SBAC and math SBAC.				
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.				
English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-103.2	-99.7	not available until fall 2025	-83.2
SBAC ELA Participation	All Students	88.0%	88.3%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	17.3%	42.5%	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-148.0	-137.2	not available until fall 2025	-128.0
SBAC Math Participation	All Students	88.3%	88.3%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	4.9%	not available until fall 2025	10.0%
California Science Test (CAST) Participation	All Students	79.0%	67.2%	not available until fall 2025	95.0%
LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.				
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.				

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	African American Students	-105.8	-99.6	not available until fall 2025	-85.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	47.5%	54.8%	not available until fall 2025	47.5%
SBAC Math Distance from Standard Met	Special Education Students	-195.4	-198.9	not available until fall 2025	-190.0
SBAC Math Distance from Standard Met	African American Students	-163.7	-147.8	not available until fall 2025	-143.7
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	13.9%	12.5%	not available until fall 2025	16.9%
LTEL Reclassification	Long-Term English Learners	12.0%	17.9%	not available until fall 2025	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.				
Identified School Need:	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	42.9%	37.1%	not available until fall 2025	52.9%
Out-of-School Suspensions	All Students	13.7%	21.4%	not available until fall 2025	10.3%
Out-of-School Suspensions	African American Students	18.2%	23.8%	not available until fall 2025	13.7%

Out-of-School Suspensions	Special Education Students	20.0%	28.3%	not available until fall 2025	15.0%
Chronic Absenteeism	All Students	55.8%	54.7%	28.0%	20.0%
Chronic Absenteeism	African American Students	60.0%	55.6%	not available until fall 2025	45.0%

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

School Goal:	Increase teacher retention.				
Identified School Need:	Build a school where students are successful, then teachers will be success and will stay.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	63.4%	66.1%	not available until fall 2025	73.4%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	steady improvement in reading scores and math scores.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	I-ready scores indicate that approximately half of students are meeting their reading goals. Interim math assessment scores indicate growth.
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Chronic absenteeism has been cut in half, which is the largest improvement in the district this year.
LCAP Goal 4:	Increase teacher retention.	All but one of our content area teachers returned this year.
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	How do we close gap for CAST science? (8th grade): students need more practice and preparation. The implementation of the testing schedule could help to avoid testing fatigue. One question we have: how does FOSS curriculum support the skills assessed on the CAST? How can we get a preview or advanced planning to help prepare students for the CAST.

<i>LCAP Goal 2:</i>	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>Literacy and numeracy are still high priorities and impact students' ability to access grade-level content in every class. More intervention is needed in ELA and Math in order for students to attain mastery in grade-level content. Many families may need support with accessing the electronic platforms for homework, grades, and other academic supports. Postage will be used to communicate with families so they can receive important information about their children's grades and reading scores, as well as get invitations to parent education nights.</i>
<i>LCAP Goal 3:</i>	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>We need to close the absenteeism gap.</i>
<i>LCAP Goal 4:</i>	<i>Increase teacher retention.</i>	<i>We need to focus on retaining and attracting talent for our SCP program and paraeducators.</i>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: West Oakland Middle School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

In order to improve attendance, our attendance team meets weekly to track students who are chronically absent. With regards to our literacy and math goals, our PLC's meet two to three times per month to track student progress through analysis of written work.

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

Our literacy coach meets regularly with ELA teachers, and this has improved the quality of lessons. The student written work has improved. Our math teachers meet regularly with the coach, as well, and the interim math assessments show that students have made progress.

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.

In order to prioritize literacy, our master schedule will make adjustments for students who need more reading support to get additional intervention. These students struggle to access grade-level content in text-heavy content areas, specifically ELA and History.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Technology	chromebooks, desktops	i-Ready Reading at or above Mid-Grade	This technology gives access to students for the i-ready platform.	Our classes need chromebook technology in order to deliver specific personalized instruction. We are also using the funding to purchase Accelerated Reader, which helps students choose books, based upon their interests and the book's reading level. This expenditure is meant to improve student literacy. The chromebooks allow students to engage in educational technology, such as I-ready, which has resulted in 40% of our students improving their reading levels from September to December.	Continue, because we may need to pay for replacement chromebooks, projectors, or other hardware.

