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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Westlake Middle School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Westlake Middle School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Westlake Middle School
CDS Code: 1612596057095
Principal: Maya Taylor
Date of this revision: 6/22/2021

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: 510-879-2213
	Email: maya.taylor@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/11/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Westlake Middle School

Site Number: 213

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input 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 (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" 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 (ELSBG) |
| <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 Education Code 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 11, 2021

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Maya Taylor
Principal

Maya Jayl
Signature

6.22.2021

Date

Maurice (Andre) San-chez
SSC Chairperson

[Signature]
Signature

6.22.2021

Date

Network Superintendent

Signature

Date

Director, Strategic Resource Planning

Signature

Date

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Westlake Middle School

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| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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Date(s) plan was approved: _____

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

Signatures:

_____ <i>Principal</i>	_____ Signature	_____ Date
_____ <i>SSC Chairperson</i>	_____ Signature	_____ Date
Clifford Hong <i>Clifford Hong</i>		6/22/2021
_____ <i>Network Superintendent</i>	_____ Signature	_____ Date
Lisa Spielman <i>Lisa Spielman</i>		6/22/2021
_____ <i>Director, Strategic Resource Planning</i>	_____ Signature	_____ Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/12/2021	Instructional Leadership Team (ILT)	Began Strategic Planning process to identify leadership, teacher and schoolwide practices that are aligned to school goals and initiatives
3/16/2021	School Site Council (SSC)	Began Strategic Planning process with SSC to share feedback received from ILT and to gather strategies from this group that are aligned to school goals
3/17/2021	All Staff	Work Session (in departments) to brainstorm and identify strategies and teacher practices that are aligned to school goals and initiatives
ongoing March/April 2021	Department PLCs	Staff continued refining from brainstorming sessions (in departments) to identify key strategies and practices aligned to school goals and initiatives
ongoing Late Fall/Spring 2020/2021	Admin. Team	Ongoing review and revision of schoolwide practices with input from Department and All Staff Meeting

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 primarily through one-time COVID relief funds to enable us 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,650.00
Total Federal Funds Provided to the School from the LEA for CSI	\$106,400.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$745,059.00

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)	\$99,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$24,750.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,650.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$255,850.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$45,150.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,625.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$106,400.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$215,050.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$530,009.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$745,059.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 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.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	- Presentations from School Counseling Interns to students on organizational skills	- Strong School Counseling Department - Strong partnership with local colleges to recruit interns to offer additional services to students

<p><i>Focal Student Supports</i></p>	<ul style="list-style-type: none"> - weekly COST/Attendance Team Meetings to address the needs of focal students - Hired Academic Mentors to offer support to focal students both in-class and in small group settings - Outreach calls by teachers to connect families of focal students with resources 	<ul style="list-style-type: none"> - Strong COST/Attendance Team Members that reached out to families on a daily basis to ensure they had the information that they needed to support their student in being successful in the distance learning program - Academic Mentors were individuals that were already familiar with the school community and the school community already familiar with and trusting of them - Dedicated time for teachers to make calls to families of focal students to make this a school-wide practice and priority
<p><i>Student/Family Supports</i></p>	<ul style="list-style-type: none"> - Weekly / Bi-weekly Family Engagement Nights/Information Sessions to ensure families had information regarding schedules, distance learning support, etc. - Mental Health Therapists working with students and families to support with navigating social-emotional responses to the pandemic - Worked with the EdFund to provide COVID relief funding to families in need - Home visits to drop off important school materials to students to be able to engage in the distance learning program 	<ul style="list-style-type: none"> - A strong connection to families already existed to built upon that - Partnership with strong Mental Health Agency that purposed themselves to provide service to students and families - A strong partnership with EdFund already existed that yielded an ability to support families in need - Trust already established with families to be accepting of offer to visit home and provide materials needed for success
<p><i>Staff Supports</i></p>	<ul style="list-style-type: none"> - Weekly All Staff Meetings to keep staff informed of any changes to programming, scheduling, etc. and to keep staff connected with one another - Conducted professional development trainings on trauma-informed practices and self-care tips - Held "Sharing of Best Practices" Sessions once per quarter to encourage shared leadership across the campus 	<ul style="list-style-type: none"> - Already established All Staff Meetings prior to pandemic as a way to keep staff connected (ie through online challenges, small group check-in and transparent communication from the leader around the current state of affairs) - Continued development of PD offerings from an equity-based lens from last school year - Sharing leadership across positions, disciplines and content areas per a request from the staff
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<i>College/Career Readiness</i>	- Continuing to keep students focused on college and career options in spite of the pandemic (ie. 8th graders meeting high school readiness requirements for promotion to 9th grade)	- Due to the pandemic, not able to take annual 8th Grade College for All field trips to local colleges to ignite the interest in post-secondary options
<i>Focal Student Supports</i>	- Being able to connect with all focal students that needed support due to the pandemic	- Poor attendance - Technology issues - Low family engagement due
<i>Student/Family Supports</i>	- Keeping families engaged and wanting to participate in events	- overwhelmed by the pandemic - overload of information for parents - Families needing to prioritize where to expend the most energy in regards to their student (ie. working, etc.)
<i>Staff Supports</i>	- Keeping staff moral up in light of the current teaching status (all online) - Ensuring staff felt comfortable with online platforms	- Unfamiliarity with new online programs and how to best utilize them given the the curriculum/content/standards that needed to be taught to students.

