

Board Office Use: Legislative File Info.	
File ID Number	23-1637
Introduction Date	8/9/23
Enactment Number	23-1418
Enactment Date	8/9/2023 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Westlake Middle School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Westlake Middle School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Westlake Middle School
CDS Code: 1612596057095
Principal: Maya Taylor
Date of this revision:

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

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

Contact: Maya Taylor

Position: Principal

Address: 2629 Harrison Street
Oakland, CA 94612

Telephone: 510-879-2130

Email: maya.taylor@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on:

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Westlake Middle School

Site Number: 213

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 § 52012.
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: 5/25/2023

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

- | | | |
|---|---|--|
| <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.) |
|---|---|--|

Signatures:

Maya Taylor
Principal

Maya Taylor
Signature

5/25/2023
Date

Tiffany Hampton-Ammons
SSC Chairperson

Tiffany Hampton-Ammons
Signature

05/26/2023
Date

Clifford Hong
Network Superintendent

Clifford Hong
Signature

5/26/23
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/26/2023
Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/15/2023	SSC	Share rationale and overview of the site plan.
5/17/2023	SSC	Review of plan for final approval

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. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$111,930.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$719,896.45

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$102,375	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$26,250	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,730	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$249,630	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,825	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$157,091	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$111,930	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$607,966	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$719,896
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Westlake Middle School

School ID: 213

School Description

Westlake Middle School is located in the northwest corner of Lake Merritt adjacent to downtown businesses, government agencies, and multi and single family homes. The residential properties surrounding Westlake primarily house younger or older adults with minimal school-aged children. The Lake Merritt community in which Westlake resides in is currently active in trying to meet the common good of the area, specifically preserving the natural habitat of the lake.

Westlake is comprised of approximately 53% African-American, 23% Latino, and 18% Asian subgroups. Of its total student population, Westlake is approximately 85% Low Income, 19% Students With Disabilities, and 17% English Language Learners. 62% of Westlake students are from other communities in Oakland that require private or public transportation. These include primarily communities in West and East Oakland and in total, Westlake receives incoming 6th grade students from about 40 different elementary schools.

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.

School Demographics

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
50.9%	49.1%	25.6%	6.5%	5.1%	1.1%	89.2%	22.0%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
44.4%	3.3%	30.7%	10.5%	1.4%	0.0%	0.0%	6.5%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness:
Close distance from met on SBAC ELA and SBAC Math.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-124.7	n/a	-93.6	<i>not available until Fall 2023</i>	-114.7
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	15.4%	31.7%	<i>not available until Fall 2023</i>	20.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-171.2	n/a	-148.8	<i>not available until Fall 2023</i>	-161.2
CAST (Science) at or above Standard	All Students	6.4%	n/a	5.4%	<i>not available until Fall 2023</i>	12.0%

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

School Goal for Targeted Supports for Focal student groups demonstrate accelerated growth to close our equity gap.
Focal Student Groups: gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-187.7	n/a	-154.1	<i>not available until Fall 2023</i>	-177.7
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-135.9	n/a	-117.4	<i>not available until Fall 2023</i>	-120.9
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	41.8%	54.8%	<i>not available until Fall 2023</i>	31.8%

SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-234.7	n/a	-212.5	<i>not available until Fall 2023</i>	-224.7
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-182.5	n/a	-184.4	<i>not available until Fall 2023</i>	-172.5
Reclassification Measures & Annual Targets <i>*Complete Part 1 of ELD Reflection</i>						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2022-23 Target
ELL Reclassification	English Learners	1.5%	0.0%	13.0%	<i>not available until Fall 2023</i>	3.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	17.8%	<i>not available until Fall 2023</i>	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Students and families are welcomed, safe, healthy, and engaged. Engagement:						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	51.1%	65.3%	51.7%	<i>not available until Fall 2023</i>	75.0%
Out-of-School Suspensions	All Students	10.7%	n/a	8.7%	<i>not available until Fall 2023</i>	5.3%
Out-of-School Suspensions	African American Students	15.1%	n/a	8.7%	<i>not available until Fall 2023</i>	7.1%
Out-of-School Suspensions	Special Education Students	17.4%	n/a	8.7%	<i>not available until Fall 2023</i>	8.0%
Chronic Absenteeism	All Students	27.4%	34.1%	60.8%	<i>not available until Fall 2023</i>	13.7%
Chronic Absenteeism	African American Students	30.6%	40.8%	67.4%	<i>not available until Fall 2023</i>	15.3%

