

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

March 8, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Gloria Gamblin, Interim Chief Financial Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Westlake Middle School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Westlake Middle School.



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

### **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Westlake Middle School  
**CDS Code:** 1612596057095  
**Principal:** Jonathan Ferrer  
**Date of this revision:** 10/20/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

**Contact:** Jonathan Ferrer  
**Address:** 2629 Harrison Street  
Oakland, CA 94612

**Position:** Principal  
**Telephone:** 510-879-2130  
jonathan.ferrer@ousd.org

*The District Governing Board approved this revision of the SPSA on: 2/22/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Westlake Middle School

Site Number: 213

- |  |   |                                       |
|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |                                       |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   |                                       |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single 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 Single 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: October 20, 2016

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

- Fliers in students' home languages
  Announcement at a public meeting
  Other (Notices, Media Announcements, etc.)

**Signatures:**

<u>JONATHAN FERRER</u> Print name of School Principal	 Signature	<u>10/20/16</u> Date
<u>CHERYL BERAME-TURK</u> Print name of SSC Chairperson	 Signature	<u>10/20/16</u> Date
<u>RON C. SMITH</u> Print name of Network Superintendent	 Signature	<u>10/20/16</u> Date
<u>Marcus Sivi</u> Print name of Officer, Office of Accountability Partners	 Signature	<u>11/4/16</u> Date

**SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)**

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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description
10/1/1415	SSC	Presented and reviewed 15-16 SPSA. Identified key focus areas, implemenation plan and what data piees we would focus on
1/19/2016	SSC	Reviewed data to track progress of 15-16 SPSA. Shared budget allocations for 16-17 and SPF data. Created framework for 16-17 SPSA
1/23/2016	School Staff	Dive into SPF and its implications
5/19/2016	SSC	Finalization and approval of 16-17 SPSA based on 14-15 SPF

**2016-2017 Final Budget**

**Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$92,735.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$203,648.90	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$129,172.23	TBD
<b>TOTAL:</b>	<b>\$425,556.13</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$82,643.12	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,118.47	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
<b>TOTAL:</b>	<b>\$84,761.59</b>	<b>\$0.00</b>

**ABOUT THIS SCHOOL**

### School Description

Westlake Middle School serves 460 students from Lake Merritt, West Oakland, East Oakland, and Chinatown neighborhoods. It is one of Oakland's most ethnically diverse middle schools, with 50% African American, 30% Latino, and 15% Asian, and 5% white, mixed race, and other students. English Learners make up approximately 19 percent of the school. Along with its core academic program, Westlake also has a longstanding and well-developed music and arts program, which serves about a third of its students, and has a deeply integrated partner organization (spanning over 14 years) in the Eagle Village Community Center Youth & Family Services, Inc. (Eagle Village), which serves as Westlake's Lead Agency, serving more than 50% of the schools community through its wrap around services, After School Program (ASP), Mental Health Services (MHS), and the Family Resource Center (FRC).

The consistent shared leadership over the past 14 years between Eagle Village and Westlake has resulted in a very organic transformation from a traditional stand-alone school to a Full Service Community School (FSCS) at Westlake, a process initiated years before OUSD formally adopted FSCS as a district-wide strategy and standard. Aligned with the FSCS strategic plan, Westlake works hand-in-hand with Eagle Village to provide high-quality instruction, expanded learning opportunities, family engagement and support, and behavioral health services to meet the holistic needs of students and families.

### School Mission and Vision

At Westlake Middle School, we know that students who are able to persevere through rigorous common core instruction at advanced levels, paired with authentic opportunities to engage in culturally relevant and positive social experiences, will thrive in our communities. Every day, in every class, every student must be actively engaged with his/her peers in the process of learning. We must have everyday urgency to provide all students with rigorous educational and cultural experiences that push them to persevere and excel in college, career, and community. Administrators, students, teachers, parents, school staff, and the community share the responsibility for advancing Westlake's mission.

