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# 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 Westlake Middle School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Westlake 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 Westlake Middle School



**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Westlake Middle School      **Site Number:** 213

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:** 4/15/2026

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:**

Lucinda Taylor	<i>Dr. Lucinda Taylor</i>	5/2/2026
<i>Principal</i>	Signature	Date
Chemarin Mayfield	<i>Chemarin Mayfield</i>	5/6/26
<i>SSC Chairperson</i>	Signature	Date
<i>SELLS Representative (optional)</i>		
	Signature	Date
Clifford Hong	<i>Clifford Hong</i>	05/01/2026
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/4/26
<i>Director, Strategic Resource Planning</i>	Signature	Date

## 2026-27 SPSA ENGAGEMENT TIMELINE

**School Site:** Westlake Middle School

**Site Number:**

213

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
1/20/2026	ILT	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections
1/21/2026	SSC & SELLS	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a
1/21/2026	Faculty	Discussed proposed expenditures and priorities
2/10/2026	SSC	Reviewed SPSA goals and strategies
4/15/2026	SSC & SELLS	

## 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	\$151,759.95
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,108,004.96

### 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	\$149,050
Title I Parent & Family Engagement Resource 3010	\$2,710
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$151,760</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,108,004.96</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$27,500
LCFF Equity Multiplier Resource 7399	\$377,961
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$151,434
Community Schools Grant (CCSPP) Resource 6332	\$193,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$55,601
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$956,245</b>

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

**1A: ABOUT THE SCHOOL**

<b>School Name: Westlake Middle School</b>		<b>School ID: 213</b>
<b>CDS Code: 1612596057095</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**School Mission and Vision**

The Mission of Westlake Middle School is to be a full-service community school that provides a supportive academic experience through culturally relevant practices, social-emotional learning, restorative practices, and a dedicated staff committed to the success of the whole child.

At Westlake, we aim to provide a nurturing and supportive academic experience through culturally relevant practices, social-emotional learning, and a dedicated staff committed to our school community's success.

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

Westlake has historically struggled with teacher retention. However, this has changed over the last 2 years. Westlake continues to struggle with continuity within the Math Department, for the past two years not able to have permanent teachers in place for the first 6 weeks of school, resulting in a difficult transition for incoming 6th graders relative to math. Westlake serves "all" possible types of scholars that may enter OUSD (i.e. we have all 3 levels of Special Education classes (mild-mod to mod-severe), all levels of ELL scholars and low-income scholars as well). We have experienced some difficulty in offering social-emotional support and services to scholars and families.

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
55.2%	42.7%	31.5%	1.8%	6.8%	23.7%	92.1%	24.4%	11.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
44.4%	7.5%	7.2%	0.4%	0.0%	0.7%	91.8%	12.2%	73.8%

**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	-108.5	-104.2	-104.2	-88.50	-100.0
SBAC ELA Participation	All Students	82.2%	84.1%	88.7%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	27.5%	35.2%	42.6%	52.8%	70%

<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	-167.5	-169.2	-142.8	-147.5	-157.0
SBAC Math Participation	All Students	78.1%	78.1%	84.8%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	5.2%	5.6%	12.2%	15.2%	25.0%
California Science Test (CAST) Participation	All Students	84.6%	62.3%	80.4%	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	-161.9	-166.5	-182.6	-88.5	-155.0
SBAC ELA Distance from Standard Met	African American Students	-130.3	-114.1	-109.8	-120.3	-100.0

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	56.2%	50.5%	61.1%	70.4%	56%
SBAC Math Distance from Standard Met	Special Education Students	-232.8	-221.8	-200.9	-147.5	-147.5
SBAC Math Distance from Standard Met	African American Students	-185.6	-178.1	-143.3	-165.6	-165.6
<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	27.4%	14.6%	16.9%	27.4%	50%
LTEL Reclassification	Long-Term English Learners	32.6%	26.1%	29.0%	35.6%	40%

