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Introduction Date	8/24/22
Enactment Number	22-1501
Enactment Date	8/24/2022 er



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Westlake Middle School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 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)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Westlake Middle School

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By: er



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

## **2022-2023 School Plan for Student Achievement (SPSA)**

**School:** Westlake Middle School  
**CDS Code:** 1612596057095  
**Principal:** Maya Taylor  
**Date of this revision:** 5/11/20

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: 5/11/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

**2022-2023 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 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 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      |
| <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: 5/11/2022

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, ParentSquare blasts, etc.)

**Signatures:**

Maya Taylor  
*Principal*  


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 SSC Chairperson  


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 Clifford Hong  
*Network Superintendent*  


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 Lisa Spielman  
*Director, Strategic Resource Planning*

*Maya Taylor*  
 Signature  


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*[Signature]*  
 Signature  


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*Clifford Hong*  
 Signature  


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*Lisa Spielman*  
 Signature

5/11/2022  
 Date  


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5/11/2022  
 Date  


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6/3/22  
 Date  


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6/6/2022  
 Date

**2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
	Admin Team	Shared rationale and overview of site plan
2/16/2022	School Site Council	Shared rationale and overview of site plan
2/23/2022	Faculty, Staff, Students and Families	SPSA Work Session: provided an opportunity for all Westlake Community Members to view and provide feedback on the proposed strategies and actions outlined in the SPSA
3/1/2022	All Staff	Staff Meeting- Overview of SPSA for continued feedback and revisions
5/11/2022	School Site Council	Final Review and 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 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. 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.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$100,860.00
Total Federal Funds Provided to the School from the LEA for CSI	\$83,100.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$795,757.42

### 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)	\$92,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,550.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,460.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$226,080.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,150.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	TBD
Comprehensive Support and Improvement (CSI #3182)	\$83,100.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$137,586.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$183,960.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$611,797.42</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$795,757.42</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 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: STUDENT GOALS & TARGETS

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

##### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-124.7	n/a	<i>not available until Fall 2022</i>	-114.7
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	15%	<i>not available until Fall 2022</i>	20%

##### Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-171.2	n/a	<i>not available until Fall 2022</i>	-161.2
CAST (Science) at or above Standard	All Students	6%	n/a	<i>not available until Fall 2022</i>	12%

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

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-187.7	n/a	<i>not available until Fall 2022</i>	-177.7
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-135.9	n/a	<i>not available until Fall 2022</i>	-120.9
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	42%	<i>not available until Fall 2022</i>	32%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-234.7	n/a	<i>not available until Fall 2022</i>	-224.7
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-182.5	n/a	<i>not available until Fall 2022</i>	-172.5

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	2%	0%	<i>not available until Fall 2022</i>	3%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	51%	65%	<i>not available until Fall 2022</i>	75%
Out-of-School Suspensions	All Students	11%	n/a	<i>not available until Fall 2022</i>	5%

Out-of-School Suspensions	African American Students	15%	n/a	<i>not available until Fall 2022</i>	7%
Out-of-School Suspensions	Special Education Students	17%	n/a	<i>not available until Fall 2022</i>	8%
Chronic Absenteeism	All Students	27%	34%	<i>not available until Fall 2022</i>	14%
Chronic Absenteeism	African American Students	31%	41%	<i>not available until Fall 2022</i>	15%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Ability to engage scholars in "out-of-the-box" intervention strategies such as Blue Print Math and Ch.510 Novel Writing sessions in an effort to increase literacy skills	Strong partnerships developed with community-based organizations to provide support services to students
<i>LCAP Goal 2: Focal Student Supports</i>	Dedicated Newcomer Classes (Humanities and Math/Science)	Newcomer teachers are able to provide small group instruction to students
<i>LCAP Goal 3: Student/Family Supports</i>	Creating a true feeling of community amongst scholars, families and school staff through making intentional connections during Distance Learning (ie Parent Information Nights, events for special holidays/occasions and reaching out to families of scholars that were not engaged in DL.	Having established relationship with families prior to the pandemic allowed for easier access to families during the pandemic to provide support
<i>LCAP Goal 4: Staff Supports</i>	Dedicated PD time during DL to maintain consistency of professional development opportunities and growth.	Identifying 2 main focus areas for PD in an attempt to not overwhelm staff with too many initiatives
Focus Area:	Priority Challenges	Root Causes of Challenges

