

Board Office Use: Legislative File Info.	
File ID Number	26-1342
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for West Oakland Middle School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for West Oakland Middle School



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

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** West Oakland Middle School  
**CDS Code:** 1612590115626  
**Principal:** Neha Ummat  
**Date of this revision:** 5/7/26

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:

<b>Contact:</b> Neha Ummat	<b>Position:</b> Principal
<b>Address:</b> 991 14th Street Oakland, CA 94607	<b>Telephone:</b> 510-874-6788 <b>Email:</b> <a href="mailto:neha.ummat@ousd.org">neha.ummat@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on:* 5/7/2026  
*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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



**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:** 5/7/2026

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

5/7/2026  
Date

Robyn Brody Kaplan  
*SSC Chairperson*

Robyn Brody Kaplan  
Signature

5/7/26  
Date

SELLS Representative (optional)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Clifford Hong  
*Network Superintendent*

Clifford Hong  
Signature

05/08/2026  
Date

Lisa Spielman  
*Director, Strategic Resource Planning*

Lisa Spielman  
Signature

5/8/26  
Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/18/2025	SSC	Reviewed SPSA goals and strategies
1/20/2026	ILT	Reviewed SPSA goals and strategies
1/29/2026	SSC	Reviewed data and identified school needs
2/4/2026	Faculty	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### 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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$166,398.91
Total Federal Funds Provided to the School from the LEA for CSI	\$63,358.91
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$896,430.02

### 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 Resource 3010	\$101,200
Title I Parent & Family Engagement Resource 3010	\$1,840
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$63,359
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$166,399</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$896,430.02</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$19,700
LCFF Equity Multiplier Resource 7399	\$209,371
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$148,445
Community Schools Grant (CCSPP) Resource 6332	\$168,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$33,765
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$730,031</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: West Oakland Middle School</b>		<b>School ID: 204</b>
<b>CDS Code: 1612590115626</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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.

**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, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.1%	44.9%	30.9%	1.2%	10.3%	18.8%	98.2%	34.6%	21.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.9%	4.9%	3.0%	0.0%	1.2%	0.6%	98.2%	7.3%	70.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	Close distance from met on ELA SBAC and math SBAC.
<b>Identified School Need:</b>	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

<b>English Language Arts Measures &amp; Targets</b>						
<b>Measure</b> *SBAC & CAST data exclude participation penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	All Students	-103.2	-99.7	-108.3	-83.20	-75.0
SBAC ELA Participation	All Students	88.0%	88.3%	92.8%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	17.3%	42.5%	48.7%	60.0%	65.0%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> *SBAC & CAST data exclude participation penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-148.0	-137.2	-145.2	-128.0	-120.0
SBAC Math Participation	All Students	88.3%	88.3%	92.3%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	4.9%	11.5%	15.0%	19.0%
California Science Test (CAST) Participation	All Students	79.0%	67.2%	91.2%	95.0%	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.

<b>Academic Measures &amp; Targets for Focal Student Groups</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-143.0	-150.7	-134.2	-130.0	-125.0
SBAC ELA Distance from Standard Met	African American Students	-105.8	-99.6	-119.2	-114.0	-109.0

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	47.5%	54.8%	66.7%	60	55.0%
SBAC Math Distance from Standard Met	Special Education Students	-195.4	-198.9	-169.0	-155.0	-150.0
SBAC Math Distance from Standard Met	African American Students	-163.7	-147.8	-158.2	-140.0	-135.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	13.9%	12.5%	10.4%	16.9%	18.0%
LTEL Reclassification	Long-Term English Learners	12.0%	17.9%	10.0%	15.0%	18.0%