### MAJOR IMPROVEMENT PRIORITIES

- |                                       |                       |
|---------------------------------------|-----------------------|
| <i>Major Improvement Priority #1:</i> | ELA Academic Success  |
| <i>Major Improvement Priority #2:</i> | Culture & Safety      |
| <i>Major Improvement Priority #3:</i> | Math Academic Success |

### MAJOR IMPROVEMENT PRIORITY #1: ELA Academic Success

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
EL students highest increase in SRI growth	High School Readiness indicators for all sub groups
	Little or no growth on SRI



**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

The data shows that Westlake must develop and guide their staff through Professional Development, to increase student engagement with common core experiences everyday and in every class. The data also shows that we must intentionally accelerate student academic achievement within certain sub groups (i.e. EL's, low performing students). There was little to no growth during the 14-15 school year combined with low proficiency levels on most indicators. During the 15-16 school year, we have implemented intentional PD around Backwards planning and providing on-going coaching to identified classroom teachers. We have also been able to implement reading intervention classes to our 6th graders, which we were not able to do in 14-15. At the mid year mark in 15-16, we have seen a 6 percent growth in student SRI.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

The lack of quality instruction in every class and the school community not being able to address all challenges and needs for our students and families (whether SEL or academic) are major causes for the 14-15 SPFD data. Meeting the instructional needs of all staff and targeted "wrap around" services for all students and families are areas that must be supported and further developed in the 16-17 school year. Some of these practices have been implemented in the current 15-16 school year and should show some progress in the 15-16 SPF.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	All students will grow at least one year in reading level from Sept. 2016 to June 2017 as measured by the SRI	SRI	All Students	23% prof/adv	33% prof/adv	40%prof/adv	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	100 % of students have a 2.0 GPA or higher	GPA	All Students	70 %	100%	80%	2: Students are proficient in state academic standards.
Academic	Students use complex text that allow them to be engaged in academic discussions 50% of each class	Observations	All Students	10 percent of class time	20 percent of class time	25 percent of class time	3: Students are reading at or above grade level.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1**

**Major Improvement Strategy for this priority:** Professional Development and Lesson Planning to strategically implement the use of complex text that promotes students to have successful experiences with academic discourse in every class

KEY PRACTICES FOR PRIORITY #1		
Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Ensure student academic success: TGDS Evaluation/Coaching cycle to encourage teacher reflection and growth. After two years, almost all teachers will have participated. Use of TGDS rubric as lens for reflection and growth	Ensure student academic success: Budgeting in TSA Librarian and district providing CCTL content coach	Ensure Student Academic Success: Progress reports every week from every class to ensure communication with families. Parent/guardian access to AERIES to monitor attendance, gradebook and report cards. Implement "Project Walk The Stage": Designed to strategically work with 8th grade students who do not have a 2.0 GPA. Assigned mentor, goal setting, parent meeting night.
Ensure student academic success: Lesson Planning - intentionally put in structures to promote academic discussions, evidence based writing, complex text. Intentionally structure opportunities for students to engage in one or more of common core shifts. Students should be engaged in common core shift 50% of each class.	Ensure student academic success: Using ILT to plan and implement monthly staff PD on: Every PD, teachers are in focused workshops in one of the three common core foci area. Each PD day, that particular groups is engaged in one of three activities: reading research on their focus area, creating lesson plans that integrate their focus area, or reflecting on their last lesson that incorporated their focus area	Ensure Student Academic Success: On site, intentional coaching by CCTL Coach and Teacher Leaders
Provide African American Male Achievement (AAMA) services so students can have positive role models and increase their academic outcomes and socio - emotional (SEL) wellness.	Ensure student academic success: Using ILT to lead their PLC groups in lesson planning that intentionally incorporates the learning that happens in monthly PD to ensure every student is engaging in complex text to promote academic discussions	Ensure Student Academic Success: SRI (3 times a year), HWT, CELDT (once a year)
Differentiated Instruction will be offered in all classes to address individualized needs of students (GATE)	Ensure student academic success: Using Westlake Leadership Team (Instructional and Culture Team) in designing and leading staff in developing an understanding of adolescent behavior in order to foster positive relationships to enhance culture to cultivate learning	Ensure Student Academic Success: PD and PLC meeting times developing lesson plans that intentionally structure in significant opportunities for Academic Discussions and Complex text.
	Ensure Student Academic Success: Create ELD team that ensures that strategic support is given to plan and implement support for ELD reclassification.	Ensure Student Academic Success: Pre-planning / goal setting meetings with ELD students to (awareness and goal setting for Reclassification)
	Ensure Student Academic Success: provide substitute coverage to allow teacher to visit other classrooms or schools to strengthen their practice of implementing Academic Discourse and Complex Text into their lessons	Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.