<i>LCAP Goal 1: College/Career Readiness</i>	Students are coming in multiple years below grade level so it becomes more challenging to move performance to meeting standard	While we offer intervention programming for math (and to a limited number of scholars) we cannot accommodate an intervention for ELA in the master schedule due to enrollment size and number of teachers on campus
<i>LCAP Goal 2: Focal Student Supports</i>	Students are coming in multiple years below grade level so it becomes more challenging to move performance to meeting standard	While we offer intervention programming for math (and to a limited number of scholars) we cannot accommodate an intervention for ELA in the master schedule due to enrollment size and number of teachers on campus
<i>LCAP Goal 3: Student/Family Supports</i>	Occurrences of suspensions of students with IEPs	Not enough in-class/in-school supports for students with IEPs to support with decreasing the occurrences of incidents on campus
<i>LCAP Goal 4: Staff Supports</i>	Providing PD and having teachers deliver it in distance learning	Teachers trying to implement strategies during Distance Learning when they never taught from type of platform was challenging

#### **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.

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Westlake Middle School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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 currently implemented the following SPSA Strategies and Actions:**

- **Staffing Academic Mentors:** has been a challenge to get staff hired, currently have 1 Academic Mentor working at the site
- **Implementation of Wellness Room:** is going well. Room is up and functioning with staff (Case Managers and RJ Facilitator)
- **COST Meetings:** Meetings have been happened throughout the school year (facilitated by the Community Schools Manager ) to support with connecting scholars to appropriate services (both for academic and mental health support)
- **Partnership with Turnaround Arts CA:** The Arts Leadership Team has been working with representatives from TA:CA on Arts Integration PD Offerings as well as Strategic Planning for the next year around full scale implementation of Arts Integration Strategies
- **D-ELD Class:** The D-ELD (or Designated ELD) class is a part of the Master Schedule and scholars are enrolled.
- **ILT Work on Rubrics:** The ILT (Instructional Leadership Team) has been working on moving towards Standards-Based Grading through the creation implementation of rubrics for designated assignments to then share-out with the entire teaching staff for implementation
- **After-School Program:** The Extended Day Program (Envisioneers) is in place and providing support to scholars during the school day as well as After-School. Envisioneers TAs are pushing into classes during the school day and then transitioning into the after-school hours to support scholars academically. Envisioneers is also offering Apprenticeship opportunities to scholars for Enrichment.

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

- **Staffing Academic Mentors:** The Academic Mentors are addressing Tier 2 scholars by providing 1:1, small group and push-in support in an effort to increase academic performance in both ELA and Math
- **Implementation of Wellness Room:** The Wellness Room is addressing Tier 3 scholars by providing case management which includes academic support, social-emotional support and connects families with the school site to ensure scholars are receiving support from all stakeholders.
- **Partnership with Turnaround Arts CA:** The partnership with Turnaround Arts CA is providing Tier 1 support to all scholars on campus by giving teachers additional tools and strategies to utilize in the classroom in an effort to provide scholars with multiple ways of demonstrating content mastery and depth of knowledge.
- **D-ELD Class:** The D-ELD (or Designated ELD) class is a Tier 3 support as this class is focusing on working with LTEL scholars to strengthen their ELA skills in the hopes of reclassifying.
- **ILT Work on Rubrics:** The ILT (Instructional Leadership Team) rubrics are providing Tier 1 actions across campus as the use of rubrics will allow for scholars to assess their own progress in meeting content standards and standards goals.
- **After-School Program:** The Extended Day Program (Envisioneers) is providing Tier 2 support to those scholars where they push into their classes during the day as well as those that attend the after-school portion of the program to receive academic support.