1C: 20-21 STUDENT GOALS & TARGETS

School Goal for May 2024:		- 70% of Westlake Students will meet the high school readiness indicators by the beginning of the second semester of their 8th grade year - All students will grow +30 points from standard in SBAC ELA & Math			
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-125.2 (Spring 2019)	n/a	-105.2
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	19.8%	n/a	24.8%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a

Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-156.2
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	5 points	6.4% (Spring 2019)	n/a	11.4%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024: - All Students will grow 15pp towards reading at Grade Level

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-187.7 (Spring 2019)	n/a	-167.7
SBAC ELA Distance from Standard Met	Low Income Students	+20 points DF3	-130.5 (Spring 2019)	n/a	-110.5
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	n/a	n/a	n/a

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	69.5%	Coming soon	-64.5%
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-234.7 (Spring 2019)	n/a	-214.7
SBAC Math Distance from Standard Met	Low Income Students	+20 points DF3	-176.9 (Spring 2019)	n/a	-156.9
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	African-American Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	4.3%	n/a	8.6%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	3.4%	n/a	6.8%

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

School Goal for May 2024:

- Suspension of AA students will decrease to less than 10% by 2024
- Chronic Absenteeism for All Students will decrease to less than 15% by 2024
- Over 75% of students will feel connected to school by 2024

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	50.9%	n/a	60.9%
Suspensions	All Students	-2pp	13.4%	n/a	10.0%

Suspensions	African-American Students	-2pp	32.6%	n/a	20.0%
Suspensions	Students with Disabilities	-2pp	21.1%	n/a	11.1%
Chronic Absence	All Students	-2pp	27.4%	n/a	20.0%
Chronic Absence	African-American Students	-2pp	30.6%	n/a	20.0%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024:		95% of staff are satisfied with professional development opportunities 95% of teachers are retained from year to year			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	85.0%	90.0%
Teacher Retention	All Teachers	n/a	67.3% (Fall 2020)	85.0%	90.0%

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

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, African-American students, and Latino/a 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.

School: Westlake Middle School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Chronic Absence/ Suspension Rates

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.
Related School Goal:	All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The following strategies/practices were implemented 2020-21 school year to address Chronic Absence and Suspension Rates:

- Weekly attendance team meetings
- Weekly COST Team Meetings
- Attendance Recognition & Awards
- Staffed Additional Case Manager
- Staffed Academic Mentors

What evidence do you see that your practices are effective?

- Increase in scholars engaging in Distance Learning Program (ie. attending online Zoom classes)
- Increased outreach to families

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

We will continue with this goal as it stands, however we are not able to fund an additional Case Manager for the 2021-22 school year but will fund more Academic Mentors to support scholars

20-21 Standards-Based Instruction Priority: Student Academic Discussion Across All Content Standards

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.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The following strategies/practices were implemented 2020-21 school year:

- Coaching by Math Common Core Teacher Leader (CCTL)
- Weekly Instructional PD and bi-weekly Department PLCs focusing on development of rubrics and formative assessments
- Partnership with BluePrint Math to provide in-class support to scholars
- Regular classroom observations and feedback sessions

What evidence do you see that your practices are effective?