**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	51.7%	39.6%	41.2%	62.7%	65%
Out-of-School Suspensions	All Students	14.4%	12.3%	13.8%	10.8%	10.0%
Out-of-School Suspensions	African American Students	20.7%	14.9%	22.6%	15.5%	15.5%
Out-of-School Suspensions	Special Education Students	17.4%	17.0%	21.9%	13.1%	13.1%
Chronic Absenteeism	All Students	77.0%	41.6%	34.3%	57.8%	50%
Chronic Absenteeism	African American Students	75.6%	46.9%	43.7%	56.7%	50%

**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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	68.8%	66.1%	65.4%	78.8%	80%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	<ol style="list-style-type: none"> <li>1. Westlake teacher will continue to implement adopted curriculum that is aligned to grade level standards using literacy strategies to increase comprehension in ELA and Math.</li> <li>2. Use data to drive instruction including, - iReady reading data, interim assessments, diagnostic testing, and consistently reviewing this data in content area PLC's.</li> <li>3. Continue to build out and strengthen PLC, ILT, ALT on weekly and biweekly basis to provide teacher leaders with consultancy, learning walks, feedback, data walks/talks and sharing shared practices as we review student work through collaboration to improve curriculum and instruction.</li> </ol>

<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	<ol style="list-style-type: none"><li>1. Westlake teacher will continue to implement adopted curriculum that is aligned to grade level standards using literacy strategies to increase comprehension in ELA and Math.</li><li>2. Use data to drive instruction including, - iReady reading data, interim assessments, diagnostic testing, and consistently reviewing this data in content area PLC's.</li><li>3. Continue to build out and strengthen PLC, ILT, ALT on weekly and biweekly basis to provide teacher leaders with consultancy, learning walks, feedback, data walks/talks and sharing shared practices as we review student work through collaboration to improve curriculum and instruction.</li><li>4. Instructional supplies supplemental to the district-provided core curriculum are designed to provide differentiated, hands-on learning opportunities. These resources will allow teachers to tailor instruction to the specific learning styles and needs of Title I students, directly supporting the goal of increasing proficiency in Math, ELA and other core academic subjects.</li></ol>
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<p><i>LCAP Goal 3:</i></p>	<p>Increase connectedness to school, reduce suspensions and chronic absenteeism.</p>	<ol style="list-style-type: none"> <li>1. Counselor provides weekly Sown to Grow survey and review for critical student check-ins about community belonging. Uploads grades in Aeries for students and parents, ensure conferences with students and parents are set and held, and also addresses chronic absenteeism.</li> <li>2. Continue to offer a variety of clubs, sports, and art options including music, art, dance and drama to build community through a shared campus interest in the arts through Turn-Around-Arts.</li> <li>3. Moving our advisory block to the first period of the day to ensure that students arrive in time for their instructional classes.</li> <li>4. Continue to build out our Culture Climate team and PBIS work to build on special events to increase student participation and reduce disciplinary consequences.</li> <li>5. Continue to build out our RJ program to support students with solving their conflicts. Also including to provide alternative mentoring programs ie Kingmakers, and a Thriving Girls group to support with mentoring and conflict resolution.</li> <li>6. Continue to build out our re-entry plans with RJ.</li> <li>7. Continue to build out our student store with incentives for students academically and through culture climate success.</li> <li>8. Continue to provide students with fieldtrips and exposure to outdoors.</li> <li>9. Afterschool enrichment activities and academic support that help to build student connectedness to the school by including their input and voice by after-school sports, clubs, field-trips, and extracurricular activities.</li> <li>10. Digital licenses to support to students with access to state testing, and district assessments, and technology will be used by families to translate during SEL Workshop, Family Night Activities, and during Parent Conferences."</li> </ol>
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<i>LCAP Goal 4:</i>	Increase teacher retention.	<ol style="list-style-type: none"> <li>1. New teachers are given BTS professional development, and are paired with a content TSA and given support.</li> <li>2. Our Veteran teachers are empowered to participate on the ILT, create agenda for their content area PLC's, and will continue to have shared decision making responsibilities.</li> </ol>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	<ol style="list-style-type: none"> <li>1. Westlake teacher will continue to implement adopted curriculum that is aligned to grade level standards using literacy strategies to increase comprehension in ELA and Math.</li> <li>2. Use data to drive instruction including, - iReady reading data, interim assessments, diagnostic testing, and consistently reviewing this data in content area PLC's.</li> <li>3. Continue to build out and strengthen PLC, ILT, ALT on weekly and biweekly basis to provide teacher leaders with consultancy, learning walks, feedback, data walks/talks and sharing shared practices as we review student work through collaboration to improve curriculum and instruction.</li> </ol>