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

- There will be no changes made to the strategies/actions outlined in the SPSA. Will continue with the current strategies/actions and conduct an analysis at the end of the year as to how effective they were in supporting scholars academically and social-emotionally.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Moses Omolade (CSM) awarded 0.25 FTE)	Student Connectedness to School	<ul style="list-style-type: none"> <li>- <b>Attendance Recognition and Awards</b> to increase scholar engagement in the Distance Learning Program</li> <li>- Created <b>Weekly Advisory Lessons</b> to build community and strengthen school connectedness</li> <li>- Leads <b>COST Team Meetings</b> and <b>Attendance Team Meetings</b></li> </ul>	<p><b>What is working?</b></p> <ul style="list-style-type: none"> <li>- Awards program for attendance in Distance Learning Program increased the number of scholars that were attending and engaging in Zoom classes</li> <li>- Weekly Advisory Lessons provided a platform for staff (including teachers and Administration) to connect with scholars on a weekly basis</li> <li>- Continuing with COST Team Meetings allowed for discussion of ways to support families during Distance Learning</li> </ul> <p><b>What is not working?</b></p> <ul style="list-style-type: none"> <li>- Difficult providing COST services to scholars and families through the Distance Learning (Virtual) Platform</li> <li>- Difficulty contacting families of scholars that were not attending the Distance Learning Program on a regular basis</li> </ul>	<p><b>Continue the following:</b></p> <ul style="list-style-type: none"> <li>- Awards/Incentive program for attendance</li> <li>- COST Team Meetings</li> <li>- Advisory (Wellness Time) Lessons</li> </ul> <p><b>Change:</b></p> <ul style="list-style-type: none"> <li>- Advisory (Wellness Time) Lessons to include Restorative Justice topics and practices</li> </ul>
Refreshments	Student Connectedness to School	Were not able to provide refreshments to parents due to not being in-person but completely virtual last school year	Due to COVID funds were not utilized	SSC will decide how to utilize funding for next school year

**2022-23 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:**

*All Students*

#	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	A decrease of the percentage of scholars that are chronically absent	n/a	Tier 3
1-2	Accurately complete attendance	Public transportation passes	Attendance Dashboard indicating 100% completion rate of daily attendance	n/a	Tier 1
1-3	Parent outreach regarding absences	Implementation of Parent Outreach Group	Logs of calls, emails and communication to parents	n/a	Tier 1
1-4	Meet with "Champion Students"	Attendance recognitions & rewards	Quarterly recognition events (ie Family Assemblies)	n/a	Tier 1
1-5		Implementation of Wellness Room	Plan shared with teachers and staff regarding how to refer students to the Wellness Room for support, tracking of who is coming into the space and for what type of support	n/a	Tier 2

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

**School Priority:** Student Academic Discussion Across All Content Standards

<b>School Theory of Change:</b>	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.				
<b>Students to be served by these actions:</b>	<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	Monthly review of rubrics in PLCs	n/a	Tier 1
2-2	Provide high-quality feedback on levels of mastery for designated assignments	Conduct classroom observations to provide feedback on academic discussion strategies	Development of classroom observation schedule Google form entries of conducted walkthroughs	n/a	Tier 1
2-3	Design and/or redesign assessments to be standards-aligned	Provide PD to support with development of standards-aligned exit tickets	Review of exit tickets in PLCs	n/a	Tier 1
2-4	Develop a reporting system that separates academic knowledge and skills from citizenship/scholarly work habits	Provide PD and coaching on development of assessment of scholars understanding based upon grade-level standards Continue book study on Standards Based Grading	Content-area rubrics for to assess mastery of content PD Agendas	n/a	Tier 1

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>	
<b>School Priority:</b>	Student Academic Discussion Across All Content Areas (with an emphasis on being able to identify evidence to support the claim)
<b>School Theory of Change:</b>	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.
<b>Students to be served by these actions:</b>	<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	Monthly review of rubrics in PLCs	n/a	Tier 1
3-2	Provide high-quality feedback on levels of mastery for designated assignments	Conduct classroom observations to provide feedback on academic discussion strategies	Development of classroom observation schedule Google form entries of conducted walkthroughs	n/a	Tier 1
3-3	Design and/or redesign assessments to be standards-aligned	Provide PD to support with development of standards-aligned exit tickets	Review of exit tickets in PLCs	n/a	Tier 1
3-4	Develop a reporting system that separates academic knowledge and skills from citizenship/scholarly work habits	Provide PD and coaching on development of assessment of scholars understanding based upon grade-level standards Continue book study on Standards Based Grading	Content-area rubrics for to assess mastery of content PD Agendas	n/a	Tier 1