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

<b>School Goal:</b>	Increase connectedness to school, reduce suspensions and chronic absenteeism.
<b>Identified School Need:</b>	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	2026-27 New Target
Student Connectedness to School	All Students	42.9%	37.1%	38.2%	52.9%	55.0%
Out-of-School Suspensions	All Students	13.7%	21.4%	15.2%	11.0%	10.0%
Out-of-School Suspensions	African American Students	18.2%	23.8%	25.3%	15.0%	12.0%
Out-of-School Suspensions	Special Education Students	20.0%	28.3%	23.8%	18.0%	13.0%
Chronic Absenteeism	All Students	55.8%	54.7%	29.9%	23.0%	20.0%
Chronic Absenteeism	African American Students	60.0%	55.6%	31.4%	25.0%	22.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
<b>School Goal:</b>	Increase teacher retention.					
<b>Identified School Need:</b>	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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	63.4%	66.1%	62.2%	65.0%	70.0%

### 1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	Strong ELA teachers at each grade level. Strong math coaching of new teacher and veteran teacher at 8th grade and 1/3 of seventh grade. We have implemented strategic ELA, so students who are not at grade level have more time to engage with grade-level ELA curriculum. More ELA, Math, Science, and other interventions in core academic subjects are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency.
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	Strong, veteran teacher for ELD and Newcomer classes. Strong Newcomer Math instruction. RSP literacy support is robust and systematic. Accommodations are in place for students with IEP's, so they can perform their best on SBAC exams.
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	We regularly do sown to grow and culture and climate surveys to gague student connectedness and intervene where necessary. Students utilize adults on support team, including case managers, CK, and RJ facilitator, to help resolve conflicts peacefully. Our attendance team has been proactive about tiered interventions to reduce absenteeism.
<i>LCAP Goal 4:</i>	Increase teacher retention.	Our staff has strong teacher retention. Investing time and resources into new teacher coaching and providing forums for staff to collaborate and provide feedback are all ways to improve teacher retention.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	Students enter WOMS without prerequisite knowledge or skills to do grade-level ELA and Math. Supplemental technology is needed to enhance the core curriculum (literacy, math, science, etc.) and support the attainment of Common Core State Standards. Teachers will integrate technology and computer skills instruction with the classroom's core content.

<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	Twenty percent of students at WOMS have IEP's, and are significantly below grade level in their skills in both ELA and Math. Our staff works hard to accommodate and modify curriculum, and students still struggle with grade-level content. We have not been able to hire a paraeducator, which means that some students are not getting the push-in or pull-out support that they need or deserve, according to their IEP's. Removing language barriers and strategically providing light refreshments will promote inclusivity and empower families to actively engage in their student's educational journey. This and postage will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success.
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Students have barriers outside of school that make it challenging to attend school, including family instability, being unhoused, or having serious mental health issues. Some of these same challenges impact issues such as behavior and connectedness. Removing language barriers and strategically providing light refreshments will promote inclusivity and empower families to actively engage in their student's educational journey. This and postage will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success.
<i>LCAP Goal 4:</i>	Increase teacher retention.	Teaching is a challenging career and working at WOMS requires staff to have a wide array of skills and talents. We try to be choosy with regards to hiring, but sometimes people cannot meet the demands of the job.

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

West Oakland Middle School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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 implemented the strategies and actions we listed with regards to regular PLC meetings for both Humanities and STEAM. We have also introduced a Strategic ELA class and have implemented phonics support for both general education and students with IEP's. Literacy is at the core of our strategic actions and interventions.

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

Our mid-year I-ready data indicates that our 6th and 8th graders have made significant progress towards proficiency in reading. The percentage of students at grade-level doubled from the beginning of the school year. The work in PLC's have highlighted the grade-level content that students are being asked to do in each class. The PLC's have noticed that students need additional reading strategies to help them do grade-level writing with evidence and analysis.

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.