		Provide operational materials and supplies for student interventions and support
		Literature for parent/guardian workshops and meetings designed to help support the academic success of their children
		Supplies for parent/guardian workshops and meetings designed to help support the academic success of their children
		Providing enrichment support for students - art classes
		Ensure parents have the opportunity to learn how to support their students academically with common core. Through our Lead Agency, Eagle Village and the Community Schools Office, put on a series of workshops to educate parents on best practices
		Provide intentional and specific "Newcomer" classes to provide acceleration to ELD's 0's and 1's. Accelerated classes will be offered in core classes. 2 FTE's
		LTEL "Boost" class to provide acceleration in order to allow our Long Term English Learners a better opportunity to be reclassified
		Both New Comer Teachers have an extra period to "case manage" their students to facilitate better support and services for these students who typically experience greater challenges by coming to a new country
		Acceleration classes for all identified low-performing students

**MAJOR IMPROVEMENT PRIORITY #2: Culture & Safety**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Suspension reduction by Low Income students	Chronic absence for many sub groups
EL students suspension rate	SWD suspension rates
EL reduction in chronic absence	Student response to culture/climate survey (score of 2 on SPF)

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

This data still shows that Westlake has a real need to support students and families with some targeted SEL competencies. Many of our families are struggling with attending school at a successful rate and then creating structures and guidances for appropriate school behavior once they are at school. We must design and lead policies and programs that support staff and community in supporting students and families in these areas.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

After examining our support levels for our SEL competencies, we determined that we are struggling to support particular areas. Our COST (RAM) team, lead by our community partner, Eagle Village, are able to provide support to most of our Tier 1 and Tier 2 students. However, over the last year, the number of students who fall into the Tier1 and Tier 2 levels have increased and we have seen that we have not been able to provide the necessary support to all students in this area. We also know that our current services do not support our Tier 3 students. We are struggling greatly with providing the necessary and critical student and family support for these identified students.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase student instructional time by increasing seat time: Attendance	SEL	All Students	18 % chronic absence	14 % chronic absence	10% chronic absence	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce suspensions by 25%	Suspensions	All Students	111 suspensions	50% reduction	25% reduction	5: Students are engaged in school everyday.
Social/Emotional	Reduce office referrals by 25%	Attendance Rate	All Students	579 recorded	50% reduction	25% reduction	5: Students are engaged in school everyday.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *Implement comprehensive strategic plan of Westlake's Full Service Community School in partnership with our lead agency Eagle Village Community Center (this includes PBIS plan, mental health services, after school program and family support services)*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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Intentionally creating a culture and developing relationships that ensure students "feel a part of classroom community"	Westlake Way Leadership Team designing and leading staff in developing an understanding of adolescent behavior in order to foster positive relationships to enhance culture and cultivate learning.	Participating in PBIS Cohort 3. Implementing Westlake's PBIS plan with more fidelity
Implement common classroom procedures (e.g., BC, standing at doorway)	Continuing to implement more aspects our PBIS plan (concentrating on Tier 1)	Restorative Justice / Peer Mediation Program
Identified teachers taking "No Nonsense Nurturing PD"	Implementation, training, analysis of Universal Referral Program (VRP)	Student Support Program: allows for students who are sent out of class with referrals to reflect and receive mentoring in order to return to class
	Budgeting for Restorative Justice / Peer Mediation Program	COST Team lead by our Lead Agency Eagle Village
	Budgeting for Student Support Program	Eagle Village Community Center (Lead Agency). Leads comprehensive program of student support through Mental Health Services, After School Program and Family Support Services)
	Offer specialized PD to support awareness and challenges faced by Foster Youth and students experiencing homelessness, and how we can support them to improve their socio-emotional wellness and succeed academically	Contract with Eagle Village to provide After School Programs