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

School Goal for High-Quality Staff: Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	83.3%	67.3%	68.9%	<i>not available until Fall 2023</i>	75.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	School Counselor on staff for the 22-23 school year to support students academic and SEL growth	Students are receiving counseling support services, both SEL and academic, from the School Counselor and School Counseling Interns. With this addition of the interns more students are able to receive support.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Some focal student groups are performing better than others. Chromebooks and other technology allows students to receive more individualized support in their academic classes.	Hiring of key staff to support student progress (ie Case Managers, Restorative Justice Facilitator).
<i>LCAP Goal 3: Student & Family Engagement</i>	Community Schools Manager on staff for the 22-23 school year to support community partnerships as well as work with the site to develop programs that strengthen the community such as Restorative Justice	Community Schools Manager is deeply connected to the school community and surrounding Oakland community which allows for deeper connection between the two
<i>LCAP Goal 4: Staff Supports</i>	Staff retention continues to hold steady as staff return for consecutive years at Westlake.	The Admin Team works closely with all staff on campus to ensure they feel heard, welcomed, safe and supported during their tenure at Westlake.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Need for more mental health support for students	Dissolving of district behavioral health department, not able to get clinicians from community organizations
<i>LCAP Goal 2: Focal Student Group Supports</i>	Some focal student groups have greater levels of unfinished learning.	Similar to above, society fails some students more than others. Some school-based programs have not been impactful for some students.

<i>LCAP Goal 3: Student & Family Engagement</i>	Participation rates for parents in opportunities to engage with their students' teachers and other important key staff	Parents not able to attend meetings due to work schedules and other life obligations. Community/Family Liasion (Stipend) and parent engagement space materials needed to increase parent enagement and provide resources to help increase student acheivement.
<i>LCAP Goal 4: Staff Supports</i>	Developing a strong support program for new teachers to the team	Shortage of staff to hold this work

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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

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.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Westlake Middle School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have been implementing the SPSA as articulated.

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

- The current reading intervention specialist assigned to our site is working with students on a daily basis through small group pull-outs to work on i-Ready.
- Our community organization partnerships remain strong as a result of the work of our Community Schools Manager

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 are continuing to move forward with our current plan and do not foresee any changes to the plan at this point.

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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Certificated Pupil Support Salary	Student Connectedness to School	Support students social-emotional and academic growth	Students are receiving counseling support services, both SEL and academic, from the School Counselor and School Counseling Interns. With this addition of the interns more students are able to receive support.	Continue: we will continue to provide counseling services to students as we are seeing an increase in the number of students that could benefit from academic advising and SEL support based upon marking period grade data and the number of students that are requesting SEL support.