- Increase in scholars engaging in Distance Learning Program (ie. attending online Zoom classes)
- More frequent assessment of student progress
- Implementation of strategies outlined in observation-feedback sessions

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

We will continue with this goal as it stands while beginning the first stages of shifting to a Standards Based Grading model.

20-21 Language & Literacy Priority: Student Academic Discussion Across All Content Areas (with an emphasis on being able to identify evidence to support the claim)

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.
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Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The following strategies/practices were implemented 2020-21 school year:

- Coaching by ELA Instructional Teacher Leader (ITL)
- Weekly Instructional PD and bi-weekly Department PLCs focusing on development of rubrics and formative assessments
- Partnership with Citizen Schools (After-school Program Provider) to provide in-class support to scholars
- Regular classroom observations and feedback sessions

What evidence do you see that your practices are effective?

- Increase in scholars engaging in Distance Learning Program (ie. attending online Zoom classes)
- More frequent assessment of student progress
- Implementation of strategies outlined in observation-feedback sessions

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

We will continue with this goal as it stands while beginning the first stages of shifting to a Standards Based Grading model.

20-21 Conditions for Adult Professional Learning Priority:		Creating A Culturally Responsive Learning Environment in order to increase levels of engagement amongst scholars and enhance academic discussion outcomes
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	
Related School Goal:	All scholars continue to grow towards meeting and/or exceeding standards in all content areas	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
<p>The following strategies/practices were implemented 2020-21 school year:</p> <ul style="list-style-type: none"> - Coaching by Content Coaches (ITL & CCTL) - PD and Book Study on Culturally Relevant Teaching Practices (CRT) - Partnership with Studio Pathways to provide PD to support lesson planning in "Making Learning Visible (Arts Integration)" - Regular classroom observations and feedback sessions 		
What evidence do you see that your practices are effective?		
<ul style="list-style-type: none"> - Heightened awareness in PD discussions around implementing CRT - Incorporating Arts Integration into lesson plans/classroom activities 		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
We will continue with this goal as it stands as well as incorporate another book study that will align CRT with Standards Based Grading and Arts Integration. Also partnering with the TurnAround Arts Foundation to support teachers with AI.		
20-21 Conditions for English Language Learners Priority:		EL Reclassification
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 School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
<p>The following strategies/practices were implemented 2020-21 school year:</p> <ul style="list-style-type: none"> - Identified EL Champion - Hired Newcomer Social Worker to support scholars and families - Maintained NC Teacher Configuration (1 FTE- NC Humanities and 1 FTE- NC Math/Science) - Strong push to test all ELs (ELPAC) in an effort to be reclassified 		
What evidence do you see that your practices are effective?		

<ul style="list-style-type: none"> - More families informed of school-wide information - Approximately 90% of ELs tested (ELPAC) - Increase in the number of NC seeking academic support outside of the classroom (ie After-school Program) 	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will continue with this goal as it stands adding an EL Support Class (Designated-ELD) as well as strengthening ou SELLS Parent Committee to ensure equitable voice in decisions made about the school	
Arts, Music, and World Languages Priority: Innovation	
Theory of Change:	Increase access to courses in arts, music, and computer science. Improve student retention during the transition from elementary to middle school, create a more positive and safe middle-school learning environment.
Related School Goal:	Increased enrollment in elective offerings, SRI data, SBAC data, High School Readiness data, Chronic Absence data, Suspension data.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
The following strategies/practices were implemented 2020-21 school year: <ul style="list-style-type: none"> - Staff a Drama Teacher - Staff a Choir Teacher - Staff a Computer Science Teacher 	
What evidence do you see that your practices are effective?	
n/a	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will continue this goal as it stands	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
There are no significant changes between my proposed SPSA budget for 2020-21 and my actual budget for 2020-21.	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Westlake Middle School

School ID: 213

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"):	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.				
Related Goal(s):	All students build relationships to feel connected and engaged in learning.				
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	Weekly attendance reports		Tier 1
1-2	Accurately complete attendance	Public transportation passes	Monthly attendance reports		Tier 1
1-3	Parent outreach regarding absences	Continued after-school programming	Weekly Attendance Team meeting notes	- Keeping families engaged and wanting to participate in events	Tier 2
1-4	Meet with "Champion Students"	Attendance recognitions & rewards	Meeting notes from COST		Tier 1
1-5		Staff Academic Mentors to provide in-class support to scholars and teachers	Daily Sign-Ins from Wellness Room		Tier 2
1-6		Implementation of Wellness Room		- Being able to connect with all focal students that needed support due to the pandemic	Tier 3

