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

# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Westlake Middle School

**Ask of the Board** Approve the 2025-2026 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)**

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



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

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Westlake Middle School  
**CDS Code:** 1612596057095  
**Principal:** Lucinda Taylor  
**Date of this revision:** 3/26/2025

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> Lucinda Taylor	<b>Position:</b> Principal
<b>Address:</b> 2629 Harrison Street Oakland, CA 94612	<b>Telephone:</b> 510-879-2130
	<b>Email:</b> <a href="mailto:lucinda.taylor@ousd.org">lucinda.taylor@ousd.org</a>

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	<i>3/26/2025</i>
<i>The District Governing Board approved this revision of the SPSA on:</i>	<i>8/13/2025</i>

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

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

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:** 3/26/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Lucinda Taylor

*Principal*

Dr. LUCINDA TAYLOR

Dr. LUCINDA TAYLOR (Apr 7, 2025 09:54 PDT)

Signature

04/07/2025

Date

Tiffany Hampton-Amons

*SSC Chairperson*

Tiffany Hampton-Amons

Tiffany Hampton-Amons (Apr 7, 2025 14:50 PDT)

Signature

04/07/2025

Date

ThuyMinh Nguyen

*SELLS Representative (optional)*

THUYMINH NGUYEN

THUYMINH NGUYEN (Apr 7, 2025 10:00 PDT)

Signature

04/07/2025

Date

Clifford Hong

*Network Superintendent*

Clifford Hong

CLIFFORD HONG (Apr 7, 2025 09:53 PDT)

Signature

04/07/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

Lisa Spielman

LISA SPIELMAN (Apr 7, 2025 13:17 PDT)

Signature

04/07/2025

Date

## 2025-26 SPSA ENGAGEMENT TIMELINE

**Site Number:**

213

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

[illegible]

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Literacy Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$94,719.99
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,230,946.63

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$92,160
Title I, Part A Parent & Family Engagement (#3010)	\$2,560
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$94,720</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,230,946.63</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$28,200
LCFF Equity Multiplier (#7399)	\$329,032
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$343,874
Proposition 28 (Arts & Music in Schools #6770)	\$107,743
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,136,227</b>

## 2025-26 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:</b>
<b>School Mission and Vision</b>		
<p>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.</p> <p>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.</p>		
<b>Resource Inequities</b> (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>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.</p>		

### School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.6%	46.2%	31.9%	0.0%	2.6%	22.3%	89.2%	24.8%	18.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.1%	4.1%	8.9%	0.6%	0.0%	0.3%	87.3%	3.5%	77.4%

### 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.

English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-108.5	-104.2	not available until fall 2025	-88.5
SBAC ELA Participation	All Students	82.2%	84.1%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	27.5%	35.2%	not available until fall 2025	37.5%

Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-167.5	-169.2	not available until fall 2025	-147.5
SBAC Math Participation	All Students	78.1%	78.1%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	5.2%	5.6%	not available until fall 2025	15.2%
California Science Test (CAST) Participation	All Students	84.6%	62.3%	not available until fall 2025	95.0%

**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 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.

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	African American Students	-130.3	-114.1	not available until fall 2025	-120.3



Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	56.2%	50.5%	not available until fall 2025	46.0%
SBAC Math Distance from Standard Met	Special Education Students	-232.8	-221.8	not available until fall 2025	-147.5
SBAC Math Distance from Standard Met	African American Students	-185.6	-178.1	not available until fall 2025	-165.6
<b>Reclassification Measures &amp; Targets</b> *Reference <a href="#">Stages of ELD Data slides</a>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	27.4%	14.6%	not available until fall 2025	27.4%
LTEL Reclassification	Long-Term English Learners	32.6%	26.1%	not available until fall 2025	35.6%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<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
Student Connectedness to School	All Students	51.7%	39.6%	not available until fall 2025	62.7%
Out-of-School Suspensions	All Students	14.4%	12.3%	not available until fall 2025	10.8%
Out-of-School Suspensions	African American Students	20.7%	14.9%	not available until fall 2025	15.5%
Out-of-School Suspensions	Special Education Students	17.4%	17.0%	not available until fall 2025	13.1%
Chronic Absenteeism	All Students	77.0%	41.6%	not available until fall 2025	57.8%
Chronic Absenteeism	African American Students	75.6%	46.9%	not available until fall 2025	56.7%