Community School Manager	Student Connectedness to School	Facilitate partnerships with the school.	Our partnerships continue to increase and strengthen in the types of services that are provided to students. We are in Year 2 of our partnership with TurnAround Arts CA where teachers are receiving coaching and PD on arts integration instructional strategies and our students are being exposed to various art forms such as African Drumming. We are in our Year 5 of partnership with Ch510 where students have the opportunity to write novels, poetry and currently our ELD population is engaging in a creative writing class to strengthen their literacy skills.	Continue: we will continue to fund this position as it is vital to the community partnerships that we have with our school community. These partnerships provide opportunities both inside and outside of the classroom (ie Ch510- providing a creative writing class to our ELD 4 & 5 scholars)
Refreshments/Outreach	Student Connectedness to School	Support parent trainings on how to support their children's academic success.	We have not been able to successfully engage significant numbers of parents this year due to work schedules and life circumstances.	Continue: need to revisit how to engage parents in a meaningful way that allows for greater connection between home and school
Unallocated	i-Ready Reading at or above Mid-Grade	Support parent trainings on how to support their children's academic success.	We have not been able to successfully engage significant numbers of parents this year due to work schedules and life circumstances.	Continue: attempted to provide this service to parents this year. Not many participated. Would like to re-think strategies for increasing parent participation around literacy.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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 Priority:	Chronic Absence/ Suspension Rates
School Theory of Change:	If Westlake, in partnership with support partners, maintained an Attendance Team committee that regularly addresses chronic absence of all scholars and implements specific action steps to address chronic absence, then the chronic absence rate will be reduced.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Emphasize relationship building	Weekly Attendance Team meetings	Agendas, outreach logs, meeting notes		
1-2	Accurately complete attendance	Bi-weekly meeting with Attendance Clerk	Monthly attendance reports, meeting agenda/notes		
1-3	Parent outreach regarding absences	Implementation of Parent Outreach Group	Logs of parent phone calls, increase in the attendance rate		
1-4	Meet with "Champion Students"	Attendance recognitions & rewards	Marking Period Family Assemblies with awards		
1-5	n/a	Ensure Transit Pass Program continues, working alongside Administrative Assistant	Report of applications submitted and approved, Admin Asst. meeting agenda/notes		

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

School Priority:	Student Academic Discussion Across All Content Standards
School Theory of Change:	If Westlake, in partnership with support partners, implements explicit math intervention programs and if Westlake math teachers receive more coaching, more professional development, and have the opportunity to implement adopted Math curriculum, then the math proficiency of low-income scholars and all scholars will increase.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Develop rubric for major assessments	Provide PD to support development of rubrics and standards aligned assessments	PD Calendar, agendas, rubrics		
2-2	Provide high-quality feedback on levels of mastery for designated assignments	Conduct classroom observations to provide feedback on academic discussion strategies	observation schedule, observation tool, data from observations		
2-3	Design and/or redesign assessments to be standards-aligned	Provide PD to support with development of standards-aligned exit tickets	exit tickets, PD agendas		
2-4	Provide reading intervention to all scholars 3 times per week for 45 minutes each time	Observation of intervention time, review/analysis of iReady data to be shared with teaching staff during PD	master schedule, iReady scores, observation notes		

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

School Priority:	Student Academic Discussion Across All Content Areas (with an emphasis on being able to identify evidence to support the claim)				
School Theory of Change:	If Westlake ELA teachers receive more coaching, more experience with ELA curriculum, and more professional development specifically addressing the achievement of low-income scholars and African-American scholars; then the reading proficiency and SBAC ELA proficiency of all scholars will increase.				
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Develop rubric for major assessments	Provide PD to support development of rubrics and standards aligned assessments	PD Calendar, agendas, rubrics		
3-2	Provide high-quality feedback on levels of mastery for designated assignments	Conduct classroom observations to provide feedback on academic discussion strategies	observation schedule, observation tool, data from observations		

3-3	Design and/or redesign assessments to be standards-aligned	Provide PD to support with development of standards-aligned exit tickets	exit tickets, PD agendas		
-----	--	--	--------------------------	--	--

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

School Priority:	Creating A Culturally Responsive Learning Environment in order to increase levels of engagement amongst scholars and enhance academic discussion outcomes
School Theory of Change:	If teachers can deliver standards-based and culturally responsive instruction scholars will be more engaged in lessons and more connected with each other through strategies such as academic discussion protocols
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Integration of Talk Routines and thinking routines in classrooms	Develop cycles of inquiry that inform this work alongside the ILT	classroom observations schedule, observation data		
4-2	Integration of arts-based instructional strategies	Continue partnering with TurnAround Arts CA to strengthen the schoolwide implementation of VTS	PD agendas, observation schedule, observation data		
4-3	Scholars routinely provide feedback to teachers based upon their experiences in classes that supports the teacher adjusting their approach, the way in which they provide feedback to students and the content presented in class	Review and analysis of student feedback to support adjustments in instructional strategies and SEL activities in the classroom through Advisory period	Surveys		