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	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.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
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			
2-2	Provide high-quality feedback on levels of mastery for designated assignments	Conduct classroom observations to provide feedback on academic discussion strategies			
2-3	Design and/or redesign assessments to be standards-aligned				
2-4	Develop a reporting system that separates academic knowledge and skills from citizenship/scholarly work habits				

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	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.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
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?
3-1	Develop rubric for major assessments	Provide PD to support development of rubrics and standards aligned assessments			
3-2	Provide high-quality feedback on levels of mastery for designated assignments	Conduct classroom observations to provide feedback on academic discussion strategies			
3-3	Design and/or redesign assessments to be standards-aligned				
3-4	Develop a reporting system that separates academic knowledge and skills from citizenship/scholarly work habits				

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):		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			
Related Goal(s):		95% of staff are satisfied with professional development opportunities 95% of teachers are retained from year to year			
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?

4-1	Integration of Talk Routines and thinking routines in classrooms	Facilitate 2nd Book Study regarding Culturally Relevant Teaching Practices			
4-2	Integration of arts-based instructional strategies	Partner with TurnAround Arts Foundation and assemble Arts Leadership Team to create a vision for schoolwide Implementation			
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				

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Promote reclassification with English Learners	Create Designated-ELD class for ELs			
5-2	Reinforce and demand strategies that focus on literacy	Identify an EL Champion			
5-3		Maintain Newcomer teacher format			

ARTS, MUSIC, AND WORLD LANGUAGES					
School Priority ("Big Rock"):		Innovation			
School Theory of Change:		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.			
Related Goal(s):		<ul style="list-style-type: none"> - Suspension of AA students will decrease to less than 10% by 2024 - Chronic Absenteeism for All Students will decrease to less than 15% by 2024 - Over 75% of students will feel connected to school by 2024 			
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?
6-1	Implement culturally responsive arts based lessons in core curriculum	Provide PD on culturally relevant teaching practices through an All Staff book study			
6-2	Implement engaging lessons that reinforce literacy in arts elective courses	Partner with the TurnAround Arts Foundation to provide coaching and lesson planning support for teachers to incorporate arts based lessons into their curriculum			

PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$10,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	213-1
Copier Maintenance	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	213-2
Licenses	\$4,750	General Purpose Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Technology to support college, career, community readiness	213-3
Math (0.4)	\$75,103	LCFF Supplemental	1105	Certificated Teachers' Salaries	6485	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Develop rubric for major assessments	213-4
Choir (0.40)	\$33,670	LCFF Supplemental	1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Integration of arts-based instructional strategies	213-5
Counselor (0.30)	\$34,657	LCFF Supplemental	1205	Certificated Pupil Support Salaries	4809	Counselor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Academic Mentors to provide in-class support to scholars and teachers	213-6
Assistant Principal	\$41,700	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	tdb	Enter position number at left.	tdb	Goal 1: All students graduate college, career, and community ready.	Provide high-quality feedback on levels of mastery for designated assignments	213-7
Academic Mentors	\$75,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Meet with "Champion Students"	213-8
Retreat	\$0	LCFF Supplemental	5200	Travel And Conferences	n/a	n/a	n/a	n/a	n/a	213-9
Community Schools Manager	\$15,347	LCFF Concentration	5730	Community Schools Program Manager	7870	Program Mgr Community School	tdb	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implementation of Wellness Room	213-10

PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Extended Contracts	\$15,000	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Partner with TurnAround Arts Foundation and assemble Arts Leadership Team to create a vision for schoolwide Implementation	213-11
ELA ITL	\$4,923	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	6902	10-Month Classroom TSA	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reinforce and demand strategies that focus on literacy	213-12
Field Trips	\$9,880	LCFF Concentration	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Attendance recognitions & rewards	213-13
Newcomer Math/Science	\$96,564	General Purpose Discretionary	1105	Certificated Teachers' Salaries	2952	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Maintain Newcomer teacher format	213-14
Computer Science Teacher	\$35,267	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	0212	Teacher, Structured English Immersion	0.33	Goal 1: All students graduate college, career, and community ready.	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	213-15
Academic Mentors	\$49,247	Salesforce Principal Innovation Fund	2928	Other Classified Salaries: Hourly	7872	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Facilitate 2nd Book Study regarding Culturally Relevant Teaching Practices	213-16
To be allocated in Fall 2021.	\$27,502	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	213-17
To be allocated in Fall 2021.	\$100,400	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	n/a	n/a	n/a	tbd	tbd	213-18
Moses Omolade (CSM) awarded 0.25 FTE)	\$114,155	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7870	Program Mgr Community School	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Parent outreach regarding absences	213-19
Refreshments	\$2,650	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	parent outreach and participation programming	213-20

PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Field Trips	\$6,625	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	field trips for academic enrichment and student support	213-21
Maurice San-chez (Choir 0.4)	\$33,670	Measure G1	1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	enrichment for students in music education	213-22
Drama Teacher	\$102,000	Measure G1	1105	Certificated Teachers' Salaries	3845	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	arts integration teaching and learning	213-23
Library Tech	\$39,239	Measure G: Library	2205	Classified Support Salaries	7493	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Reinforce and demand strategies that focus on literacy	213-24
Math CTL	\$32,311	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	4943	11-Month Classroom TSA	0.25	Goal 1: All students graduate college, career, and community ready.	Emphasize relationship building	213-25
ELA ITL	\$81,475	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	6902	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	Emphasize relationship building	213-26
After School Programming	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Continued after-school programming	213-27
To be allocated in Fall 2021.	\$15,761	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reinforce and demand strategies that focus on literacy	213-28

Westlake Middle School
Home of the Warrior Eagle Scholars and Champions



Annual Title I Meeting

Thursday, August 27, 2020 at 6pm
Virtual Meeting

Zoom ID: 84946671974

Zoom Password: 059905

(for All Parents and Family Members)

AGENDA

- I. Welcome**
- II. Title I Overview**
 - A. What is Title I?
 - B. What are the goals of Title I?
- III. School's Academic Program and Goals**
 - A. SPSA Academic Program
- IV. Title I Program at Westlake**
 - A. What is being funded out of Title I this year?
- V. Parent Engagement: Rights of Parents to be Involved**
 - A. Parent/family participation in the School Site Council (SSC) and in the development of the School Plan for Student Achievement (SPSA)
 - B. Parent/family participation in activities to support your scholar's academic achievement (ie. workshops, trainings, family resource center, etc.)
- VI. Develop and Review Parent and Family Engagement Policy**
- VII. Develop and Review School-Parent Compact**
- VIII. Meeting Adjourned**

Westlake Middle School
Home of the Warrior Eagle Scholars and Champions

Title I Annual Meeting Minutes
August 27, 2020 at 6:00pm

1. **Welcome and call to order -**
 - a. Roll call of attendees (documented in screenshots)
2. **Title I Overview - Review slide deck presentation**
 - A. What is Title I?
 - B. What are the goals of Title I?
3. **School's Academic Program and Goals**
 - A. SPSA Academic Program
4. **The Title I Program at This School - Discussed that the funding is spent based upon the approval of the SSC during budget development the year before.**
 - A. What is being funded out of Title I this year?
Additional Case Manager
Instructional Teacher Leader (Coach) - English & History
Extended contracts for teachers to provide support services to scholars
5. **Parent Engagement: Rights of Parents to Be Involved**
 1. Parent/family participation in the School Site Council (SSC) and in the development of the School Plan for Student Achievement (SPSA)
 2. Parent/family participation in activities to support your student's academic achievement (e.g., workshops, trainings, family resource center, etc.)
 3. Shared upcoming activities, including SSC, back to school night, college/career workshops, etc.
6. **Joint Development and Review of the [Parent and Family Engagement Policy](#)**
 1. Confirmed that PEP and Compact were distributed to community prior to this meeting for review and consideration of revisions. Reviewed entire PEP and Compact from 2019-20 and discussed suggestions for revisions. None were shared from the community. Informed community that PEP and Compact would be distributed and made available to Westlake parents and families in their language(s).
7. **Joint Development and Review of the [School-Parent Compact](#)**
8. **Meeting Adjourned**



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Title I, Part A School Parent and Family Engagement Policy

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

WESTLAKE MIDDLE SCHOOL

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- By conducting School Site Council (SSC) Meetings

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
- School Site Council Meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- School Site Council Meetings (SSC)

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

- School Site Council Meetings (SSC)

- Parents of Westlake Meetings (monthly)

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)

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), Weekly Principal's Update and Mailings (as needed).