**MAJOR IMPROVEMENT PRIORITY #3: Math Academic Success**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
	9.3 % proficiency on SBAC Math (14-15)
	74% students are below basic on mid year 15-16 SMI scores
	8th graders have had three different teachers 15-16 (teacher retention)

ROOT CAUSE ANALYSIS for Priority #3
<p><b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b></p> <p>The data shows that Westlake must develop and guide their staff through Professional Development, to increase student engagement with common core experiences everyday and in every class. The data also shows that we must intentionally accelerate student academic achievement within certain sub groups (i.e. EL's, low performing students). There was little to no growth during the 14-15 school year combined with low proficiency levels on most indicators. During the 15-16 school year, we have implemented intentional PD around Backwards planning and providing on-going coaching to identified classroom teachers. We have also been able to implement reading intervention classes to our 6th graders, which we were not able to do in 14-15. At the mid year mark in 15-16, we have seen a 6 percent growth in student SRI.</p>

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

The lack of quality instruction in every class and the school community not being able to address all challenges and needs for our students and families (whether SEL or academic) are major causes for the 14-15 SPFD data. Meeting the instructional needs of all staff and targeted "wrap around" services for all students and families are areas that must be supported and further developed in the 16-17 school year. Some of these practices have been implemented in the current 15-16 school year and should show some progress in the 15-16 SPF.

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	16% of students will perform at or above grade level as measured by SBAC Math.	SBAC Math	All Students	9.3%	12%	16%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase to 34% the percent of students performing as basic or proficient as measured by SMI.	SMI	All Students	n/a	27%	34%	2: Students are proficient in state academic standards.
Academic	s have a 2.0 GPA or higher	GPA	All Students	70%	100%	80%	2: Students are proficient in state academic standards.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

**Major Improvement Strategy for this priority:** *Professional Development and Lesson Planning to strategically implement the use of complex text that promotes students to have successful experiences with academic discourse in every class*

KEY PRACTICES FOR PRIORITY #3		
Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Ensure student academic success: TGDS Evaluation/Coaching cycle to encourage teacher reflection and growth. After two years, almost all teachers will have participated. Use of TGDS rubric as lens for reflection and growth	Ensure student academic success: Budgeting in TSA Librarian and district providing CCTL content coach	Ensure Student Academic Success: Progress reports every week from every class to ensure communication with families. Parent/guardian access to AERIES to monitor attendance, gradebook and report cards. Implement "Project Walk The Stage": Designed to strategically work with 8th grade students who do not have a 2.0 GPA. Assigned mentor, goal setting, parent meeting night.