**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
One-Year School Teacher Retention Rate	All Teachers	68.8%	66.1%	not available until fall 2025	78.8%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>Ensure that all students have access to standards-based, grade level curriculum and instruction.</i>	<ol style="list-style-type: none"> <li>1. Every Westlake teacher will use adopted curriculum that is aligned to grade level standards.</li> <li>2. Use Data to drive instruction including - interim assessments, diagnostic test, iReady review through the school year for progress monitoring.</li> <li>3. Continue to build out our PLC, ILT, ALT, on a weekly basis to provide teacher leaders with consultancy, learning walks, data walks/talks sharing students work and collaborating/callaborating data finds to improve curriculum and instruction.</li> </ol>
LCAP Goal 2:	<i>Provide high quality intervention in reading and math.</i>	<ol style="list-style-type: none"> <li>1. Continue to build our BluePrint Math Support targeting students math acceleration and enrichment classes.</li> <li>2. Providing Reading Intervention programs.</li> <li>3. Continue to provide push-in services for students in special education.</li> <li>4. SIPPS, SPIRE, and V-Math and other technonogy programs to build and support foundational skills.</li> <li>5. Continue to build and provide our literacy tutors, and literacy TSA support to track/support/celebrate student progress.</li> <li>6. Continue to celebrate academic honor roll students quarterly.</li> <li>7. Continue to build out our student store with incentives to motivate our scholars</li> </ol>

LCAP Goal 3:	Increase student/family connectedness by 50% to the school through community, reduce suspensions, and chronic absenteeism.	<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 assessments, and technology will be used by families to translate during SEL Workshop, Family Night Activities, and during Parent Conferences.</li> </ol>
LCAP Goal 4:	Increase teacher retention by 50% over the course of 3 years.	<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>

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	<i>Ensure that all students have access to standards-based, grade level curriculum and instruction.</i>	<p>1. With high teacher turn-over it is difficult for students to build sustained teacher/student relationships.</p> <p>2. Several content areas have had difficulty focusing on specific focal standards to succeed in core content areas.</p> <p>3. A high percentage of our students are reading below grade level and this creates challenges for teachers within the class community.</p> <p>4. Our newcomer teacher will provide ELD support for our most needy ELD students with English to increase English fluency. She will push in to support students through extra classes with extra assistance.</p>
LCAP Goal 2:	<i>Provide high quality intervention in reading and math.</i>	<p>1. Attendance, behavior, and disciplinary actions prevent students from making progress and meeting goals. in reading and math.</p> <p>2. Getting our students to see school/intervention as a priority has also been a challenge.</p>
LCAP Goal 3:	<i>Increase student/family connectedness by 50% to the school through community, reduce suspensions, and chronic absenteeism.</i>	<p>1. Our most needy students are chronically absent. Continuing to work with the Attendance Team/COST Teams to ensure that Westlake students and families have opportunities to engage at Westlake.</p> <p>2. Finding additional partnerships for addressing the mental health needs of our students. Caseload remain high for our current providers.</p> <p>3. Westlake Counselor also supports our COST, and casemanagement.</p>
LCAP Goal 4:	<i>Increase teacher retention by 50% over the course of 3 years.</i>	<p>1. No current mental health support for staff.</p> <p>2. Create conditions for ILT to continue to participate in campus walk-throughs and review student work and data.</p> <p>3. Finding way to incent teachers to reduce absences.</p>

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

**School:** Westlake Middle School

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Westlake had work 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 out students. 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 will change 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