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

<b>School Priority:</b>	Creating A Culturally Responsive Learning Environment in order to increase levels of engagement amongst scholars and enhance academic discussion outcomes				
<b>School Theory of Change:</b>	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				
<b>Students to be served by these actions:</b>	<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	Through classroom observations, documentation of culturally relevant teaching practices	n/a	Tier 1

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	Year 2 Strategic Plan, through classroom observations documentation of arts-based instructional strategies	n/a	Tier 1
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	Data shared at bi-weekly Department PLCs (when feedback has been given by students) for analysis and discussion around adjustments to instructional practices	n/a	Tier 1

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

<b>School Priority:</b>	Creating a culturally responsive environment that cultivates conditions for black students that supports their academic and social				
<b>School Theory of Change:</b>	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.				
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>Black students and families</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
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	Classroom observation notes of lessons being taught (ie list of materials, etc used in lessons) Reduction in the number of behavior incidents of Black Students	n/a	Tier 1

5-2	Encourage students to attend Freedom Friday Events and teach lessons on monthly theme of event	Hold monthly Freedom Friday community events for scholars, family, and community where resources are available and community members meaningfully engage with the arts and raise awareness of important updates in the Westlake and Oakland communities.	Agendas from Planning Meetings Advertisement of Events Pictures from Events Increase in the number of parents and families engaging in activities on campus	n/a	Tier 1
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	Agendas from Student Leadership meetings Daily Announcements inviting students to participate in Student Led Activities	n/a	Tier 1
5-4	Wellness time, community circles	AP and CSM will lead Restorative Practices programa and plan for tiers 1, 2, and 3.	Reduction in suspensions for Black students, disaggregate culture and climate data and analysis through the lens of thriving black students	All Staff	Tier 2

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))**

<b>School Priority:</b>	EL Reclassification
<b>School Theory of Change:</b>	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.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<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?
6-1	Promote reclassification with English Learners	Create Designated-ELD class for ELs	D-ELD class listed on the Master Schedule	n/a	Tier 2

6-2	Reinforce and demand strategies that focus on literacy	Identify an EL Champion	- EL Champion and Literacy Coach working with ELD/Newcomer Department in reinforcing strategies that focus on literacy - Student performance increasing towards being reclassified	n/a	Tier 2
6-3	Integration of arts-based instructional strategies	Maintain Newcomer teacher format	Newcomer Math/Science and Newcomer Humanities teachers hired	n/a	Tier 2

### ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

<b>School Priority:</b>	Innovation				
<b>School Theory of Change:</b>	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.				
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<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?
7-1	Implement culturally responsive arts based lessons in core curriculum	Provide PD on culturally relevant teaching practices through an All Staff book study	Classroom observation notes	n/a	Tier 1
7-2	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	Assessment/Review of Arts Integration Strategic Plan	n/a	Tier 1
7-3	Include the following Arts Electives: Art, Choir, Drama and Instrumental Music	Ensure Art, Choir, Drama and Instrumental Music is included in Master Schedule and instructors are hired	Elective classes are listed in the Master Schedule	n/a	Tier 1

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
After School Learning Consultants	\$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Provide high-quality feedback on levels of mastery for designated assignments	213-1
10-Month Teacher on Special Assignment (TSA)	\$30,595	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	6902	10-Month Classroom TSA	0.22	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Provide PD to support development of rubrics and standards aligned assessments	213-2
11-Month Teacher on Special Assignment (TSA)	\$40,537	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	4943	11-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Maintain Newcomer teacher format	213-3
11-Month Teacher on Special Assignment (TSA)	\$94,586	Salesforce Mathematics Fund	1119	Certificated Teachers on Special Assignment Salaries	4943	11-Month Classroom TSA	0.70	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Emphasize relationship building	213-4
Assistant Principal, Middle School	\$155,372	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	8562	Assistant Principal, Middle School	0.97	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Emphasize relationship building	213-5
Assistant Principal, Middle School	\$4,805	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	8562	Assistant Principal, Middle School	0.03	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Attendance recognitions & rewards	213-6
Case Manager	\$82,235	One-Time COVID Funding	2405	Clerical Salaries	8771	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Develop rubric for major assessments	213-7
Certificated Pupil Support Salary	\$49,084	Title I: Basic	1205	Certificated Pupil Support Salaries	4809	Counselor	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Seek out curricular materials that represent and uplift Black scholars and Black stories.	213-8

