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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Westlake Middle School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Westlake Middle School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Westlake Middle School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Westlake Middle School

Site Number: 213

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|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/24/2024

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

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

Logan Manning	<i>Clifford Hong</i>	5/15/2024
Principal	Signature	Date
Tiffany Hampton-Amons	<i>Tiffany Hampton-Amons</i>	5/15/2024
SSC Chairperson	Signature	Date
Clifford Hong	<i>Clifford Hong</i>	05/15/24
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/23/24
Director, Strategic Resource Planning	Signature	Date

[Signature] 8/15/2024
 Kyla Johnson-Trammell, Superintendent and Secretary, BOE

[Signature] 8/15/2024
 Benjamin Davis, President, Board of Education

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/19/2023	SSC and SELLS	Budget review in alignment with SPSA strategies for 24/25
1/9/2024	Admin Team	Met with CSM to align priorities with budget.
2/23/2024	All Staff	
3/27/2024	SSC and SELLS	Met with SSC to review SPSA.

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

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

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$110,995.00
Total Federal Funds Provided to the School from the LEA for CSI	\$120,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,148,387.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$101,160	LCFF Discretionary (General Purpose Discretionary #0000)	\$18,525
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,810	LCFF Supplemental (LCFF Supplemental #0002)	\$176,175
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$7,025	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$120,000	California Community Schools Partnership Program (CCSPP #6332)	\$325,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$55,545
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$165,504
SUBTOTAL OF FEDERAL FUNDING:	\$230,995		\$917,392

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,148,387.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Westlake Middle School		School ID: 213
CDS Code: 1612596057095	SSC Approval Date: 4/24/2024	Board Approval Date: 8/14/2024

School Mission and Vision

At Westlake Middle School our Mission is to provide a safe, positive, rigorous learning environment that supports resiliency and fosters creativity.

The Vision of Westlake Middle School is to be a full service community school that focuses on the social-emotional learning of the whole child while exposing them to a robust elective program in which arts is integrated within core curriculum.

Purpose of this Plan

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

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

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

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

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, 2022-23

% 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%
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1B: GOALS & IDENTIFIED NEEDS

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

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

English Language Arts Measures & Targets

Measure	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	not available until fall 2024	not available until fall 2025	-88.5
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	27.5%	not available until fall 2024	not available until fall 2025	37.5%

Mathematics/Science Measures & Targets

Measure	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	not available until fall 2024	not available until fall 2025	-147.5
California Science Test (CAST) Standard Met or Exceeded	All Students	5.2%	not available until fall 2024	not available until fall 2025	15.2%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-161.9	not available until fall 2024	not available until fall 2025	-141.9
SBAC ELA Distance from Standard Met	African American Students	-130.3	not available until fall 2024	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%	not available until fall 2024	not available until fall 2025	46.0%
SBAC Math Distance from Standard Met	Special Education Students	-232.8	not available until fall 2024	not available until fall 2025	-212.8
SBAC Math Distance from Standard Met	African American Students	-185.6	not available until fall 2024	not available until fall 2025	-165.6

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	27.4%	not available until fall 2024	not available until fall 2025	27.4%
LTEL Reclassification	Long-Term English Learners	32.6%	not available until fall 2024	not available until fall 2025	35.6%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.				
Identified School Need:	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <small>*2021-22 baseline data</small>	All Students	51.7%	not available until fall 2024	not available until fall 2025	62.7%
Out-of-School Suspensions	All Students	14.4%	not available until fall 2024	not available until fall 2025	10.8%
Out-of-School Suspensions	African American Students	20.7%	not available until fall 2024	not available until fall 2025	15.5%
Out-of-School Suspensions	Special Education Students	17.4%	not available until fall 2024	not available until fall 2025	13.1%
Chronic Absenteeism	All Students	77.0%	not available until fall 2024	not available until fall 2025	57.8%
Chronic Absenteeism	African American Students	75.6%	not available until fall 2024	not available until fall 2025	56.7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase teacher retention.				
Identified School Need:	Build a school where students are successful, then teachers will be success and will stay.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	68.8%	not available until fall 2024	not available until fall 2025	78.8%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	We hired an additional ELA teacher so that we can have smaller ELA classes in order to better meet student needs. We have been working on standards alignment through our instructional coaching. We have also implemented a school-wide reading intervention program to address scholar literacy needs. Both Math positions were staffed this year and we have had a Math coach part-time to support the math department. Teachers are using IReady to address foundational gaps. We have continued to work with Blueprint Math. We are fully staffed in ELA and Math.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	Our partnership with Blueprint Math enables us to support some scholars with extra support in Math in addition to their regular Math classes. Blueprint scholars also push in to Math classes so there is continuity of support. Technology such as laptops, tablets, or educational software, can bridge this digital divide, ensuring that all students have equal access to essential learning tools and resources. Interactive learning platforms, multimedia resources, and educational apps can cater to diverse learning styles and capture students' interest in ways that traditional methods may not.
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	We have focused on increasing Tier 1 Restorative practices at Westlake to support greater sense of belonging for students. We launched a Peer RJ Ambassador program to increase opportunities for youth leadership at the school. We have also incentivized attendance through school dances, breakfasts, and other rewards. COST team and Attendance Team have met regularly to address students' needs and connect to services. Our Counselor provide direct support to our students by giving personalized academic guidance and addressing barriers to learning to ensure equitable access to quality education for all students.
LCAP Goal 4:	Increase teacher retention.	Out TALI Team (Arts and Instructional Leadership) has been active in giving input on the instructional focus of the school.
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	The majority of our students are coming to Westlake already far below grade level in reading and math. Teachers in Math in particular have struggled to accelerate learning to bring students up to grade level and therefore are moving through the adopted curriculum at a slower pace.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	We have had a vacancy for our Literacy Tutor position so we have not been able to implement the SIPPS program on our site.

