

Board Office Use: Legislative File Info.	
File ID Number	20-1485
Introduction Date	8/26/20
Enactment Number	20-1243
Enactment Date	8/26/2020 If



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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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 2020-2021 School Plan for Student Achievement (SPSA) for Westlake Middle School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Westlake Middle School
CDS Code: 1612596057095
Principal: Maya Taylor
Date of this revision: 6/9/2020

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
Address: 2629 Harrison Street
Oakland, CA 94612

Position: Principal
Telephone: 510-879-2130
Email: maya.taylor@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/9/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and 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 (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"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 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: 6/9/2020

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

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

Maya Taylor

Maya Taylor

6/10/2020

Principal

Signature

Date

Hakeem Bey

Hakeem Bey

6/9/2020

SSC Chairperson

Signature

Date

Mark Triplett

Mark Triplett

6.22.20

Network Superintendent

Signature

Date

6/30/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

8/27/2020

Jody London
President Board of Education

Kyla Johnson-Trammell

8/27/2020

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

2020-21 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 2020-21 SPSP. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$211,800.00
Total Federal Funds Provided to the School from the LEA for CSI	\$109,200.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$784,614.00

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)	\$100,440.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,325.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,160.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$243,100.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$40,040.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$109,200.00	TBD	After School Education and Safety Program (ASES #6010)	\$127,960.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$138,389.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$211,800.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$572,814.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$784,614.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<ul style="list-style-type: none">- Promotion Activity Participation directly correlated to OUSD High School Readiness Criteria- College 4 All Field Trips for entire 8th Grade Class (college tours)- High School Readiness After School Academic Support- Partnership with Chapter 510 to promote literacy through poetry, creative writing, etc.- Partnership with Citizen Schools (After School Program Provider) provided apprenticeship opportunities for scholars to explore career options for the future	<ul style="list-style-type: none">- Overall Academic Focus for this year- Strong Partnerships with Citizen Schools and Chapter 510

<i>Focal Student Supports</i>	<ul style="list-style-type: none"> - Offered academic support in Math to focal group of scholars through partnership with Blue Print Math - Offered academic support to focal group of scholars through After School Program (Citizen Schools) - Provided in-class/ small group pull out support to focal scholars through Extended Day Program with Citizen Schools (Teaching Fellows assigned to classrooms throughout the school day) 	<ul style="list-style-type: none"> - Strong Partnerships with Citizen Schools and Blue Print Math
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> - Community Schools Manager Position - Case Manager on staff to support scholars and families through case management - Bi- weekly Family Engagement Nights in partnership with Alameda County Food Bank (led by Community Schools Manager) - Monthly Outreach to families by staff via phone calls, emails and Talkign Points (text messages) - Weekly robocall messages to families - Bi-weekly Progress Reports filled out by scholars to take home to parents for review - Weekly COST Meetings and Attendance Team Meetings for scholars and families in need of SEL support 	<ul style="list-style-type: none"> - Staff Buy-in and dedication to scholar's academic success - Community Schools Manager and Case Manager Positions - District support with COST and Attendance Team Meetings
<i>Staff Supports</i>	<ul style="list-style-type: none"> - Academic Focus this school year - Targeted Academic Strategy for the year: Academic Discussion/Discourse - PD/ Planning prior to start of school year to address academic strategy/focus - Addition of CCTL (Math Coach) to support teachers with instructional practices -Continued support from ITL (ELA Coach) for instructional practices - Mid Year Staff Check-in Meetings (individually) with Principal for all staff - Summer Planning Time for teachers 	<ul style="list-style-type: none"> - Weekly Admin Meetings to discuss needs of teachers and other staff - Open Door Policy of all Admin (Principal, Assistant Principal and Community Schools Manager) - Targeted Academic Strategy identified during Summer Retreat - Opportunity for summer planning for teachers
Focus Area:	Priority Challenges	Root Causes of Challenges

<i>College/Career Readiness</i>	Transporting scholars to colleges	no funding
<i>Focal Student Supports</i>	Being able to serve focal scholars through additional support services such as tutoring, in class and small group pull out support	Getting scholars to participate afterschool
<i>Student/Family Supports</i>	Parent Participation in events at the school site	Proximity to school (scholars coming from all across Oakland)
<i>Staff Supports</i>	Completing classroom observations on a weekly basis	Increase in scholar behaviors across campus requiring more adult attention