Teacher Structured Eng Immersn	Title I funding is spent on math teacher intervention.	SBAC Math Distance from Standard Met	Teacher works with small groups of sixth and seventh grade students to ensure they are able to master grade-level math content.	The sixth grade intervention classes are very helpful for students to struggle to complete their homework independently. Students are able to have higher rates of homework completion. The scores on our math interim assessments showed progress: WOMS students had the 4th highest scores in the middle school network.	We will continue the sixth grade math intervention.
Translation	N/A: Not expended	n/a	NA	NA	NA
Meeting Refreshments	refreshments for parent meetings, education events	Student Connectedness to School	Refreshments for events such as student led conferences, literacy nights, and other parent engagement activities increase student connectedness to school	Funds are used for snacks and light refreshments at student-led conferences, our science fair, and at literacy night. The light refreshments have helped improve family turnout at all events. We had 66% of families attend conferences this year.	Discontinue, as Title I is challenging to spend.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: West Oakland Middle School

SCHOOL ID: 204

3: SCHOOL STRATEGIES & ACTIVITIES

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

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

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

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental
1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal

1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		Close distance from met on ELA SBAC and Math SBAC for specific subgroups.		
Identified Need:		Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	We provide designated ELD to all students who are ELL's.	English Learner Students	Academic	Tier 3 - Intensified
2-2	We provide a specific newcomer math class to all newcomer students.	English Learner Students	Academic	Tier 3 - Intensified
2-3	We provide specific reading classes to students with IEP's, whose reading is below grade level and who need literacy support.	All Students	Academic	Tier 3 - Intensified
2-4	We provide Blueprint Math Intervention to students whose math scores are below grade level.	All Students	Academic	Tier 3 - Intensified

2-5	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-6	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental

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

School Goal:		Increase connectedness to school, reduce suspensions and chronic absenteeism.		
Identified Need:		Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)-implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal

3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-15	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-16	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-17	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-18	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-19	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-20	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-21	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-22	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-23	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-24	Students engage in visual and performing arts enrichment to enhance their creative skills and deepen their connectedness to school.	All Students	SEL / Mental Health	Tier I
3-25	This fund will pay for PBIS Efforts such as the student store which includes prizes, snacks, as well as special events that we sponsor for students who meet the school's behavioral expectations. It will also pay for the equipment we use for lunchtime, which engage students in a positive way and prevent conflicts from occurring.	All Students		

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

School Goal:		Increase teacher retention.		
Identified Need:		Build a school where students are successful, then teachers will be success and will stay.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide opportunities for coaching	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Provide opportunities for collaboration among teachers.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Stages and Actions for ELD Implementation

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal

6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 204
School: West Oakland Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
WOMS will be working with a new ASP provider, and this fund will pay for the staff for ASP director and line staff.	\$177,378	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Increase connectedness and joy by strategically connecting students to opportunities for enrichment, mentoring, and support.	204-1
Fund will pay for art teacher.	\$24,891	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	7812	Teacher, Structured English Immersion	0.2			Establish electives and extracurriculars to encourage community amongst students.	204-2
Musical instruments, art supplies	\$3,547	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	204-3
RJ facilitator will proactively build community with students and staff. RJ facilitator will help mediate conflicts among students, develop peer RJ facilitators, and serve on the Climate and Culture team.	\$99,023	California Community Schools Partnership Program	2205	Classified Support Salaries	New Position 03	Restorative Justice Facilitator	0.7			Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	204-4
CSM leads the COST and facilitates all the interventions for the school.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 04	11-Month Community School Manager	0.25			Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	204-5
Case Manager works closely with students who need academic support. Case manager facilitates check-in and check-out with the students and communicates with students' families.	\$80,208	California Community Schools Partnership Program	2405	Clerical Salaries	8757	Case Manager	0.6			Case Management	204-6
Supplies are going to be spent on incentives for PBIS and attendance.	\$2,275	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	204-7
RJ facilitator will proactively build community with students and staff. RJ facilitator will help mediate conflicts among students, develop peer RJ facilitators, and serve on the Climate and Culture team.	\$13,000	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	New Position 03	Restorative Justice Facilitator	0.1			Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	204-8

