

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

June 28, 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  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Westlake Middle School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Westlake Middle School  
**CDS Code:** 1612596057095  
**Principal:** Jonathan Ferrer  
**Date of this revision:** 6/6/2017

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

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

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 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                                   | <input type="checkbox"/> School Improvement Grant (SIG) |

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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 5/23/17

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

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

**Signatures:**

Jonathan Ferrer

School Principal

*[Handwritten Signature]*  
Signature

5/23/17  
Date

Veronica Liu

Print name of SSC Chairperson

*(The Chair of Cheryl Smith-Dink)*

*[Handwritten Signature]*  
Signature

5/23/17  
Date

Ron Smith

Network Superintendent

*[Handwritten Signature]*  
Signature

5/23/17  
Date

Marcus Silvi

Coordinator, Office of Accountability Partners

*[Handwritten Signature]*  
Signature

5/30/17  
Date

## 2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/22/16	SSC	SSC Training, Election of Officers, Approval of Rules or Order and Bylaws, SPSA Review
10/20/16	SSC	Review School Performance Framework
10/15/2016	SSC	Review SQR Draft Report, SPSA Initial, Revised SPF, Budget, 2017/2018 SPSA Planning
12/15/2016	SSC	Approval of SPSA Priorities, Approval School Safety Plan, 2017/2018 Budget Development, 2017/2018 SPSA Planning
1/24/2016	SSC	2017/2018 SPSA Draft, 2017/2018 Budget Input & Feedback
2/21/2016	SSC	2017/2018 SPSA Discussion & Recommendations
3/28/2016	SSC	2017/2018 SPSA Discussion & Recommendations
5/23/2016	SSC	2017/2018 SPSA Adoption & Approval, 2016/2017 SSC Assessment
Multiple Dates 9/2016	ILT, Staff, Parents, Eagle Village	PD plan as it relates to SPSA, SPF data, 2016/2017 as it relates to SPSA, SQR, Discipline data as it relates to SPSA
Multiple Dates 10/2016	ILT, Staff, Parents, Eagle Village	Walkthrough data as it relates to SPSA, PLC data as it relates to SPSA, KPI data as it relates to SPSA, SQR, Culture & Climate data as it relates to SPSA, Budget as it relates to SPSA, Academic grade review as it relates to SPSA
Multiple Dates 11/2016	ILT, Staff, Parents, Eagle Village	Culture & CLimate is it repates to SPSA, Assessment results as it relates to SPSA, SQR, Walkthrough data as it relates to SPSA, PLC data as it relates to SPSA, High School Readiness indicators, Walkthrough data as it relates to SPSA, PLC data as it relates to SPSA, SBAC blueprints as iit relates to SPSA, SPF, 2017/2018 SPSA development tool

Multiple Dates 12/2016	ILT, Staff, Parents, Eagle Village	2017/2018 SPSA Development & Budget, Walkthrough data as it relates to SPSA, PLC data as it relates to SPSA, PD plan as it relates to SPSA, Grade report as it relates to SPSA
Multiple Dates 1/2017	ILT, Staff, Parents, Eagle Village	2017/2018 SPSA Development & Budget, Master Schedule as it relates to SPSA, Walkthrough data as it relates to SPSA, Prop 39, 2017/2018 School Design, 2017/2018 Bell Schedule, PD as it relates to SPSA, KPI as it relates to SPSA
Multiple Dates 2/2017	ILT, Staff, Parents, Eagle Village	2017/2018 SPSA Development & Budget, PD plan as it relates to SPSA, Prop 39
Multiple Dates 3/2017	ILT, Staff, Parents, Eagle Village	2017/2018 SPSA draft, Prop 39, Measure G1 as it relates to SPSA, 2017/2018 as it relates to SPSA, PD as it relates to SPSA
Multiple Dates 4/2017	ILT, Staff, Parents, Eagle Village	2017/2018 SPSA revision, PD as it relates to SPSA, SPF data, Culture & climate as it relates to SPSA
Multiple Dates 5/2017	ILT, Staff, Parents, Eagle Village	2017/2018 SPSA adoption, PD plan as it relates to SPSA, Master Schedule as it relates to SPSA

## 2017-2018 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$84,825.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$295,296.12	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$128,838.45	TBD
<b>TOTAL:</b>	<b>\$508,959.57</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$54,977.39	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,841.12	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
<b>TOTAL:</b>	<b>\$56,818.51</b>	<b>\$0.00</b>

**PART A: ABOUT THE SCHOOL**

**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 51% African-American, 22.6% Latino, and 16.7% Asian subgroups. Of its total student population, Westlake is 93.4% Low Income, 19.6% Students With Disabilities, and 16.7% English Language Learners. 61.5% of Westlake students are from other communities in Oakland that require private or public transportation. These include primarily communities in West and East Oakland.