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: Scholars will increase both ELA and Math SBAC DF3 by 15-20 points per year

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-125.2	n/a	-60.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	19.7%	n/a	40.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-171.2	n/a	-112.5
CAST (Science)	All Students	TBD	6.4%	n/a	10%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: Scholars will increase ELA SBAC DF3 by 15-20 points

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-187.7	n/a	-120.4
SBAC ELA	African-American Students	+20 points DF3	-136.2	n/a	-59.0

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	69.5%	n/a	45.7
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	Students with Disabilities	+20 points DF3	-234.7	n/a	-168.8
SBAC Math	African-American Students	+20 points DF3	-192.0	n/a	-117.9
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	4.3%	n/a	36.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	3.4%	n/a	54.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		All students build relationships to feel connected and engaged in learning.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	50.9%	n/a	58.0%
Suspensions	All Students	-2pp	13.4%	n/a	9.0%
Suspensions	African-American Students	-2pp	32.6%	n/a	7.2%
Suspensions	Students with Disabilities	-2pp	21.1%	n/a	8.8%
Chronic Absence	All Students	-2pp	34.1%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	41.9%	n/a	6.10%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	
School Goal for May 2023:	Retain high quality teaching staff

School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Teacher Retention	Teachers	n/a	82.6%	82.6%	85.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

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

Westlake has historically struggled with teacher retention. However, this has changed over the last 2 years. Westlake continues to struggle with continuity within the Math Department, for the past two years not able to have permanent teachers in place for the first 6 weeks of school, resulting in a difficult transition for incoming 6th graders relative to math. Westlake serves "all" possible types of scholars that may enter OUSD (i.e. we have all 3 levels of Special Education classes (mild-mod to mod-severe), all levels of ELL scholars and low-income scholars as well). We have experienced some difficulty in offering social-emotional support and services to scholars and families.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Westlake Middle School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
Theory of Change:	If Westlake ELA teachers receive more coaching, more experience with Engage NY 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 School Goal:	Scholars will increase ELA SBAC DF3 by 15-20 points
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
This year we continued with regularly schedule PDs for teachers focused on the implementation of academic discourse (talk routines) in all classrooms. Our CCTLs provided support to teachers in lesson planning as well as analyzing SBAC, IAB and SRI data results to help inform instructional practices and strategies.	
What evidence do you see that your practices are effective?	
When conducting classroom walkthroughs there is more evidence of academic discourse amongst students. Teachers are also engaging in conversations in PDs/PLCs about instructional strategies and practices that will improve reading proficiency for all scholars.	
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 have shifted our focus to include examining culturally relevant teaching strategies with the hope of engaging more scholars in learning.	
19-20 Standards-Based Instruction Priority: Mathematics	
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:	Scholars will increase Math SBAC DF3 by 15-20 points
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Westlake Math Teachers received coaching and feedback from our Math ITL on a weekly basis to provide support in instructional pedagogy as well as to assist in becoming familiar with the adopted Math curriculum. Approximately 60 Westlake 6th & 7th Grade scholars received additional math support through our partnership with Blueprint Math. Each of these scholars had 1 period of small group math support each day.	
What evidence do you see that your practices are effective?	
There was an increase in the number of scholars "Near Standard" from 43 (first administration of the Math IAB) to 81 (second administration of the Math IAB)	

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 are keeping this goal the same for the 20-21 school year. There will be no changes to this goal for the coming year.	
19-20 Conditions for Student & Adult Learning Priority: Chronic Absence	
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 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
This year our Attendance Team met on a weekly basis and was comprised of our Community Schools Manager, School Counselor, Case Manager, Attendance Clerk and Mental Health Therapists. We also had support from a district office rep to help the team get up and running. The Attendance Team encouraged daily attendance taking from teachers by incentivizing those that completed their attendance accurately and on time. They also encouraged daily attendance from students by creating fun and enjoyable opportunities for those that attended on a regular basis. The Attendance Team worked with chronically absent families by doing home visits to determine the best way to support them.	
What evidence do you see that your practices are effective?	
There was an increase in satisfactory attendance from school year '18-'19 (27.7%) to '19-'20 (48.6%) as well as a decrease in severe chronic absenteeism from '18-'19 (9.8%) to '19-'20 (7.8%)	
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.	
The Team will continue to function in 20-21 as they did in 19-20 to continue to gather data regarding the effectiveness of their current practices.	
19-20 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:	20% of the EL population will be reclassified this year
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<ul style="list-style-type: none"> - EL Case Manager on campus 2 times per week to support EL Scholars with their social/emotional development - Met testing deadlines and criteria for reclassification of eligible EL Scholars 	
What evidence do you see that your practices are effective?	
-EL Case Manager has been an active participant on our COST Team and scholars and staff seek out services	