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Creating a culturally responsive environment that cultivates conditions for black students that supports their academic and social-emotional well-being and development
-------------------------	---

School Theory of Change:	If Westlake Middle school provide spaces for Black scholars to develop SEL skills, positive self-identity, and to engage in leadership opportunities then Black scholars at Westlake will report a sense of belonging, feel loved and affirmed.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Seek out curricular materials that represent and uplift Black scholars and Black stories.	Work with Office of Equity and other partners to garner materials that uplift the Black experience	greater visibility of materials on campus that uplift Black scholars and their stories		
5-2					
5-3	Encourage students to be a part of the leadership program	Establish a student leadership body with representation from all grade levels that supports with community events as well as decision-making. Student leadership representatives would sit on hiring committees and SSC. Black Student Union	student leadership meeting agendas/notes, announcements re: student leadership meeting times		
5-4	Wellness time, community circles	AP and CSM will lead Restorative Justice practices and program to plan for Tier 1, 2 and 3.	meeting agendas/notes, increase in positive behavior on campus		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	EL Reclassification				
School Theory of Change:	If Westlake, in partnership with support partners, established an English Learner Champion to actively monitor EL Reclassification, then the percentage of reclassified scholars will increase.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	Promote reclassification with English Learners	Create Designated-ELD class for ELs	master schedule		
6-2	Reinforce and demand strategies that focus on literacy	Identify an EL Champion	Champion identified		
6-3	Integration of arts-based instructional strategies	Maintain Newcomer teacher format	master schedule		

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	Increase access to courses in Arts, Music and Computer Science. Improve student retention during transition from elementary to middle school and create a more positive and safe middle school learning environment.
School Theory of Change:	Students and families are welcomed, safe, healthy, and engaged.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Implement culturally responsive arts based lessons in core curriculum	Continue partnership with TurnAround Arts CA to provide PD and coaching for teachers	lesson plans, displays of art in classrooms, PD meeting agendas/notes		
7-2	Implement engaging lessons that reinforce literacy in arts elective courses	Provide PD opportunities to strengthen literacy skill building practices	PD meeting agendas/notes, observation schedule and data		
7-3	Include the following Arts Electives: Art, Choir, Drama and Instrumental Music	Ensure teachers are hired and retained in these elective course offerings	Master schedule and budget planning		

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Aferschool Subagreement >\$25K	\$149,995	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Emphasize relationship building	213-1
Aferschool Subagreement \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Emphasize relationship building	213-2
Restorative Justice Facilitator	\$118,378	California Community Schools Partnership Program	2205	Classified Support Salaries	8770	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	AP and CSM will lead Restorative Justice practices and program to plan for Tier 1, 2 and 3.	213-3
Case Manager	\$101,168	California Community Schools Partnership Program	2405	Clerical Salaries	8771	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Encourage students to be a part of the leadership program	213-4
To be allocated in Fall 2023.	\$5,454	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Wellness time, community circles	213-5
Extended Contract	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Provide PD opportunities to strengthen literacy skill building practices	213-6
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Conduct classroom observations to provide feedback on academic discussion strategies	213-7
10-Month Classroom Teacher on Special Assignment (TSA)	\$6,284	LCFF Discretionary	1119	Certificated Teachers on Special Assignment Salaries	6902	10-Month Classroom Teacher on Special Assignment (TSA)	0.04	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Develop cycles of inquiry that inform this work alongside the ILT	213-8