<p><i>LCAP Goal 3:</i></p>	<p><i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i></p>	<p><i>We see a need for more resources for some of our students who are feeling disconnected to school. We see a need for more opportunities for youth voice and leadership on campus. While incentives are effective in changing behaviors for many scholars, we have some scholars who need greater wrap-around supports. The majority of our suspensions are due to violence/fighting on campus. Additional RJ supports can help address these tier 2 and tier 3 RJ needs. Removing language barriers will promote inclusivity and empower families to actively engage in their student's educational journey. This will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success. Postage facilitates the dissemination of important information, resources, and updates to parents and families, thereby enhancing their engagement in their child's education.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Increase teacher retention.</i></p>	<p><i>We currently have several teachers who are planning to return to school to continue their education and will not be returning to Westlake to teach. We have struggled to find credentialed teachers in several content areas.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Westlake Middle School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We implemented most of the strategies and actions named in our 23-24 SPSA. We did not implement the actions related to standards based grading as we took a different direction with our instructional focus on student to student talk in service of grade level understanding. One staffing change was that we did not fill the Black Thriving Schools TSA position and that impacted our ability to implement all of the actions under Conditions for Black Students.

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

Our attendance Team met regularly and increased incentives and interventions for scholars. We improved our Tier One Restorative Justice practices and SEL focus in Advisory Class. Our Literacy Coach was able to increase the amount of coaching offered to teachers. We continue to have success in ELL reclassification. We have seen reading gains through our implementation of Reading Intervention time for all. We have seen a significant decrease in suspensions. We have continued our partnership with Blueprint Math to support gains in Math. We have implemented Learning Walks in our ILT that are focused on talk routines and arts-integration.

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.

There will be no changes.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Community/Family Engagement Liaison (stipend)	SBAC ELA Distance from Standard Met	Creates stronger communication between school and home to support student academic success.	We have a fantastic family engagement staff member. There have been more family oriented events than in the past.	We needed to hire someone to do this role.
Parent Space Materials	i-Ready Math at or above Mid-Grade	Helps parents focus during parent meetings as they learn to support their children in school.	Unable to evaluate this expenditure at this time.	We will continue building out the parent space by providing access to technology and resources to increase family engagement, school connectedness and student academic success.

Counselor	On Track to Graduate: 9th Grade	Supports students to complete academic requirements.	The counselor is doing a great job working on enrollment and scheduling. More students are properly enrolled in ELD classes than in previous years.	We would like to have the counselor continue with her work.
12-Month Community School Manager	Student Connectedness to School	The CSM works towards building a positive culture at the school.	We were able to hire someone into the position.	Will continue.
Technology (chromebooks)	SBAC ELA Distance from Standard Met	These tools provide additional opportunities for students to master ELA and math skills.	Purchased 50 chromebooks. Students are using these devices to accelerate their reading skills.	Will purchase more next year.

School: Westlake Middle School		SCHOOL ID: 213		
3: SCHOOL STRATEGIES & ACTIONS		Click here for guidance on SPSA practices		
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		Close distance from met on ELA SBAC and math SBAC.		
Identified Need:		Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental

1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: Close distance from met on ELA SBAC and Math SBAC for specific subgroups.

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	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

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

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	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	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
3-23	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	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.

School Goal: Increase teacher retention.				
Identified Need: Build a school where students are successful, then teachers will be success and will stay.				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	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 <i>Instructions & resources</i>				
#	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 <i>Stages of ELD Implementation Self-Assessment</i>				
#	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).	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
6-4	LTEs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	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
6-9	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 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
4200 - Copy Machine	\$5,000	LCFF Discretionary	4200	Books other than Textbooks		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Identified Student Need - LCAP Goal 1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-1
4310 - Materials and Supplies	\$5,525	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-2
5826 - Prof-Services Non-Contract	\$8,000	LCFF Discretionary	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Satisfaction with Professional Development	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	213-3
4310 - Materials and Supplies	\$1,014	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-4
Teacher Structured Eng Immersn	\$24,937	LCFF Supplemental	1105	Certificated Teachers' Salaries	1896	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	213-5
Teacher Structured Eng Immersn	\$54,317	LCFF Supplemental	1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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	213-6
Teacher Structured Eng Immersn	\$95,908	LCFF Supplemental	1105	Certificated Teachers' Salaries	2587	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	213-7