<p>Ensure student academic success: Lesson Planning - intentionally put in structures to promote academic discussions, evidence based writing, complex text. Intentionally structure opportunities for students to engage in one or more of common core shifts. Students should be engaged in common core shift 50% of each class.</p>	<p>Ensure student academic success: Using ILT to plan and implement monthly staff PD on: Every PD, teachers are in focused workshops in one of the three common core foci area. Each PD day, that particular groups is engaged in one of three activities: reading research on their focus area, creating lesson plans that integrate their focus area, or reflecting on their last lesson that incorporated their focus area</p>	<p>Ensure Student Academic Success: On site, intentional coaching by CCTL Coach and Teacher Leaders</p>
	<p>Ensure student academic success: Using Westlake Leadership Team (Instructional and Culture) in designing and leading staff in developing an understanding of adolescent behavior in order to foster positive relationships to enhance culture to cultivate learning</p>	<p>Ensure Student Academic Success: PD and PLC meeting times developing lesson plans that intentionally structure in significant opportunities for Academic Discussions and Complex text.</p>
	<p>Ensure Student Academic Success: provide substitute coverage to allow teacher to visit other classrooms or schools to strengthen their practice of implementing Academic Discourse and Complex Text into their lessons</p>	<p>Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.</p>
		<p>Provide intentional and specific "Newcomer" classes to provide acceleration to ELD's 0's and 1's. Accelerated classes will be offered in core classes. 2 FTE's</p>
		<p>Both New Comer Teachers have an extra period to "case manage" their students to facilitate better support and services for these students who typically experience greater challenges by coming to a new country</p>
		<p>Acceleration classes for all identified students.</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$129,172.23	After School Education & Safety (ASES)	Contract with Eagle Village to provide After School Programs	Contract with Eagle Village to provide After School Programs	A1.6: After School Programs	5825	n/a	n/a	n/a	213-1	213
\$50,735.00	General Purpose Discretionary	General supply money	Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	213-2	213
\$3,000.00	General Purpose Discretionary	Refreshments for parent activities	Provide operational materials and supplies for student interventions and support	A2.3: Standards-Aligned Learning Materials	4311	n/a	n/a	n/a	213-3	213
\$15,000.00	General Purpose Discretionary	Chromebook carts	Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.	A2.3: Standards-Aligned Learning Materials	4420	n/a	n/a	n/a	213-4	213
\$10,000.00	General Purpose Discretionary	Classified overtime to support classified staff in supporting parents	Ensure parents have the opportunity to learn how to support their students academically with common core. Through our Lead Agency, Eagle Village and the Community Schools Office, put on a series of workshops to educate parents on best practices	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	2420	n/a	n/a	n/a	213-5	213
\$9,000.00	General Purpose Discretionary	Copier maintenance	Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	213-6	213
\$4,000.00	General Purpose Discretionary	Contract with Eagle Village to provide After School Programs	Contract with Eagle Village to provide After School Programs	A1.6: After School Programs	5825	n/a	n/a	n/a	213-7	213
\$1,000.00	General Purpose Discretionary	Mailroom budget to send report cards and other student and parent communication notifications	Ensure Student Academic Success: Progress reports every week from every class to ensure communication with families. Parent/guardian access to AERIES to monitor attendance, gradebook and report cards. Implement "Project Walk The Stage". Designed to strategically work with 8th grade students who do not have a 2.0 GPA. Assigned mentor, goal setting, parent meeting night.	A6.5: Academic Parent-Teacher Communication & Workshops	5910	n/a	n/a	n/a	213-8	213
\$62,662.90	LCFF Supplemental	Hire a 7th grade math teacher	Acceleration classes for all identified students	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1256	1	213-9	213
\$54,882.77	LCFF Supplemental	Hire 8th grade math teacher	Acceleration classes for all identified students.	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0993	0.97	213-10	213
\$8,689.86	LCFF Supplemental	Library books	Provide operational materials and supplies for student interventions and support	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	213-11	213
\$30,000.00	LCFF Supplemental	Chromebook carts	Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.	A2.3: Standards-Aligned Learning Materials	4420	n/a	n/a	n/a	213-12	213
\$37,213.37	LCFF Supplemental	Manhood Development Classes	Provide African American Male Achievement (AAMA) services so students can have positive role models and increase their academic outcomes and socio-emotional (SEL) wellness.	A2.9: Targeted School Improvement Support	5733	n/a	n/a	n/a	213-13	213
\$10,000.00	LCFF Supplemental	RJ Coordinator	Budgeting for Restorative Justice / Peer Mediation Program	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	213-14	213
\$40,845.60	Measure G (School Libraries)	Hire a TSA to provide reading intervention sessions to support reading progress for students performing below grade level in all grades; teacher coaching for training teachers in Blended Learning; SBAC, SSR, and Family Literacy nights planning and implementation; and use of library and technology to foster student academic achievement.	Ensure student academic success: Budgeting in TSA Librarian and district providing CCTL content coach	A3.2: Reading Intervention	n/a	11 MONTH CLASSROOM TSA	C11TSA0138	0.35	213-15	213
\$1,154.20	Measure G (School Libraries)	Provide supplies for library	Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	213-16	213