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Community School Manager	\$40,464	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7870	Program Mgr Community School	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Promote reclassification with English Learners	213-9
Computer Science Robotics Enrichment	\$6,150	Title IV: Student Support & Academic Enrichment	4430	Educational Technology		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Reinforce and demand strategies that focus on literacy	213-10
Computer Science Teacher	\$67,313	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	0212	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Reinforce and demand strategies that focus on literacy	213-11
Copier/Duplicating Supplies	\$600	General Purpose Discretionary	4320	Copier/Duplication Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Include the following Arts Electives: Art, Choir, Drama and Instrumental Music	213-12
Equip Maintenance	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	AP and CSM will lead Restorative Practices program and plan for tiers 1, 2, and 3.	213-13
Licensing Agreements	\$5,344	General Purpose Discretionary	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Promote reclassification with English Learners	213-14
New position	\$72,000	Measure G: Library	1105	Certificated Teachers' Salaries		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Seek out curricular materials that represent and uplift Black scholars and Black stories.	213-15
Paper	\$3,000	General Purpose Discretionary	4350	Paper		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Integration of arts-based instructional strategies	213-16

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Refreshments/Outreach	\$2,460	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Integration of arts-based instructional strategies	213-17
Restorative Justice Facilitator	\$106,679	One-Time COVID Funding	2205	Classified Support Salaries	8770	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Reinforce and demand strategies that focus on literacy	213-18
School Office Supplies	\$9,606	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide PD to support development of rubrics and standards aligned assessments	213-19
Teacher	\$105,837	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8769	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Promote reclassification with English Learners	213-20
Teacher	\$39,829	LCFF Supplemental	1105	Certificated Teachers' Salaries	4622	Teacher, Structured English Immersion	0.47	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Reinforce and demand strategies that focus on literacy	213-21
Teacher	\$30,502	LCFF Supplemental	1105	Certificated Teachers' Salaries	2587	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement culturally responsive arts based lessons in core curriculum	213-22
Teacher	\$43,529	Measure G1	1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement culturally responsive arts based lessons in core curriculum	213-23
Teacher	\$93,305	Measure G1	1105	Certificated Teachers' Salaries	3845	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Wellness time, community circles	213-24

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$39,911	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	2952	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Continued after-school programming	213-25
Teacher	\$41,256	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	0212	Teacher, Structured English Immersion	0.38	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Parent outreach regarding absences	213-26
Teacher	\$29,019	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Meet with "Champion Students"	213-27
Teacher	\$44,914	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4622	Teacher, Structured English Immersion	0.53	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Emphasize relationship building	213-28
Unallocated	\$2,701	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Emphasize relationship building	213-29
Unallocated	\$11,968	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated					College/Career Readiness	n/a	213-30



## **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 30, 2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

**The school will distribute this policy to all parents on or before August 31, 2021.**

Maya Taylor  
**Name of Principal**

  
**Signature of Principal**

**August 30, 2021**

**Date**

*Please attach the School-Parent Compact to this document.*



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

## School-Parent Compact

### Westlake Middle School

### 2021-2022

*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 2021-22 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

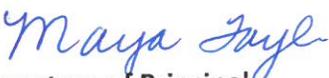
- Making sure that my child attends school every day, on time and that homework is completed
- Ensuring that my child gets adequate sleep, regular medical attention and proper nutrition
- Support the school's discipline and uniform dress code policies
- Make every effort to attend school events such 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 30, 2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

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 August 31, 2021.

  
Signature of Principal

**8/30/2021**

**Date**



Strategic Resource Planning (SRP)

**Westlake Middle School**  
**School Site Council Membership Roster**  
**2021-2022**



**SSC - Officers**

Chairperson:	Maurice Andre San-Chez
Vice Chairperson:	Stasi Williams
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					De Facto Member
Maurice Andre San-Chez *		X				1st Year Term
Stasi Williams *		X				1st Year Term
Fathima Dilshad				X		1st Year Term
Jianina Lloyd				X		1st Year Term
Stephanie Rippee				X		1st Year Term
Ideal Franklin (alternate)				X		1st Year Term
Ebado Ismail			X			1st Year Term
Zoe [REDACTED]					X	1st Year Term
Billie [REDACTED] (alternate)					X	1st Year Term

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Wednesday of each month 5:30 p.m.
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