<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	<ol style="list-style-type: none"><li>1. Westlake teacher will continue to implement adopted curriculum that is aligned to grade level standards using literacy strategies to increase comprehension in ELA and Math.</li><li>2. Use data to drive instruction including, - iReady reading data, interim assessments, diagnostic testing, and consistently reviewing this data in content area PLC's.</li><li>3. Continue to build out and strengthen PLC, ILT, ALT on weekly and biweekly basis to provide teacher leaders with consultancy, learning walks, feedback, data walks/talks and sharing shared practices as we review student work through collaboration to improve curriculum and instruction.</li><li>4. Enhanced digital literacy and personalized learning paths to close the achievement gap. Technology investments supplemental to the district's basic technology plan will be used to facilitate data-driven, individualized practice in core academic areas, allowing for real-time intervention and accelerated learning for Title I students and parents.</li></ol>
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<p><i>LCAP Goal 3:</i></p>	<p>Increase connectedness to school, reduce suspensions and chronic absenteeism.</p>	<ol style="list-style-type: none"> <li>1. Weekly Sown to Grow survey and review for critical student check-ins about community belonging.</li> <li>2. Continue to offer a variety of clubs, sports, and art options including music, art, dance and drama to build community through a shared campus interest in the arts through Turn-Around-Arts.</li> <li>3. Moving our advisory block to the first period of the day to ensure that students arrive in time for their instructional classes.</li> <li>4. Continue to build out our Culture Climate team and PBIS work to build on special events to increase student participation and reduce disciplinary consequences.</li> <li>5. Continue to build out our RJ program to support students with solving their conflicts. Also including to provide alternative mentoring programs ie Kingmakers, and a Thriving Girls group to support with mentoring and conflict resolution.</li> <li>6. Continue to build out our re-entry plans with RJ.</li> <li>7. Continue to build out our student store with incentives for students academically and through culture climate success.</li> <li>8. Continue to provide students with fieldtrips and exposure to outdoors.</li> <li>9. Afterschool enrichment activities and academic support that help to build student connectedness to the school by including their input and voice by after-school sports, clubs, field-trips, and extracurricular activities.</li> <li>10. Digital licenses to support to students with access to state testing, and district assignments, and technology will be used by families to translate during SEL Workshop, Family Night Activities, and during Parent Conferences.</li> </ol>
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<i>LCAP Goal 4:</i>	Increase teacher retention.	<ol style="list-style-type: none"><li>1. Westlake teacher turn-over this year has been very high especially in SPED classes and PE.</li><li>2. New teachers are given BTS professional development, and are paired with a content TSA and given support.</li><li>3. Our Veteran teachers are empowered to participate on the ILT, create agenda for their content area PLC's, and will continue to have shared decision making responsibilities.</li></ol>
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**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Westlake 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.

Westlake has worked hard this year to maintain a commitment to reaching our LCAP goals by focusing on stabilizing the community, evaluating and support our teachers, creating conditions for students learning within and outside of the classroom, provide RJ supports for students and family with conflict to increase connectedness, a focus on academics in every classroom, and social-emotional wellness for students and staff. We see growth in our community and progress being made with our students. Do to the hard work and dedication our attendance is up, and our suspension are down. We have been able to meet several of our culture climate and academic goals because of the impact of our culture-keeper, RJ facilitators, our community school manager, counselors, our entire administrative team, our TSA, and our incredibly dedicated staff.