The plan has not changed significantly from what we had devised last year. After analyzing the progress that PLC's made during first semester, we are focusing more intensively on implementing reading strategies and protocols in every content area. We are also planning to offer summer intervention for Math and ELA.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Postage</p>	<p>Student Connectedness to School</p>	<p>Provide postage for targeted school-to-home mailings to ensure families receive critical academic and event information.</p>	<p>90% of 8th-grade families responded to mailed promotion status letters. This direct outreach led to increased attendance at school-related events. Mailings have successfully bridged the gap for families who may not regularly access digital platforms. These letters prompted parents to connect with the school counselor to discuss academic support. The current mailing strategy is highly effective in reaching families regarding high-stakes academic milestones (promotion). We will continue to monitor response rates for other grade levels to ensure consistent engagement across the site.</p>	<p>Continue: We recommend continuing this investment. Reliable physical mail remains a necessity for equitable communication. By ensuring 90% of our promotion families are informed and engaged with counseling services, we are directly supporting the student's successful transition to high school and overall academic achievement.</p>

<p>ELA Intervention</p>	<p>SBAC Math Distance from Standard Met</p>	<p>This funding is dedicated to a portion of a teacher's salary. This teacher has a small group of students for reading intervention. These students do not read at grade level, and need additional time to work with the grade-level ELA curriculum. The class meets four times per week, and students work on reading fluency, comprehension, and writing that is related to the grade-level curriculum. Students are selected to be in the class, based upon their I-ready and SBAC ELA scores.</p>	<p>Students in strategic ELA have shown marked improvement in their reading, based on the I-ready diagnostic. Fifty percent of students in strategic ELA have made a year's worth of expected reading growth in only 4 months. Twenty seven percent of students in the Strategic ELA classes exceeded on year's stretch growth on I-ready in only 4 months. These are higher rates than for the rest of the student population. The small size of the class is working well, as well as the fact that we have dedicated curriculum and content for the class. Students like having extra time to read the assigned novels, and that they have more guidance on how to do the grade-level work, as it is very challenging for students who do not read at grade level. We recently began fluency work, and students are becoming more comfortable with reading fluency. The other advantage to having this class is that it provides a good opportunity for our students to work closely with our early literacy tutor, who helps them with phonics. One thing that is not working as well, but will improve, is that the teacher is very new to the intervention curriculum. This will improve as she gets more familiar with it.</p>	<p>Continue: We recommend continuing this investment. This position is a proven driver of academic equity. By providing extra time, specialized curriculum, and a low teacher-to-student ratio, we are successfully closing the literacy gap for our most at-risk readers and ensuring they can successfully engage with grade-level ELA standards.</p>
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Unallocated	i-Ready Reading at or above Mid-Grade	Purchase Chromebooks to ensure 1:1 student access to core intervention programs including i-Ready, Lexia, and SPIRE reading supports.	These dollars have not yet been expended. The site identified a gap in device availability, which limited the frequency and consistency of students engaging with digital intervention platforms like Lexia and i-Ready. 0% expended at the time of this evaluation; however, the SSC has voted to reallocate these funds to address the hardware shortage.	Modify/Reallocate: We recommend reallocating these unallocated funds to instructional technology. To support future planning and academic growth, the site must ensure that all students have the hardware required to access specialized literacy supports. Transitioning these funds to Chromebooks ensures that Title I dollars are directly impacting the daily instructional environment and providing the tools necessary for students to meet state standards.

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

<b>School:</b> West Oakland Middle School	<b>SCHOOL ID:</b> 204
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<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>	<a href="#">Click here for guidance on SPSA practices</a>
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**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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	Teachers engage in regular 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; and attend Foundational Curriculum PD through Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
	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, and attend Foundational Curriculum PD through Standards & Equity Institute	All Students	Academic	Tier 1 - Universal
1-6	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal

1-7	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-8	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-9	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental
1-10	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-11	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 3 - Targeted
1-12	Schools monitor progress of students receiving literacy support and 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 - Targeted

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

<b>School Goal:</b>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.			
<b>Identified Need:</b>	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	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	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. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal

2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-8	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
2-9	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
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

**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 Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			

3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-8	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
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted

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

<b>School Goal:</b> Increase teacher retention.				
<b>Identified Need:</b> 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	All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
5-1	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>ELL Progress Data</i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