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), 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), 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 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)

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), 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), 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, Parents of Westlake Meetings and Weekly Principal's Update

Adoption

This policy was adopted by Westlake Middle School on August 27, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2021.

Maya Taylor
Name of Principal


Signature of Principal

Date: August 27, 2020

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED
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School-Parent Compact

Westlake Middle School

2020-2021

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 2020-21 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
 - 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 Talking Points to keep parents aware of school activities and important information
- Posting information on school website
- Dedicated Outreach time to connect with families

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

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

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
- Regularly talk to my parent/guardian and my teachers about my progress in school
- Respect my school, classmates, staff and family
- Ask for help when I need it.

This Compact was adopted by Westlake Middle School on August 27, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2021.

Signature of Principal

Maya Jayla

Date: **8/27/2020**

Annual Title I Meeting

WESTLAKE MIDDLE SCHOOL

August 27, 2020

Agenda

- Title I Overview
- Academic Program and Goals
- Title I Program at Westlake
- Parent Engagement: Rights of Parents to be Involved
- Review School, Parent and Family Engagement Policy
- Review School-Parent Compact
- Adjournment

Title I Overview

- **What is Title I?**

- **Title I is a federal program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children.**

- **What are the goals of Title I?**

- **The goals of Title I are to increase academic achievement, provide direct instructional support to students, provide professional development for teachers and promote parent education and involvement**

Academic Program and Goals

	Annual Goal	Measure	Min. Growth Targets	Key Performance Indicator	2018-19 Baseline	2019-20 Target
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		Math SBAC - Target Group	20 pts. DFS	SBAC IABs	-192.4 (AA)	-172.4 (AA)
		Science CAST - All Students	--	FOSS Map	NEW	NEW
	English Learner students continuously develop their language, reaching English Fluency in 6 years or less	ELL Reclassification	16%	ELL SRI Growth	1.40%	17.40%
		LTEL Reclassification	20%	LTEL SRI Growth	0%	20%

What is being funded by Title I this year?

- Additional Case Manager
- Instructional Teacher Leader (Coach)- English and History
- Extended Contracts for Teachers to provide support services to scholars (i.e. tutoring, etc.)

Parent Engagement

- Participation in SSC and the development of SPSA
 - The School Site Council (SSC) is the governing board of the school site. It is comprised of parents, students, teachers, administration and school site staff to make decisions around the instructional program that is being offered at the school site as well as decisions affecting the school site budget.
 - The SPSA (School Plan for Student Achievement) is the plan that guides us through the school year towards our school site goals.
 - This plan is reviewed and approved each year by the School Site Council
- Participation in activities to support scholar achievement
 - Parent-Teacher Conferences
 - Family Engagement Nights
 - College/Career Information Workshops

Review

- [Parent- Family Engagement Policy](#)
- [School-Parent Compact](#)

ADJOURN

Participant List 1

8/27/2020 Meeting

Zoom Meeting You are viewing Maya Taylor's screen View Options

Participants (15)

Find a participant

- Ebado Ismail (Co-host, me)
- Maya Taylor (Host)
- Coach Mom (Co-host, guest)
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Unmute Stop Video Security Participants Chat Share Screen Reactions More Leave

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Invite Mute All

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Participant List 2

8/27/2020 Meeting

Zoom Meeting | You are viewing Maya Taylor's screen | View Options

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Find a participant

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- A amyortega (Guest)
- C cmcdermott (Guest)
- D Duc Le
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Westlake Middle School
Home of the Warrior Eagle Scholars and Champions



Annual Title I Meeting

Thursday, August 27, 2020 at 6pm
Virtual Meeting

Zoom ID: 84946671974

Zoom Password: 059905

(for All Parents and Family Members)

AGENDA

- I. Welcome**
- II. Title I Overview**
 - A. What is Title I?
 - B. What are the goals of Title I?
- III. School's Academic Program and Goals**
 - A. SPSA Academic Program
- IV. Title I Program at Westlake**
 - A. What is being funded out of Title I this year?
- V. Parent Engagement: Rights of Parents to be Involved**
 - A. Parent/family participation in the School Site Council (SSC) and in the development of the School Plan for Student Achievement (SPSA)
 - B. Parent/family participation in activities to support your scholar's academic achievement (ie. workshops, trainings, family resource center, etc.)
- VI. Develop and Review Parent and Family Engagement Policy**
- VII. Develop and Review School-Parent Compact**
- VIII. Meeting Adjourned**