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

Our Title 1 funding has been used to support many of our most needy students and families. We have met our attendance goals for our chronically absent students, and are working with the team to support families with attendance. Our iReady data shows that students are growing. Our BluePrint Math data is encouraging and we plan to expand this impact going into next year. Students are happier at school, and we want to continue to cultivate our program with quality adults and resources.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We changed our after-school provider to ensure the additional academic supports, sports, and safety continue during our after school program.

**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>Technology (Chromebooks); communcation and provide support Westlake students to improve student academic outcomes in reading and math, and enrichment. Our Chromebooks support our advisory and our social emotional support system, sown to grow. Our technology is pivitol in support teachers and students with data, and our families with Google classroom.</p>	<p>College/Career Readiness</p>	<p>Purchase Chromebooks to support academic growth, and provide enrichment. The use of techology with Chromebooks support teachers, students, and families, and is central to our core academic vision.</p>	<p>No chromebooks were purchased. Site determined that the current number of chromebooks were sufficient to support academic program at this time.</p>	<p>This activity will not be continued in its current form. Resources were repurposed to purchase library books to address literacy gaps more directly.</p>

<p>Newcomer Intervention to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment</p>	<p>Student Connectedness to School</p>	<p>Provides language support for newcomer students in support reading and language outcomes.</p>	<p>What is working is allow students supported opportunities in small groups to learn the English language with a credential teacher.</p> <p>Observations show increased student confidence in using academic language during whole-group instruction, increased iReady literacy scores and participation, increased attendance, has had a direct increase of Westlake students being reclassified. Staff feedback indicates that the small-group setting allows for more frequent checks for understanding and immediate corrective feedback.</p>	<p>I would not change anything, but provide additional support for these students.</p>
<p>.2FTE Counselor (PCN 4809) Counselor- Position to support with scheduling and monitoring students success.</p>	<p>Student Connectedness to School</p>	<p>Check-in Check out for specific students, harm assessment, grade and scheduling support, Sown to Grow (Social Emotional program), support for 8th grade students and their transcripts, and they support with climate culture.</p>	<p>Our Attendance Team was tracks data all year. It shows an increase student confidence in using academic language during whole-group instruction, increased iReady literacy scores and participation, increased attendance, has had a direct increase of Westlake students being reclassified. Our reduction in school suspension and overall joy at school is tied to ability of this counselor to track grades, attendance, and discipline. Her engagement with families is important to ensure high school readiness.</p>	<p>I would not change anything, but provide additional support for these students.</p>

Technolgy	Student Connectedness to School	Supplemental technology and digital literacy resources to parents to increase their capacity to monitor student progress and support at-home learning.	No computers were purchased. Site determined that the current number of computers available in the family resource center were sufficient to support families at this time.	Discontinue. We are currently discussing the allocation of these funds. This will ensure that future expenditures are used for high-impact activities that directly address current family needs and direct services to students.
Purchase of \$3,238.54 for books for the library in support of our site focus on Literacy.	i-Ready Reading at or above Mid-Grade	This purchase provided new and relevant resources requested by students in support of our SSR program.	More students reading on grade level and those students interested in learning to read our checking out books from our library that now houses relevant topic of interest.	More activity in in the library and student iReady data has improved.

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Westlake Middle School	<b>SCHOOL ID:</b> 213
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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
1-6	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
1-7	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

1-8	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
1-9	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-10	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
1-11	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-12	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
1-13	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