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 204
School: West Oakland Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
This FTE will teach reading intervention. Most students at WOMS are not reading at grade level, which means that they need additional help with accessing grade level content.	\$20,951	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	5099	Teacher, Structured English Immersion	0.2			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	204-9
FTE will focus on students' reading skills and provide foundational ELA instruction.	\$74,672	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New Position 01	Teacher, Structured English Immersion	0.6			Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	204-10
This FTE will teach reading intervention. Most students at WOMS are not reading at grade level, which means that they need additional help with accessing grade level content.	\$49,782	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New Position 02	Teacher, Structured English Immersion	0.4			Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	204-11
TSA will coach ELA and humanities teachers and support them in backwards planning, internalization of lessons, and classroom management.	\$15,553	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	11-Month Teacher on Special Assignment (TSA)	0.1			Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	204-12
We need to purchase texts that are aligned to student interests for our leveled book clubs.	\$543	Comprehensive Support & Improvement (CSI) Grant	4200	Books other than Textbooks	n/a	n/a	n/a			We provide specific reading classes to students with IEP's, whose reading is below grade level and who need literacy support.	204-13
We will purchase Accelerated Reader, which helps us track what books students are reading independently.	\$3,500	Comprehensive Support & Improvement (CSI) Grant	5846	Licensing Agreements	n/a	n/a	n/a			Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	204-14
This is for our After School Program, which provides athletics, tutoring, and enrichment until 6 PM every day.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Increase connectedness and joy by strategically connecting students to opportunities for enrichment, mentoring, and support.	204-15
This is to purchase basic supplies for the smooth operations of a school.	\$12,400	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	204-16
This is to purchase basic supplies for the smooth operations of a school.	\$3,500	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	204-17
This is to retain our art teacher, who provides art instruction to all three grade levels.	\$62,227	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	7812	Teacher, Structured English Immersion	0.5			Establish electives and extracurriculars to encourage community amongst students.	204-18

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 204

School: West Oakland Middle School

[illegible]



**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 MS

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Providing parent/family workshops regarding the content and curriculum

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Holding the Title I Meeting.

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

- Student Conferences

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Asking for support with specific programs and events

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Holding regular parent workshops.

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

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

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

- Holding regular parent workshops.

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

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

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

- WE hold the Title I meeting with BTSN.

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

- We have a SELLS committee on campus.

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

- Soliciting their feedback and implementing parent/family suggestions.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was jointly developed and adopted by the West Oakland Middle School on 9/25/2024 and will be in effect for the period 9/25/2024, through May 25, 2025.

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

Neha Ummat

Name of Principal

Neha Ummat

Signature of Principal

9/25/2024

Date

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



School-Parent Compact

West Oakland Middle School

2024-25

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

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

School Responsibilities

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

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

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

Parent Responsibilities

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

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

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

Teacher Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by West Oakland Middle School on September 25, 2024, and will be in effect for the period of September 25, 2024 to May 25, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before November 30, 2024

<u>Neha Ummat</u>	<u><i>Neha Ummat</i></u>	<u>9/25/2024</u>
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Name of Principal

Signature of Principal

Date

Please link the Parent and Family Engagement Policy to this document.



Strategic Resource Planning (SRP)

WOMS

School Site Council Membership Roster 2023-2024

SSC - Officers

Chairperson:	Bettie DeShay
Vice Chairperson:	Daria Leavitt
Secretary:	Neha Ummat

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Bettie DeShay				X		
Adrian Henderson				X		
Stefanie Parrott				X		
Daria Leavitt		X				
Constance "Connie" Cobb-Zunino		X				
Adafo Austin			X			
Neha Ummat	X					
Erick					X	
Highlighted names are Aeries verified-SMT						

SSC Meeting Schedule: (Day/Month/Time)	Third Thursday of the Month on zoom
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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)