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.	
- Continue working with EL Case Manager and Team to support more scholars reclassifying	
19-20 Arts, Music & World Language Priority: Innovation	
Theory of Change:	If we use elective offerings to create high interest summative tasks to engage influential African American girls in Literacy & Informational Reading and help 6th grade ELA teachers engage in exciting and invigorating collaboration to support close reading strategies, students will be more engaged in school and will become stronger readers.
Related School Goal:	There will be an increase of (+5pp) for scholars growing one year or more and decrease (-5pp) for scholars that are multiple years below grade level
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<ul style="list-style-type: none"> - Offered Visual Art, Instrumental Music, Drama, Choir and Computer Science - Offered a 6th Grade Elective Wheel for 6th Graders to experience all electives for one marking period each - Implemented an SSR reading period for all scholars 	
What evidence do you see that your practices are effective?	
- 6th Graders are engaged in their electives	
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.	
- Work on a more solid structure for SSR	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
n/a	

2020-21 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:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Emphasize relationship building	Weekly Attendance Team meetings	Weekly attendance reports	
1-2	Accurately complete attendance	Public transportation passes	Monthly attendance reports	
1-3	Parent outreach regarding absences	Continued after-school programming	Weekly Attendance Team meeting notes	
1-4	Meet with "Champion Students"	Attendance recognitions & rewards	Meeting notes from COST	
1-5		Staff additional Case Manager to provide in-class and out-of-class support to scholars and teachers	Daily Sign-Ins from Wellness Room	Being able to serve focal scholars through additional support services such as tutoring, in class and small group pull out support
1-6		Staff Academic Mentors to provide in-class support to scholars and teachers		

1-7		Implementation of Wellness Room		Being able to serve focal scholars through additional support services such as tutoring, in class and small group pull out support
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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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Pick a focus area	Regular walkthroughs & feedback PD	IAB assessment data from Fall and Winter administrations	
2-2	Develop strong objectives (student and teacher-facing)	Regular coaching on lesson planning PD	Site-based walkthrough tools	
2-3	Conduct formative assessments	Coaching aligns to curriculum content	Minutes from Weekly Admin Team Meetings	
2-4	Develop lesson plans	Review IAB/SBAC data regularly to provide support to scholars in mastery of content	Increased content mastery evidenced in weekly formative assessments	
2-5	Increase academic discourse	TGDS Evaluations	Completed TGDS Evaluations	
2-6	Participate in coaching from ITL Math	Continue ITL Math Coach position	Minutes from PLC with ITL Math Coach	
2-7	Participate in PD from ITL Math	Implement math intervention: BluePrint Math	Monthly check-in meetings with BluePrint Math Fellows	

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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Pick a focus area	Regular walkthroughs & feedback PD: Key Details (ELA Blueprint)	IAB/SBAC ELA proficiency data	
3-2	Develop strong objectives for all scholars, and especially for African-American scholars	Regular coaching on lesson planning PD: Annotating Text (ELA Blueprint)	SRI Fall and Winter Administration	
3-3	Conduct formative assessments	Coaching aligns to PD PD: Text Analysis (ELA Blueprint)		
3-4	Participate in coaching from ITL ELA	Review SBAC data correlation to Engage NY PD: Reasoning & Evidence (ELA Blueprint)		Completing classroom observations on a weekly basis
3-5	Participate in PD from ITL ELA	Review of lesson plans PD: Inference, Vocabulary, Rubrics		
3-6	Increase academic discourse	TGDS Evaluations		
3-7	Newcomer/ELD Specific ELA/ History	Continue with ITL Coach position		