CONDITIONS FOR BLACK STUDENTS				
#	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	<p>Loved and Affirmed: This indicator measures if school environments are providing learning about Black history, culture, and identity that celebrate and affirm Blackness.</p> <p>Hire and retain staff reflective of the diverse student body. (Currently in progress, and will continue as a site goal.)</p> <p>Provide professional learning for staff on cultural competency/fluency. (Depends on site PD Calendar.)</p> <p>Staff engage in PD/PLC cycles to reflect on implicit bias, racial affinity practices, and equitable frameworks. (Depends on site PD Calendar.)</p>	African American	Academic	Tier 1 - Universal
5-2	<p>Rich &amp; Diverse Learning Experiences: This indicator measures access to and usage of non-traditional career opportunities, life skills, and extracurricular activities rooted in Black/African history and joy.</p> <p>Increase connectedness and joy by strategically connecting students to opportunities for enrichment, mentoring, and support. (e.g Museums, nature experiences, special guest speakers, field experiences related to class topics, Horizon-expanding opportunities ) (Currently in progress, and will continue as a site goal.)</p> <p>College &amp; High school tours, internships (e.g., restaurants, barber shops), and mentorship opportunities</p> <p>Provide additional experiential learning opportunities through advisory classes. (Currently in progress, and will continue as a site goal.)</p>	African American	SEL / Mental Health	Tier 1 - Universal
5-3	<p>A variety of Parenting classes are offered to support caregivers in supporting their students.</p> <p>The leadership team conducts targeted outreach to Black families to increase participation in school-wide events, and strengthen partnerships.</p> <p>Provide targeted outreach to engage Black families around academics and celebrations.</p> <p>Host "Focus Five" events (e.g., Math Night, STEM Night, VAPA Night, Black History Night) to increase family engagement.</p> <p>Development of a Black Parent of Westlake Steering Committee, or PTSA</p>	African American	Parents	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<a href="#">ELL Progress Data</a>		
#	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	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: 213**

**School: Westlake 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
Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	\$23,000	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends						Establish electives and extracurriculars to encourage community amongst students.	
Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	\$9,800	After School Education & Safety (ASES)	2225	Classified Support Salaries: Overtime						Establish electives and extracurriculars to encourage community amongst students.	
Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	\$19,656	After School Education & Safety (ASES)	4391	Carryover, Prior Year						Establish electives and extracurriculars to encourage community amongst students.	
PCN 4809 Counselor	\$73,977	After School Education & Safety (ASES)	5100	Subagreements For Services					Student Connectedness to School	Check-ins / Check-outs with specific students	
Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	\$25,000	After School Education & Safety (ASES)	5825	Consultants						Establish electives and extracurriculars to encourage community amongst students.	
Media Arts to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$51,515	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10241	Teacher Structured Eng Immersn	0.55			Establish electives and extracurriculars to encourage community amongst students.	
Media Arts to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$4,086	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies						Establish electives and extracurriculars to encourage community amongst students.	
Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$10,343	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends						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	
PCN 8769 Newcomer TCHR.	\$106,528	California Community Schools Partnership Program	2205	Classified Support Salaries	10240	Restorative Justic Facilitator	0.75		ELL Reclassification	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	
Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$51,516	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7870	Program Mgr Community School	0.25			Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	

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Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$363	California Community Schools Partnership Program	4311	Meeting Refreshments			0.00			Create stronger schoolwide positive culture systems, so ensure positive behavior by students and staff.	
Admission and transportation fee for school-wide fieldtrips aligned with site culture and climate.	\$25,000	California Community Schools Partnership Program Carryover	4397	Fall Revisions			0.00			Expose students to culturally relevant texts and teaching methodologies	d
Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	\$8,850	Expanded Learning Opportunities Program (ELO-P)	1120	Certificated Teachers' Salaries: Stipends			0.00			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	
Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	\$116,150	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Establish electives and extracurriculars to encourage community amongst students.	
Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Establish electives and extracurriculars to encourage community amongst students.	
Teacher Structured Eng. Immersn to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$71,653	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	2587	Teacher Structured Eng Immersn	0.90			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	
Teacher Structured Eng. Immersn to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$65,950	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	6485	Teacher Structured Eng Immersn	0.80			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	
Teacher Structured Eng. Immersn to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$73,229	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	10923	TSA 11Mon 12Pay	0.40			Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	