**PROPOSED 2026-27 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 SP5A ACTIVITY	BUDGET ACTION NUMBER
This will pay for our after-school program. BACR is the agency that will provide academic tutoring, enrichment, athletics, and childcare every day after school until 6 PM. All students have access to this program.	\$148,445	After School Education & Safety (ASES)	5825	Consultants			0.00			Establishes case management team to work with specific students	204-1
This fund will pay for the salary of our art teacher, who will provide four sections of art, 5 days per week. All students have access to this class.	\$30,213	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	11459	Teacher Education Enhancement	0.25			Students engage daily in standards-aligned tasks from the adopted curriculum.	204-2
This fund will provide art and music supplies for our VAPA classes. Students will have access to art materials and musical instruments.	\$3,552	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	204-3
RJ facilitator's salary pays for our RJ facilitator, who trains and develops peer mediators, helps to mediate conflicts between and among students, and serves on the culture and climate team.	\$77,905	California Community Schools Partnership Program	2205	Classified Support Salaries	10619	Restorative Justice Facilitator	0.55			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
This fund pays for a portion of our CSM. The CSM leads our attendance team and COST. These teams support families and students in crisis, and the CSM is responsible for providing necessary interventions for these students. The CSM's role on the administrative leadership team and culture and climate teams is to provide SEL data so that the staff are aware of the progress that the student body and specific subgroups are making.	\$47,597	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7813	Program Mgr Community School	0.25			Uses a universal screener to identify students needing additional support.	204-5
Case Manager works specifically with individual students on academic support, study skills, and social-emotional skills. Students who cannot access other interventions and who have low GPA's are generally recommended to work with our case manager.	\$42,163	California Community Schools Partnership Program	2405	Clerical Salaries	8757	Case Manager 20	0.30			Uses a universal screener to identify students needing additional support.	204-6
This fund will provide supplies for attendance celebrations and PBIS events. These supplies include decorations, prizes, and incentives to motivate and celebrate students.	\$1,085	California Community Schools Partnership Program	4310	School Office Supplies			0.00			School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	204-7

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
This fund will provide salaries for our certificated math teacher.	\$4,189	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	5099	Teacher Structured Eng Immersn	0.05			Students engage daily in standards-aligned tasks from the adopted curriculum.	204-8
This fund will provide salaries for our certificated ELA teacher, who will also provide ELA intervention.	\$15,342	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	10618	Teacher Structured Eng Immersn	0.15			Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	204-9
This fund supports the TSA's salary. Our TSA coaches all of our humanities teachers in curriculum planning and assessment. The TSA leads the humanities PLC and serves on ILT. ILT and PLC's meet three times per month.	\$43,828	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	10621	TSA 11Mon 12Pay	0.25			Students engage daily in standards-aligned tasks from the adopted curriculum.	204-10
This will pay for our after-school program. BACR is the agency that will provide academic tutoring, enrichment, athletics, and childcare every day after school until 6 PM. All students have access to this program.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	204-11
This fund will provide salaries for our certificated math teacher.	\$12,566	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	5099	Teacher Structured Eng Immersn	0.15			Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	204-12
This fund will provide salaries for our certificated ELA teacher, who will also provide ELA intervention.	\$65,582	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	10617	Teacher Structured Eng Immersn	0.60			Students engage daily in standards-aligned tasks from the adopted curriculum.	204-13
This fund will provide salaries for our certificated ELA teacher, who will also provide ELA intervention.	\$54,383	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	11459	Teacher Education Enhancement	0.45			Students engage daily in standards-aligned tasks from the adopted curriculum.	204-14
The bilingual attendance specialist contacts families every day regarding their students' attendance. The specialist is a crucial member of the front office staff and serves on the attendance team.	\$39,079	LCFF Equity Multiplier	2205	Classified Support Salaries		Attendance Specialist Bil	0.50			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	204-15
Case Manager works specifically with individual students on academic support, study skills, and social-emotional skills. Students who cannot access other interventions and who have low GPA's are generally recommended to work with our case manager.	\$28,108	LCFF Equity Multiplier	2405	Clerical Salaries	8757	Case Manager 20	0.20			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.	204-16