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?  Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.  INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
4430 - Technology	Replacment Chromebooks	Reading Inventory (RI) Multiple Years Below Grade Level	These Chromebooks will support students across campus in multiple areas, including reading intervention, math intervention, and testing.	Having working and updated chromebooks support our current academic program. 60% of our newcomer students saw an increase due to the use of chromebooks.	Technology is a major tool used in our academic and instructional program. I do not envision any additional change to usage or management.
Teacher Structured Eng Immersn	Teacher	SBAC ELA Distance from Standard Met	Provides standards based instruction.	Quality teaching and learning within our ELA classes through growth of iReady, and SBAC. The smaller class size supported our student in ELA and 60% iReady growth in their English proficiency.	Due to budget constraints, we will continue to invest in quality teaching. Westlake will continue to lower our class sizes in our newcomer class and build English proficiency.

Counselor	Partial salary paid to ensure we have 1 full time counselor on site.	Student Connectedness to School	Supports students identified as failing or at risk of failing in order to alert the school of struggling students and assist with planning and supporting to improve students outcomes, long-term educational planning and needs, conflict resolution, SST, Attendance Team, Climate Culture, mobile crisis.	The additional FTE provided by our counselor provides support for students in crisis. We able to support 90% of Westlake students through Sown to Grow alerts, and support 80% of Westlake students with COST supports.	Westlake will continue with the counselor because they provide necessary support to student in crisis.
5910 - Postage	N/A-Not Expended	n/a	N/A	Our ParentSquare Family survey communicated that have 100% received important information, in their language about upcoming school activities related to student success.	Will move funding to 4310 to purchase envelopes and postage. This information is to make sure parents have
2229 - Translation	N/A-Not Expended	n/a	N/A	Too difficult to schedule parent meetings that needed translation with the translators	Not continuing; will repurpose the funds to technology for our Parent Room in an effort to increase families' access to technology and meetings.

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

<b>School:</b>		Westlake Middle School	<b>SCHOOL ID:</b>	213
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		Close distance from met on ELA SBAC and math SBAC.		
<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.		
<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>
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental
1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal

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

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

<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	Blueprint math acceleration.	African American Students	Academic	Tier 3 - Intensified
2-2	We will intentionally schedule in ELD classes.	English Learner Students	Academic	Tier 3 - Intensified
2-3	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.	English Learner Students	Academic	Tier 2 - Supplemental
2-4	A teacher's aid will be in all math classrooms to provide additional 1:1 and small groups support	All Students	Academic	Tier 2 - Supplemental



2-5	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-6	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-7	Case managers will have regular structured time as part of the bell schedule to meet with and support their students with additional academic support in a study skills class. This will also support with improved ELA scores.	Students with Disabilities	Academic	Tier 2 - Supplemental
2-8	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.	English Learner 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.	African American Students	Academic	Tier 2 - Supplemental
2-10	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
2-11	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.**

<b>School Goal:</b>		Increase connectedness to school, reduce suspensions and chronic absenteeism.		
<b>Identified Need:</b>		Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal

3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified

3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-25	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-26	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified

**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	Work early to fill vacancies to not have holes that create instability.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Create stronger schoolwide positive culture systems, so ensure positive behavior by students and staff.	All Students	SEL / Mental Health	Tier 1 - Universal
4-3	Prepares teachers socio-emotionally to teach students.	All Students	SEL / Mental Health	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS**

*Instructions & resources*

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Blueprint math acceleration.	African American	Academic	Tier 1 - Universal

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

*Stages and Actions for ELD Implementation*

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	English Learner Students	Academic	Tier 1 - Universal

6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	\$152,378	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	213-1
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	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	213-2
Media Arts to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$49,782	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10241	Teacher, Structured English Immersion	0.4			Establish electives and extracurriculars to encourage community amongst students.	213-3
Media Arts to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$2,416	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	213-4
Media Arts to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$49,782	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10241	Teacher, Structured English Immersion	0.4			Establish electives and extracurriculars to encourage community amongst students.	213-5
Media Arts to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$5,763	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	213-6
Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$72,992	California Community Schools Partnership Program	2205	Classified Support Salaries	8770	Restorative Justice Facilitator	0.52			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	213-7
Community Partnership to provide after school programming for Westlake students to improve student academic outcomes in reading and math, and enrichment	\$105,477	California Community Schools Partnership Program	2205	Classified Support Salaries	10240	Restorative Justice Facilitator	0.75			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	213-8
Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$42,708	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.25			Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	213-9