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**School:** Westlake 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
Communicate with students and parents regarding attendance and related issues; place and receive phone calls, and receive notes regarding student absences; record receipt of notes and incoming telephone calls. Assure students, parents, and/or guardians deliver absence verification notes to attendance offices; contact parents or guardians if unverified absences have not been cleared. Assist administrators in identifying students with frequent absenteeism; generate reports to determine student attendance trends that need to be addressed and report to your Attendance Team and/or administrator. Refer students to the School Attendance Review Team (SART) according to established procedures; schedule conferences with parents, student, teachers, administrators and counselors as necessary. Issue off-ground passes and admittance slips to students with a valid note from parents or guardians.	\$39,079	LCFF Equity Multiplier	2205	Classified Support Salaries	1384	Attendance Specialist Bil	0.50			Ensures communication with families about students attendance, absences, and records receipt of notes. Ensures transcripts are up to date, and support and ensures proper scheduling when necessary.	
Issue off-ground passes and admittance slips to students with a valid note from parents or guardians.	\$93,091	LCFF Equity Multiplier	2405	Clerical Salaries	9575	Liaison Family Parent Bil	0.90			A variety of Parenting classes are offered to support caregivers in supporting their students. The leadership team conducts targeted outreach to Black families to increase participation in school-wide events, and strengthen partnerships. Provide targeted outreach to engage Black families around academics and celebrations. Host "Focus Five" events (e.g., Math Night, STEM Night, VAPA Night, Black History Night) to increase family engagement. Development of a Black Parent of Westlake Steering Committee, or PTSA	
Assist administrators in identifying students with frequent absenteeism; generate reports to determine student attendance trends that need to be addressed and report to your Attendance Team and/or administrator. Refer students to the School Attendance Review Team (SART) according to established procedures; schedule conferences with parents, student, teachers, administrators and counselors as necessary.	\$271	LCFF Equity Multiplier	4311	Meeting Refreshments			0.00			Westlake will host monthly family engagement nights with a variety of themes designed to build community and strengthen family involvement. Light refreshments are provided for parents, students, staff, and community members.	

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

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**School:** Westlake 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
Issue off-ground passes and admittance slips to students with a valid note from parents or guardians.	\$2,689	LCFF Equity Multiplier	4311	Meeting Refreshments			0.00			Westlake will host monthly family engagement nights with a variety of themes designed to build community and strengthen family involvement. Light refreshments are provided for parents, students, staff, and community members.	
Teacher Structured Eng. Immersn to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$7,961	LCFF Equity Multiplier Carryover	1105	Certificated Teachers' Salaries	2587	Teacher Structured Eng Immersn	0.10		Student Connectedness to School	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	
School Supplies	\$24,039	LCFF Equity Multiplier Carryover	4311	Meeting Refreshments			0.00		Reading Inventory (RI) Multiple Years Below Grade Level	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	
Teacher Structured Eng. Immersn to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$7,500	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	
Supplies and materials to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$15,000	LCFF Supplemental	4310	School Office Supplies			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	
Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$5,000	LCFF Supplemental	4380	Uniforms			0.00			School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	
Teacher on Special Assignment to support content to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$109,843	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10923	TSA 11Mon 12Pay	0.60			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	
Plan, organize, coordinate, implement and participate in programs and activities related to the operation of an assigned school, including instruction, student discipline and other programs; enforce applicable State and District codes, policies and laws; administer District and school site discipline policies and safety programs.	\$154,547	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7870	Program Mgr Community School	0.75			School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	
Perform a variety of administrative duties to assist the Principal in managing the school; assume the duties of the Principal as assigned.	\$85,413	Measure G, Library Support	2205	Classified Support Salaries	9129	Library Technician	1.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	