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$36,326.38	Measure G (TGDS)	Stip Sub to support implementation of TGDS	Ensure student academic success: TGDS Evaluation/Coaching cycle to encourage teacher reflection and growth. After two years, almost all teachers will have participated. Use of TGDS rubric as lens for reflection and growth	A2.2: Social Emotional Learning	n/a	TEACHER STIP	TCSTIP0505	1	213-17	213
\$213.62	Measure G (TGDS)	Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.	Provide operational materials and supplies so that teachers and school can provide necessary materials to support student achievement.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	213-18	213
\$37,000.00	Program Investment	Teacher stipends (leadership teams, "A" period jazz band, and stipend for certificated staff to work in after school programs)	Ensure student academic success: Using ILT to lead their PLC groups in lesson planning that intentionally incorporates the learning that happens in monthly PD to ensure every student is engaging in complex text to promote academic discussions	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	213-19	213
\$2,500.00	Program Investment	Provide sub coverage for teacher PD	Ensure student academic success: TGDS Evaluation/Coaching cycle to encourage teacher reflection and growth. After two years, almost all teachers will have participated. Use of TGDS rubric as lens for reflection and growth	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	213-20	213
\$4,278.25	Program Investment	Provide supplies and materials for student achievement	Provide operational materials and supplies for student interventions and support	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	213-21	213
\$75,856.49	Title I Basic	Hire a TSA to provide reading intervention sections to support reading progress for students performing below grade level in all grades; teacher coaching for training teachers in Blended Learning; SBAC, SSR, and Family Literacy nights planning and implementation; and use of library and technology to foster student academic achievement.	Ensure student academic success: Budgeting in TSA Librarian and district providing CCTL content coach	A2.3: Standards-Aligned Learning Materials	n/a	11 MONTH CLASSROOM TSA	C11TSA0138	0.65	213-22	213
\$6,786.63	Title I Basic	Manhood Development Class	Provide African American Male Achievement (AAMA) services so students can have positive role models and increase their academic outcomes and socio-emotional (SEL) wellness.	A2.9: Targeted School Improvement Support	5733	n/a	n/a	n/a	213-23	213
\$2,118.47	Title I Parent Participation	Supplies for parent education	Supplies for parent/guardian workshops and meetings designed to help support the academic success of their children	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	213-24	213

**Westlake Middle School      Secondary School Compact**

**School Name**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

---

Student signature

**Parent/Guardian or Family Member Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

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Parent/Guardian or Family member signature



**Teacher Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my 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.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 2nd day of October, 20 15.

## **Westlake Middle School Parental Involvement Policy 2015 - 2016**

### **Part 1. General Expectations**

*Westlake Middle School* agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

### **Part 2. Description of How the School will implement required School Parental Involvement Policy Components**

- 1) *Westlake Middle School* will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

We hold regular meetings (monthly School Site Council Meetings, and Annual Title I Meeting) to disseminate Title I information to families and to gather their input on:

- student achievement data
- Family Involvement Policy
- Family-School Compact
- Teacher Status
- School goals and Priorities

- 2) ***Westlake Middle School*** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - distribute in take-home packets and newsletters
  - distribute in start-of-school registration packets
  - post on school bulletin boards
  - share during monthly family events
  
- 3) ***Westlake Middle School*** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - Based on family surveys and other data collected in family meetings, the SSC will make revisions to the Family Involvement Policy and Site Plan as needed. Reviews of Family Involvement Policy will occur at least once per trimester.
  