**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$3,823	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			School-wide PBIS or Positive Behavior Framework/Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	213-10
Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$67,645	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	8770	Restorative Justice Facilitator	0.48			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	213-11
Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$51,229	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	9575	Family/Parent Liaison, Bilingual	0.5			Community Building/Advisory section (at least 1 section)	213-12
Subagreement for services to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	213-13
Subagreement for services to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	213-14
Teacher Structured Eng. Immersn to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$100,679	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	2587	Teacher, Structured English Immersion	1.0			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-15
Teacher Structured Eng. Immersn to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$64,151	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	6485	Teacher, Structured English Immersion	0.8			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-16
Teacher on Special Assignment to support content to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$31,105	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.2			Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	213-17
Community Partnership to provide after school programming for Westlake students to improve student academic outcomes in reading and math, and enrichment	\$51,229	LCFF Equity Multiplier	2405	Clerical Salaries	9575	Family/Parent Liaison, Bilingual	0.5			Community Building/Advisory section (at least 1 section)	213-18

**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Management duties to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$49,967	LCFF Equity Multiplier	2405	Clerical Salaries	New Position 04	Case Manager	0.4			Case Management	213-19
Supplies and materials to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$31,902	LCFF Equity Multiplier	4310	School Office Supplies	n/a	n/a	n/a			School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	213-20
Supplies and materials to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$28,200	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	213-21
Teacher structured Eng. Immersion to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$62,962	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	3845	Teacher, Structured English Immersion	0.5			Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	213-22
Teacher structured Eng. Immersion to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$63,666	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	4622	Teacher, Structured English Immersion	0.6			Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	213-23
Supplies and materials to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$2,370	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies	n/a	n/a	n/a		Staff Satisfaction with Professional Development	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	213-24
Technology (Chromebooks); communication and provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$2,560	Title I, Part A Parent & Family Engagement	4420	Computer < \$5,000	n/a	n/a	n/a		Reading Inventory (RI) Multiple Years Below Grade Level	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	213-25
Newcomer Intervention to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	\$54,957	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8769	Teacher, Structured English Immersion	0.6		Reading Inventory (RI) Multiple Years Below Grade Level	Provide foundational skills instruction for students with phonics gaps through SPIRE or SIPPS.	213-26
Counselor- Position to support with scheduling and monitoring students success.	\$30,525	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4809	Counselor	0.2		Student Connectedness to School	Check-ins / Check-outs with specific students	213-27

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number:** 213

**School:** Westlake Middle School

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## **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 (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, Weekly Principal's Update 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, Weekly Principal's Update 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, Parents 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 21, 2024 and will be in effect for the period August 12, 2024 through May 29, 2025.

The school will distribute this policy to all parents on or before September 30, 2024 of the current school year.

Lucinda Taylor  
**Name of Principal**

*Lucinda Taylor*  
**Signature of Principal**

9/25/2024  
**Date**

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



## **Westlake Middle School 2024-25 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 2024-25 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 Weekly Principal's Update
  - 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 21, 2024 and will be in effect for the period of August 12, 2024 to May 29, 2025.

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

Lucinda Taylor  
**Principal's Name**

*Lucinda Taylor*  
**Signature of Principal**

9/25/2024  
**Date**



## Strategic Resource Planning (SRP)

## Westlake Middle School

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Tiffany Hampton-Amons
Vice Chairperson:	Teri Crowell
Secretary:	Ebado Ismail

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Lucinda Taylor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carlton Branscomb	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jennifer Joyce	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maurice Andre San-Chez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ebado Ismail	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tiffany Hampton-Amons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Teri Crowell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Mar'queshia Wilkerson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Abigail Pagani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Tyler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**  
(Day/Month/Time)

4th Wednesday every month; 5:00 PM

**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.