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
This fund will provide meeting refreshments for our student-led conferences, teacher collaborative meetings, and staff retreats.	\$9,652	LCFF Equity Multiplier	4311	Meeting Refreshments			0.00			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTe goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	204-17
This fund will pay for teachers to come to school before and after the school year begins to collaborate.	\$6,200	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	204-18
This fund will pay for overtime for our front office staff for events such as registration and back to school night.	\$2,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly			0.00			Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	204-19
This fund will provide meeting refreshments for our student-led conferences, teacher collaborative meetings, and staff retreats.	\$4,000	LCFF Supplemental	4311	Meeting Refreshments			0.00			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTe goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	204-20
Bus passes will help students attend field trips. All students will have access to these enrichment opportunities.	\$7,500	LCFF Supplemental	5820	Bus Passes			0.00			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.	204-21
This fund supports the TSA's salary. Our TSA coaches all of our humanites teachers in curriculum planning and assessment. The TSA leads the humanities PLC and serves on ILT. ILT and PLC's meet three times per month.	\$105,187	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10621	TSA 11Mon 12Pay	0.60			Students engage daily in standards-aligned tasks from the adopted curriculum.	204-22

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
This fund pays for a portion of our CSM. The CSM leads our attendance team and COST. These teams support families and students in crisis, and the CSM is responsible for providing necessary interventions for these students. The CSM's role on the administrative leadership team and culture and climate teams is to provide SEL data so that the staff are aware of the progress that the student body and specific subgroups are making.	\$142,792	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7813	Program Mgr Community School	0.75			Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	204-23
This fund pays for our library technician. This person works full-time and is in charge of library circulation and all the library programs. The library is open to all students. ELA and intervention classes visit the library regularly and the library is open at lunchtime for all students.	\$85,730	Measure G, Library Support	2205	Classified Support Salaries	9061	Library Technician	1.00			Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	204-24
RJ facilitator's salary pays for our RJ facilitator, who trains and develops peer mediators, helps to mediate conflicts between and among students, and serves on the culture and climate team.	\$35,411	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2205	Classified Support Salaries	10619	Restorative Justice Facilitator	0.25			Strong Restorative Justice (R.J) 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	204-25
This fund will provide art and music supplies for our VAPA classes. Students will have access to art materials and musical instruments.	\$1,317	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	204-26
Consultants include our instructors for african drumming, visual arts, choir, and dance. These classes are offered to all students and enhance our VAPA program.	\$50,000	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5825	Consultants			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	204-27
Classified overtime to provide supplemental translation and interpretation services during parent engagement workshops.	\$400	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		College/Career Readiness	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	204-28





**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, cultural heritage celebrations.

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 9/10/2025 and will be in effect for the period 9/10/2025, through May 25, 2026.

**The school will distribute this policy to all parents on or before September 20th, of the current school year.**

Neha Ummat

*Neha Ummat*

9/11/2025

Name of Principal

Signature of Principal

Date 9/11/2025

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



## School-Parent Compact West Oakland Middle School 2025-2026

*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.**
  - ***Participate in events:***
    - ***Latinx heritage***

- *Black history month*
  - *Arab heritage month*
  - *Spirit Week*
  - *Teacher Appreciation Week*
  - *Multicultural Celebration*
- **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 10th, and will be in effect for the period of September 10, 2025 to May 25, 2026. 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 20th.

Neha Ummat

*Neha Ummat*

9/11/2025

Name of Principal

Signature of Principal

Date 9/11/2025

[Please link the Parent and Family Engagement Policy to this document.](#)



Strategic Resource Planning (SRP)

**West Oakland Middle School**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Robyn Brody Kaplan
Vice Chairperson:	Shantesha Fluker
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					1
Robyn Brody Kaplan		x				1
Stasi Williams		x				1
Mika Chrisentery			x			1
Ariam Mogos				x		1
Shantesha Fluker				x		1
Erica Wade				x		1
Messiah					x	1
Highlighted Names are Aeries Verified-SMT						

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Last friday of the month at 8:15am in the library
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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  
3 Classroom Teachers  
1 Other Staff  
**AND**  
4 Parents/Community Members  
1 Student (at least)