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Assist with supervision and evaluation of the performance of designated certificated and/or classified personnel; assign duties to faculty and staff as appropriate to meet school objectives; assist with recruiting, interviewing and selecting new faculty and staff.	\$116,040	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	4859	Teacher Structured Eng Immersn	1.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	
Assist with development and administration of disciplinary procedures in accordance with District policies and State laws; receive referrals and confer with students, parents, teachers and community agencies; respond to and resolve parent, student and staff complaints; serve on discipline or expulsion panels as assigned.	\$10,343	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	9575	Liaison Family Parent Bil	0.10			A variety of Parenting classes are offered to support caregivers in supporting their students. The leadership team conducts targeted outreach to Black families to increase participation in school-wide events, and strengthen partnerships. Provide targeted outreach to engage Black families around academics and celebrations. Host "Focus Five" events (e.g., Math Night, STEM Night, VAPA Night, Black History Night) to increase family engagement. Development of a Black Parent of Westlake Steering Committee, or PTSA	
Supervise students on campus before and after school; monitor students during lunch, recess and other activities; discipline students according to established guidelines.	\$2,983	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies			0.00		Student Connectedness to School	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	
Supplemental technology and digital literacy resources to parents to increase their capacity to monitor student progress and support at-home learning.	\$2,710	Title I, Part A Parent & Family Engagement	4410	Equipment < \$5,000			0.00		Reading Inventory (RI) Multiple Years Below Grade Level	A variety of Parenting classes, and technologies are offered to support caregivers in supporting their students.	
Implement a supplemental 'push-in/pull-out' intervention model to provide targeted, small-group literacy and science support, enabling at-risk students to master standards-aligned tasks and grade-level curriculum.	\$79,238	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8769	Teacher Structured Eng Immersn	0.80		Reading Inventory (RI) Multiple Years Below Grade Level	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	
Provide direction to a variety of faculty, staff and student programs and services; participate in informal and formal classroom visitations and observations; provide recommendations and suggestions as appropriate.	\$61,905	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4809	Counselor	0.40		Reading Inventory (RI) Multiple Years Below Grade Level	case management and restorative support to remove academic and social-emotional barriers for at-risk students, ensuring successful transitions and college/career readiness through coordinated intervention and advocacy.	





## **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.

### **Westlake Middle School**

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

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

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

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

- By conducting School Site Council (SSC) Meetings
- By conducting Title I Annual Meeting

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:

- Access to student academic information through Aeries Parent Portal
- Parent-Teacher Conferences (1 per semester)
- School Site Council Meetings
- By conducting Title I Annual Meeting

#### **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.
- School Site Council Meetings (SSC)

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

- School Site Council Meetings (SSC)
- Families of Westlake Meetings & Dads of Westlake Meetings (alternating monthly)
- Title I Annual 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:

- School Site Council Meetings (SSC)
- Title I Annual Meeting
- Parent-Teacher 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:

- School Site Council Meetings (SSC)
- Title I Annual Meeting
- Parentsquare Posting

### **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:

- School Site Council Meetings (SSC), Title I Annual Meeting, Families of Westlake Group, Dads of Westlake Group, outreach from Community Schools Manager and Family/Parent Liaison and Mailings (as needed).

#### **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:

- School Site Council Meetings (SSC), Title I Annual Meeting, Aeries Parent Portal and Google Classroom

#### **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:

- Monthly staff meetings, designated outreach time

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:

- Monthly Parents of Westlake Meetings, Back to School Night, Parent Conferences, School Site Council Meetings, Title I Annual Meeting and Family Engagement Nights

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:

- School Site Council Meetings (SSC)
- Title I Annual Meeting

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:

- School Site Council Meetings (SSC), Title I Annual Meeting, and Mailings (as needed)

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

- School Site Council Meetings (SSC), Title I Annual Meeting, Parents of Westlake Meetings and Family Engagement Nights

**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:

- COST (Coordination of Services Team) Meetings, School Site Council Meetings, Title I Annual Meeting, Families of Westlake Meetings, Dads of Westlake Meetings, Weekly Principal’s Update, Alameda County Food Pantry Distribution Site, monthly Family Engagement Nights (game night, annual Thankfulness Dinner, STEM Night, Literacy Night), Fine Arts Nights hosted by the Westlake Arts Department, annual Musical presented by Westlake Drama,

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 Westlake Middle School on August 7, 2025 and will be in effect for the period of August 11, 2025, to May 31, 2026.

The school will distribute this policy to all parents on or before September 30, 2025 of the current school year.