Westlake Middle School
Home of the Warrior Eagle Scholars and Champions

Title I Annual Meeting Minutes
August 27, 2020 at 6:00pm

1. **Welcome and call to order -**
 - a. Roll call of attendees (documented in screenshots)
2. **Title I Overview - Review slide deck presentation**
 - A. What is Title I?
 - B. What are the goals of Title I?
3. **School's Academic Program and Goals**
 - A. SPSA Academic Program
4. **The Title I Program at This School -** Discussed that the funding is spent based upon the approval of the SSC during budget development the year before.
 - A. What is being funded out of Title I this year?
Additional Case Manager
Instructional Teacher Leader (Coach) - English & History
Extended contracts for teachers to provide support services to scholars
5. **Parent Engagement: Rights of Parents to Be Involved**
 1. Parent/family participation in the School Site Council (SSC) and in the development of the School Plan for Student Achievement (SPSA)
 2. Parent/family participation in activities to support your student's academic achievement (e.g., workshops, trainings, family resource center, etc.)
 3. Shared upcoming activities, including SSC, back to school night, college/career workshops, etc.
6. **Joint Development and Review of the [Parent and Family Engagement Policy](#)**
 1. Confirmed that PEP and Compact were distributed to community prior to this meeting for review and consideration of revisions. Reviewed entire PEP and Compact from 2019-20 and discussed suggestions for revisions. None were shared from the community. Informed community that PEP and Compact would be distributed and made available to Westlake parents and families in their language(s).
7. **Joint Development and Review of the [School-Parent Compact](#)**
8. **Meeting Adjourned**



OAKLAND UNIFIED
SCHOOL DISTRICT

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Title I, Part A School Parent and Family Engagement Policy

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

WESTLAKE MIDDLE SCHOOL

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- By conducting School Site Council (SSC) Meetings

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
- School Site Council Meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- School Site Council Meetings (SSC)

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

- School Site Council Meetings (SSC)

- Parents of Westlake Meetings (monthly)

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)

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), Weekly Principal's Update and Mailings (as needed).

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), 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), 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 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)

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), 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), 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, Parents of Westlake Meetings and Weekly Principal's Update

Adoption

This policy was adopted by Westlake Middle School on August 27, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2021.

Maya Taylor
Name of Principal


Signature of Principal

Date: August 27, 2020

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED
SCHOOL DISTRICT

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School-Parent Compact

Westlake Middle School

2020-2021

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 2020-21 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
 - 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.**
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Signature of Principal

Maya Jayla

Date: **8/27/2020**

Annual Title I Meeting

WESTLAKE MIDDLE SCHOOL

August 27, 2020

Agenda

- Title I Overview
- Academic Program and Goals
- Title I Program at Westlake
- Parent Engagement: Rights of Parents to be Involved
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Review

- [Parent- Family Engagement Policy](#)
- [School-Parent Compact](#)

ADJOURN

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	Math SBAC - Target Group	20 pts. DFS	SBAC IABs	-192.4 (AA)	-172.4 (AA)	
English Learner students continuously develop their language, reaching English Fluency in 6 years or less	Science CAST - All Students	—	FOSS Map	NEW	NEW	
	ELL Reclassification	16%	ELL SRI Growth	1.40%	17.40%	
	LTEL Reclassification	20%	LTEL SRI Growth	0%	20%	

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6:11 PM 8/27/2020



Strategic Resource Planning (SRP)

Westlake Middle School
School Site Council Membership Roster
2020-2021



SSC - Officers

Chairperson:	M. Andre San-Chez
Vice Chairperson:	Ruqayyah Abdul-Rahim
Secretary:	Ebado Ismail

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Maya Taylor	X					
Jennifer Joyce		X				
Austin Mendoza		X				
M. Andre San-Chez		X				
Ebado Ismail			X			
Ideal Franklin				X		
Ruqayyah Abdul Rahim				X		
Vero Aguilar				X		
Kenya Chatman				X		
					X	
student name						
redacted - JH						

SSC Meeting Schedule: (Day/Month/Time)	3rd Tuesday of every month; 6:00 p.m.
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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.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)