- 4) ***Westlake Middle School*** will convene an annual meeting to inform parents of the following:
  - That their child's school participates in Title 1
  - About the requirements of Title 1
  - Of their rights to be involved
  - Of their right to participate in the development of the District's Title 1 Plan
  - About their school's participation in Title 1
  
  - Families will be notified of the meeting via newsletter, take-home flyers, announcements at Community Circle and monthly family events, and phone calls. Refreshments and child care will be available at the evening meeting.
  
- 5) ***Westlake Middle School*** will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:
  - Our family meetings are held at a variety of times that are conducive to families – we have opportunities in the morning (before, or just after, the start of school), in the early afternoon, in the evening and on Saturdays.
  - Our teachers and staff participate in Home Visits
  - We coordinate many family meetings with other events, such as student arts performances
  - We provide refreshments and child care
  
- 6) ***Westlake Middle School*** will provide information about Title 1 programs to parents of participation children in a timely manner:
  - Monthly newsletters
  - Weekly take-home flyers
  - Postings in the school
  - Phone calls
  
- 7) ***Westlake Middle School*** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

- At Back to School Night and Open House, teachers formally present their academic program
  - Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
  - At monthly family events, families may participate in activities carefully aligned to the classroom academic program
  - In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month
- 8) *Westlake Middle School* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Invitations published in newsletters
  - Family-School Meetings and Conferences
- 9) *Westlake Middle School* will submit to the district any parent comments if the school-wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
- Written notification will be sent to the Network Executive Officer with a plan for addressing the unsatisfactory portions of the plan

### **Part 3. Shared Responsibilities for High Student Academic Achievement**

- 1) *Westlake Middle School* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- Effective School Site Council, trained in data-analysis and strategic planning and monitoring
  - Effective PTA
  - Volunteer opportunities for families to support the school
- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
- Compact distributed and explained as part of registration and throughout the year in newsletters and family events
- 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph -
- The State of California's academic content standards
  - The State of California's student academic achievement standards



- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
  - The requirements of Title 1
  - How to monitor their child's progress
  - How to work with educators
- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
- During family events, families will be trained in activities to use at home to strengthen students' academic skills
- 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
- All staff participate in regular professional development workshops on working with families
- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
- Information is sent home in newsletters and flyers, in family-friendly language
  - Information is presented orally at family events
  - Translated information is available to families who require it

#### **Part 4. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by Annual Title I Meeting.

This policy was adopted by the Westlake Middle School School Site Council and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before the end of the school year. It will be made available to the local community on or before the end of the school year. Westlake Middle School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

  
(principal's signature)

  
(date)



School Site Council Membership Roster – Middle School

School Name: Westlake Middle

School Year: 2015-2016

Table with 2 columns: Role and Name. Roles include Chairperson, Secretary, LCAP EL Parent Advisory Nominee, Vice Chairperson, LCAP Parent Advisory Nominee, and LCAP Student Nominee.

Place "X" in Appropriate Members Column

Table with 6 columns: Members' Names, Principal, Classroom Teacher, Other Staff, Parent/Comm., Student. Lists members like Eric Chorley, Phyllis Hall, Tonya Gordon, etc.

Meeting Schedule (day/month/time) 2nd Wednesdays of the Month at 6PM

SSC Legal Requirements:

- 1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Students are not required to be members of the Middle School SSC
5. Parent/community members cannot be OUSD employees at the site.

Circle containing membership requirements: 1-Principal, 4-Classroom Teachers, 1-Other Staff, 6-Parent /Community Or 3-Parent/Community And 3-Students

\*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/2015