Lucinda Taylor

**Name of Principal**

*Lucinda Taylor*

**Signature of Principal**

9/17/2025

**Date**

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



## Westlake Middle School 2025-26 School-Parent Compact

*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 2025-26 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.**
  - Communicate high expectations for every student
  - Endeavor to motivate students to learn
  - Teach and involve students in classes that are interesting and challenging
  - Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community
  - Enforce rules equitably and involve students in creating a warm and caring learning environment in the class
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - Utilizing designated outreach time to connect with parents regarding student's academic achievement and progress
  - Keeping Aeries Parent Portal information updated on a regular basis
  - Sharing IReady Reading Assessment results
  
- 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.**
  - Keeping Aeries Parent Portal information updated on a regular basis and support parents in how to utilize platform efficiently
  - Providing Student Support Team Meetings upon request
  
- 4) Provide parents reasonable access to staff.**
  - Providing parents with teacher and staff contact information (i.e. email addresses and site phone numbers)
  - Allowing for parents to visit classrooms with 24 hours notice
  - Hosting Back to School Night Event

- 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.**
  - Establishing the Families of Westlake Group to develop opportunities for parents and community members to volunteer and participate in academic activities
  - Partnering with community agencies and organizations to provide additional academic support to students
  
- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**
  - Providing students with direct school-parent communication through the use of student planners
  - Providing parent workshops on topics such as "How To Prepare Your Student for College"
  
- 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.**
  - Providing staff with designated outreach time to build rapport with both students and their families
  - Family Engagement Night Activities such as community dinners, literacy nights, etc.
  
- 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.**
  - Communicating with parents through Parentsquare
  - Utilizing Parent Square to keep parents aware of school activities and important information
  - Posting information on school Parentsquare
  - Dedicated Outreach time to connect with families

### **Parent Responsibilities**

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

- Volunteer at the school if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Making sure that my child reads every day
- Making sure that my child attends school every day, on time and that homework is completed
- Ensuring that my child gets adequate sleep, regular medical attention and proper nutrition
- Support the school's discipline and uniform dress code policies
- Make every effort to attend school events such as Parent-Teacher Conferences, Open House and Back to School Night
- Monitor my child's progress in school
- Participate in school, home and community sponsored activities
- Communicate with the school when I have a concern
- Talk to my child regularly about the value of education
- Participate in shared decision-making with school staff and other families for the benefit of students
- Respect the school, staff, students and families

- Parents are aware of students' social media use
- Will utilize student academic online platforms to monitor progress and will ask school for help if needed

### **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
- Intentionally build relationships with scholars and families
- Communicate at least once per semester with parents on their student's academic progress
- Respond to parent communication within 2 school days

### **Student Responsibilities**

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

- Believe that I can and will learn
- Read for at least 30 minutes, 5 days a week
- Come to class on time, ready to learn and with assignments completed
- Set aside time everyday to complete my homework
- Know and follow the school and class rules
- Follow the school's uniform dress code and technology policy
- Regularly talk to my parent/guardian and my teachers about my progress in school
- Respect my school, classmates, staff and family
- Identify an adult that can support me when I need help
- Be actively engaged in the school community (sports, clubs, etc)

This Compact was adopted by Westlake Middle School on August 7, 2025 and will be in effect for the period of August 11, 2025, to May 31, 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 30 of this current school year.

Lucinda Taylor  
**Principal's Name**

*Lucinda Taylor*  
**Signature of Principal**

9/05/2025  
**Date**



Strategic Resource Planning (SRP)

**WESTLAKE MIDDLE SCHOOL**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	CHEMARIN MAYFIELD
Vice Chairperson:	ELIA SHELTON
Secretary:	EBADO ISMAIL

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
LUCINDA TAYLOR	x					
CARLTON BRANSCOMB		x				1
KAMISHA MCLEAN		x				1
TIFFANY MCCOY		x				1
EBADO ISMAIL			x			1
CHEMARIN MAYFIELD				x		1
BROOKE LAWSON				x		1
ELIA SHELTON				x		1
HILARY WALKER				x		1
JOI					x	1
AMBER BROWN (ALTERNATE)				x		1
DANA HORNAGE (ALTERNATE)				x		1
KAI PAGANI (ALTERNATE)				x		1
Highlighted names are Aeries verified-SMT*						

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Wednesday of Every Month 5:15PM - 6:15PM - Zoom Zoom ID: 81005920356 Passcode: 484720
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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.