3-8	Introduce 6th and 7th grade scholars to HS Readiness Indicators in preparation for 8th grade year	Partner with support agencies to provide in-class and afterschool support to address literacy needs of ALL scholars		Being able to serve focal scholars through additional support services such as tutoring, in class and small group pull out support
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District Strategy: Building 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):	All scholars continue to grow towards meeting and/or exceeding standards in all content areas			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	Regular walkthroughs & feedback during PD of trends seen across classrooms, subjects, etc.	Feedback from walkthrough tool	
4-2	Execution of PD, feedback	Regular coaching on lesson planning PD: Academic Discussion Protocols and Culturally Responsive Teaching Pedagogy	Agendas/ Notes from PLC Meetings	
4-3	Develop lesson plans	Coaching aligns to PD PD: Text Analysis (ELA Blueprint)	Increase in scholars engagement in class as evidenced by use of exit tickets for quick assessment	
4-4	Increase academic discourse	Review of lesson plans: Academic Discussion Protocols		

4-5	Participate in coaching from Admin Team			
4-6	Participate in PD from Admin Team			

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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Promote reclassification with English Learners	Identify an EL Champion	SRI data	
5-2	Reinforce and demand strategies that focus on literacy	Maintain Newcomer teacher format	SBAC data	
5-3		Secure additional technology for English Learners	Academic grade data Teacher input Reclassification data	

ARTS, MUSIC & 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 the transition from elementary to middle school, create a more positive and safe middle-school learning environment.			
Related Goal(s):	Increased enrollment in elective offerings, SRI data, SBAC data, High School Readiness data, Chronic Absence data, Suspension data.			
Students to be served by these actions:	<i>All Students</i>			

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
6-1	Implement culturally responsive arts based lessons in core curriculum	Staff a Drama Teacher	Enrollment data	
6-2	Implement engaging lessons that reinforce literacy in arts elective courses	Staff a Choir Teacher	SRI data	
6-3		Staff a Computer Science Teacher	SBAC data High School Readiness data Chronic Absence data Suspension data	

PROPOSED 2020-21 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
After-School services provided to students including academic support, social-emotional development and career exploration	\$127,960	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Continued after-school programming	213-1
To hire Academic Mentors to support students academic development	\$43,184	Comprehensive Support & Improvement (CSI) Grant	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Academic Mentors to provide in-class support to scholars and teachers	213-2
To purchase chromebooks to move our school site closer to 1:1 for technology	\$36,016	Comprehensive Support & Improvement (CSI) Grant	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Secure additional technology for English Learners	213-3
To fund college tour experience for students to explore their college and career options	\$30,000	Comprehensive Support & Improvement (CSI) Grant	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop strong objectives for all scholars, and especially for African-American scholars	213-4
Purchase supplies to support student academic achievement	\$1,325	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop strong objectives (student and teacher-facing)	213-5
To provide duplicating services for staff to support lesson planning and instruction	\$14,000	General Purpose Discretionary	4425	Duplicating Equip < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop lesson plans	213-6
To provide servicing to duplicating machines for staff use to support lesson planning and instruction	\$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop lesson plans	213-7
To pay for Science Teacher	\$36,539	LCFF Concentration	1105	Certificated Teachers' Salaries	6486	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-8

To pay for additional services provided by classified employees (ie translation)	\$3,651	LCFF Concentration	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Emphasize relationship building	213-9
to pay for supplies for students	\$17	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop strong objectives (student and teacher-facing)	213-10
To pay for 1.0 FTE History Teacher	\$73,540	LCFF Supplemental	1105	Certificated Teachers' Salaries	1748	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-11
To pay for 1.0 FTE Art Teacher	\$74,905	LCFF Supplemental	1105	Certificated Teachers' Salaries	4622	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-12
To pay for 0.40 FTE Choir Teacher	\$31,327	LCFF Supplemental	1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-13
To pay for additional services provided by classified employees	\$12,590	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-14
To pay for 0.10 FTE School Counselor	\$10,791	LCFF Supplemental	1205	Certificated Pupil Support Salaries	4809	Counselor	0.10	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-15
To provide supplies to teachers/classrooms to enhance curriculum delivery	\$30,640	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop strong objectives (student and teacher-facing)	213-16