PROPOSED 2024-25 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
4430 - Technology	13,753.17	Title I, Part A Schoolwide Program	4430	Educational Technology		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Blueprint math acceleration.	213-8
Class Size Reduction Teacher (ELA)	26,611.98	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6486	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-9
Counselor	60,794.85	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4809	Counselor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	We will intentionally schedule in ELD classes.	213-10
5910 - Postage	\$1,400	Title I, Part A Parent & Family Engagement	5910	Postage		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-11
2229 - Translation	\$1,410	Title I, Part A Parent & Family Engagement	2229	Translation		n/a	0.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Home visits	213-12
1150 - Teachers Substitutes	\$20,000	Comprehensive Support & Improvement (CSI) Grant	1150	Certificated Teachers: Substitutes		n/a	0.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-13
1120 - Teachers Salaries Stipends	\$20,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends		n/a	0.00	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-14

PROPOSED 2024-25 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
1000 - Academic Mentor	\$25,000	Comprehensive Support & Improvement (CSI) Grant	2928	Other Classified Salaries: Hourly		n/a	0.00	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	i-Ready Math at or above Mid-Grade	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	213-15
5825 - Consultants	\$55,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants		n/a		Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Staff Participation in Foundational Professional Learning	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	213-16
2928 - Academic Mentor	\$7,025	Title IV, Part A Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly		n/a	0.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-17
5825 - Consultants	\$176,643	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-18
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends		n/a	0.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	213-19
4311 - Meeting Refreshments	\$20,000	California Community Schools Partnership Program	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create stronger schoolwide positive culture systems, so ensure positive behavior by students and staff.	213-20

PROPOSED 2024-25 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
5826 - Prof-Services Non-Contract	\$24,661	California Community Schools Partnership Program	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-21
1120 - Teachers Salaries Stipends	\$35,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends		n/a	0.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	213-22
Liaison Family Parent Bil	\$51,321	California Community Schools Partnership Program	2405	Clerical Salaries	9575	Family/Parent Liaison, Bilingual	0.50	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Group therapy/support, Social skills development groups	213-23
5825 - Consultants	\$55,000	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Prepares teachers socio-emotionally to teach students.	213-24
Restorative Justic Facilitator	\$139,018	California Community Schools Partnership Program	2205	Classified Support Salaries		Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Check-ins / Check-outs with specific students	213-25
4380 - Uniforms	\$3,178	Proposition 28—Arts and Music in Schools Funding	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	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.	213-26

PROPOSED 2024-25 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
Teacher Structured Eng Immersn	\$52,367	Proposition 28—Arts and Music in Schools Funding	1105	Certificated Teachers' Salaries		Teacher, Structured English Immersion	0.42	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	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	213-27
4310 - Materials and Supplies	\$5,888	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	213-28
Teacher Structured Eng Immersn	\$52,289	Measure G1	1105	Certificated Teachers' Salaries	4622	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	213-29
Teacher Structured Eng Immersn	\$107,327	Measure G1	1105	Certificated Teachers' Salaries	3845	Teacher, Structured English Immersion	0001	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	213-30
Library Technician	\$42,784	Measure G, Library Support	2205	Classified Support Salaries	9129	Library Technician	0001	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	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	213-31
Asst Principal, Middle School	\$142,188	LCFF Supplemental & Concentration Carryover	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	8562	Assistant Principal, Middle School	0001	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Home visits	213-32



Westlake Middle School

School-Parent Compact

2023-2024

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

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

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - 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 website
- 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

- 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

- 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 23, 2023, and will be in effect for the period of August 7, 2023 to May 23, 2024.

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, 2023.

Logan Manning	<i>Logan Manning</i>	8/23/2023
Principal’s Name	Signature of Principal	Date



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)

- Title I Annual Meeting

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
- Weekly Principal's Update (via ParentSquare) and Mailings (as needed).
- School Website

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 and Weekly Principal's Update

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 23, 2023 and will be in effect for the period August 7, 2023 through May 23, 2024.

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

Logan Manning
Name of Principal

Logan Manning
Signature of Principal

August 23, 2023

Date

Please attach the School-Parent Compact to this document.



Westlake Middle School School Site Council Membership Roster 2023-2024

SSC - Officers

Chairperson:	TIFFANY HAMPTON-AMONS
Vice Chairperson:	ARIEL JOHNSON
Secretary:	EBADO ISMAIL

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
LOGAN MANNING	x					
ABIGAIL PAGANI		x				
MAURICE ANDRE SAN-CHEZ		x				
ANNA GUNDERSON		x				
EBADO ISMAIL			x			
BRYCE					x	
TIFFANY HAMPTON-AMONS				x		
ARIEL JOHNSON				x		
CARMEN LA-ROCHE				x		
CHRISTINA VEASEY				x		
Teachers Highlighted in yellow are Aeries verified-SMT						

SSC Meeting Schedule: (Day/Month/Time)	EVERY 4TH WEDNESDAY OF EACH MONTH; 5:15PM
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SSC Legal Requirements (EC Sections 65000-65001):

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