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$6,656	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish a student leadership body with representation from all grade levels that supports with community events as well as decision-making. Student leadership representatives would sit on hiring committees and SSC. Black Student Union	213-9
Uniforms	\$6,655	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Emphasize relationship building	213-10
Copier Maintenance	\$6,655	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Ensure Transit Pass Program continues, working alongside Administrative Assistant	213-11
Teacher, Structured English Immersion	\$13,305	LCFF Supplemental	1105	Certificated Teachers' Salaries	4059	Teacher, Structured English Immersion	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Integration of Talk Routines and thinking routines in classrooms	213-12
Teacher, Structured English Immersion	\$49,918	LCFF Supplemental	1105	Certificated Teachers' Salaries	4622	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Include the following Arts Electives: Art, Choir, Drama and Instrumental Music	213-13
Teacher, Structured English Immersion	\$59,757	LCFF Supplemental	1105	Certificated Teachers' Salaries	1111	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Include the following Arts Electives: Art, Choir, Drama and Instrumental Music	213-14
10-Month Classroom Teacher on Special Assignment (TSA)	\$125,684	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6902	10-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Reinforce and demand strategies that focus on literacy	213-15

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$966	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	213-16
Library Technician	\$42,792	Measure G, Library Support	2205	Classified Support Salaries	9129	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Reinforce and demand strategies that focus on literacy	213-17
Teacher, Structured English Immersion	\$49,918	Measure G1	1105	Certificated Teachers' Salaries	4622	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Include the following Arts Electives: Art, Choir, Drama and Instrumental Music	213-18
Teacher, Structured English Immersion	\$106,828	Measure G1	1105	Certificated Teachers' Salaries	3845	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Include the following Arts Electives: Art, Choir, Drama and Instrumental Music	213-19
To be allocated in Fall 2023.	\$346	Measure G1	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	213-20
Teacher, Structured English Immersion	\$53,220	Salesforce Middle School Math Coach Grant	1105	Certificated Teachers' Salaries	4059	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Conduct classroom observations to provide feedback on academic discussion strategies	213-21
Teacher, Structured English Immersion	\$28,225	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	8769	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Maintain Newcomer teacher format	213-22
Teacher, Structured English Immersion	\$63,362	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	2952	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Maintain Newcomer teacher format	213-23
10-Month Classroom Teacher on Special Assignment (TSA)	\$25,137	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	6902	10-Month Classroom Teacher on Special Assignment (TSA)	0.16	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide PD opportunities to strengthen literacy skill building practices	213-24

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$60	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	213-25
Community/Family Engagement Liaison (stipend)	\$2,000	Title I, Part A Parent & Family Engagement	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Parent outreach regarding absences	213-26
Parent Space Materials	\$730	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implementation of Parent Outreach Group	213-27
Counselor	\$43,132	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4809	Counselor	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Attendance recognitions & rewards	213-28
12-Month Community School Manager	\$46,526	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	7870	12-Month Community School Manager	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Weekly Attendance Team meetings	213-29
Technology (chromebooks)	\$12,717	Title I, Part A Schoolwide Program	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Chromebooks and other technology will help provide reading intervention to all scholars 3 times per week for 45 minutes each time	213-30
Academic Mentor	\$6,825	Title IV, Part A Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Scholars routinely provide feedback to teachers based upon their experiences in classes that supports the teacher adjusting their approach, the way in which they provide feedback to students and the content presented in class	213-31



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

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)
- Parents 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, Parents 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 29, 2022 and will be in effect for the period August 8, 2022 through May 25, 2023.

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

Maya Taylor
Name of Principal


Signature of Principal

August 29, 2022

Date

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

2022-23

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 2022-23 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

- 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
 - 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 Parents 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 in my child's classroom 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 29, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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, 2022.

Maya Taylor



8/29/22

Principal's Name

Signature of Principal

Date



Strategic Resource Planning (SRP)

Westlake Middle School
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Tiffany Hampton-Amons
Vice Chairperson:	Shilo Fivecoat
Secretary:	Ebado Ismail

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Maya Taylor	X					
Maurice Andre San-Chez		X				1
Eric Chorley		X				1
Santiago Menendez		X				1
Ebado Ismail			X			1
Ideal Franklin				X		1
Tiffany Hampton-Amons				X		1
Shilo Fivecoat				X		1
Malia [REDACTED]					X	1
Arthur [REDACTED]					X	1
Highlighted teachers are Aeries verified-SMT						

SSC Meeting Schedule: (Day/Month/Time)	3rd Wednesday of each month; 5:30 p.m.
--	--

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.