To help students/families purchase school uniforms	\$10,000	LCFF Supplemental	4380	Uniforms	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Emphasize relationship building	213-17
To pay for 0.30 FTE School Counselor	\$42,363	Low-Performing Students Block Grant	1205	Certificated Pupil Support Salaries	7871	Counselor	0.30	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-18
To purchase school supplies for students	\$855	Low-Performing Students Block Grant	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop strong objectives (student and teacher-facing)	213-19
To pay for 0.50 Library Tech	\$34,390	Measure G: Library	2205	Classified Support Salaries	7493	Library Technician	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Reinforce and demand strategies that focus on literacy	213-20
To purchase reading books for students to borrow	\$1,493	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Reinforce and demand strategies that focus on literacy	213-21
To pay for 0.40 FTE Choir Teacher	\$31,327	Measure G1	1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-22
To pay for 1.0 FTE Drama Teacher	\$80,916	Measure G1	1105	Certificated Teachers' Salaries	3845	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives (student and teacher-facing)	213-23
To pay for 0.25 Case Manager to provide support to focal students	\$29,144	Measure G1	2405	Clerical Salaries	7869	Case Manager 20	0.25	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff additional Case Manager to provide in-class and out-of-class support to scholars and teachers	213-24

To purchase supplies for the library for students to use for projects	\$2,299	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Increase academic discourse	213-25
To pay for 0.25 FTE Computer Science Teacher	\$24,429	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	212	Teacher, Structured English Immersion	0.25	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Develop strong objectives for all scholars, and especially for African-American scholars	213-26
To pay for 0.50 FTE Science Teacher	\$36,539	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	6486	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Increase academic discourse	213-27
To pay for 0.80 FTE ITL Humanities	\$103,028	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	6902	10-Month Classroom TSA	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Participate in coaching from ITL ELA	213-28
To pay for BluePrint Math services for focal students	\$101,544	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-29
To pay for 0.20 FTE ITL Humanities	\$25,757	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6902	10-Month Classroom TSA	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Participate in PD from ITL ELA	213-30
To pay for extended contracts for academic intervention support	\$31,475	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reinforce and demand strategies that focus on literacy	213-31
To pay for 0.75 FTE Case Manager position to provide support to focal students	\$55,432	Title I: Basic	2405	Clerical Salaries	7869	Case Manager 20	0.75	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff additional Case Manager to provide in-class and out-of-class support to scholars and teachers	213-32

To purchase school supplies for students	\$825	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop strong objectives (student and teacher-facing) for all scholars and especially for African American scholars, homeless scholars and foster youth	213-33
To pay for additional academic and SEL support services	\$4,518	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Emphasize relationship building	213-34
To pay for buses, etc. for field trips	\$13,300	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Emphasize relationship building	213-35

Attachment 2



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

WESTLAKE MIDDLE SCHOOL

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- By conducting School Site Council (SSC) Meetings

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)

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 September 5, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Maya Taylor
Name of Principal


Signature of Principal

September 5, 2019

Date

Please attach the School-Parent Compact to this document.

Attachment 3



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

Westlake Middle School

2019-2020

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 2019-20 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 September 5, 2010⁹ and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

Maya Jayl
Signature of Principal

9.5.19
Date

**2019-20****School Site Council Membership Roster – Secondary**
School Name: Westlake Middle School
Chairperson : Hakeem Bey

Vice Chairperson: Maurice Andre San-Chez

Secretary: Ebado Ismail

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Maya Taylor	X				
Malika Rubin-Davis		X			
Morgan Cohen		X			
Maurice Andre San-Chez		X			
Qiana Bey				X	
Hakeem Bey				X	
Hazina Bey					X
Zuri Cheffon					X
Ruqayyah Abul-Rahim				X	
Kimberley Thomas				X	
Ebado Ismail			X		

Meeting Schedule
 (day/month/time)

3rd Wednesday of every month-5:30 p.m.
SSC Legal Requirements (EC Sections 65000-65001):

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

 1 Principal
 3 Classroom Teachers
 1 Other Staff
AND
 5 Parents/Community
 Members (*middle schools only*)
OR
 5 Parents/Community
 Members/Students
 (*middle or high schools*)