**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.

**PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT**

**LANGUAGE & LITERACY PRIORITY: Literacy**

**SCHOOL GOAL for Literacy:**

Increase SBAC ELA proficiency of African-American scholars by 5% each year.

**SCHOOL TARGETS for Literacy:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	African American Students	9.70%	14.70%	19.70%

**Other Leading Indicators for Literacy:**

SRI performance, Academic Grade performance, participation in Sustained Silent Reading program, High School Readiness performance, Attendance Rate in ELA, Benchmark Assessment performance

**NEEDS ASSESSMENT for Literacy:**

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> <li>-Planning, collaboration and PLC work amongst ELA teachers</li> <li>-Implementation of Engage NY curriculum</li> <li>-Availability of CCTL ELA and Librarian for ELA support and intervention</li> <li>-SSR structure</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding alignment of Engage NY to SBAC</li> <li>-Challenges with Engage NY curriculum materials</li> <li>-Lack of rigor in ELA classes (e.g- academic discourse centered on text, engaging lessons, excessive teacher talk, surface level student talk</li> <li>-Credentialing of personnel</li> <li>-Developing new teachers</li> <li>-Need for more strategic ELA intervention</li> </ul>

**ROOT CAUSE ANALYSIS**

The key underlying systemic root cause that currently contributes to lower African-American student ELA proficiency is that our ELA teachers need more experience, more curricular professional development, and more coaching with the newly adopted Engage NY curriculum from the assigned Engage NY Coach. This work needs to be further supported by our site's CCTL ELA Coach.

**MATHEMATICS PRIORITY:**

**Mathematics**

**SCHOOL GOAL for Mathematics:**

Culture & Climate Survey (parent), ABI registration, Attendance at parent meetings, High School Readiness performance, Attendance Rate, Chronic Absence, Academic Grade performance, Culture /Climate Survey (student)

**SCHOOL TARGETS for Mathematics:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	11.30%	20.00%	29.00%

**Other Leading Indicators for Mathematics:**

Academic Grade performance, High School Readiness performance, Attendance Rate in Mathematics, Benchmark Assessment performance

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
-Committed teachers with a strong work ethic -Availability of CCTL Math for Math support and intervention -Utilizing district math core curriculum to support new teachers -Potential pilot implementation of Eureka Math -Consistent PLC & Math PD	-Emergency credentialed teachers -Instability of math teachers/department over the past few years -Scholars' varying skill set -Lack of explicit math intervention

ROOT CAUSE ANALYSIS
The key underlying systemic root cause that currently contributes to lower student math proficiency is that Math teachers need to receive ongoing content specific coaching and professional development that is supported by our site's CCTL (ITL) Math. In addition, math interventions need to be created for scholars who need additional support.

**CULTURE & CLIMATE PRIORITY:** Chronic Absence

**SCHOOL GOAL for Chronic Absence:**

Reduce the moderate/severe chronic absence rate of all scholars by 25% each year.

**SCHOOL TARGETS for Chronic Absence:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	21.30%	15.75%	11.75%

**Other Leading Indicators for Chronic Absence:**

Attendance Rate, Academic Grade Performance, High School Readiness performance, Suspension rate, Culture/Climate Survey (student)

**NEEDS ASSESSMENT for Chronic Absence:**

STRENGTHS	CHALLENGES
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<ul style="list-style-type: none"> <li>-Bi-weekly grade level family assemblies</li> <li>-All vacancies staffed by mid-November</li> <li>-Increased moral of staff</li> <li>-Focus on ALL scholars</li> <li>-Expectations &amp; follow through of behavior consequences</li> <li>-Communication with staff re: expectations of scholars</li> <li>-Scholar Commitment Document</li> <li>-Staff Commitment Document</li> <li>-Scholar Handbook</li> <li>-RJ Coordinator</li> <li>-Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>-Hallway &amp; blacktop behavior of scholars</li> <li>-Inconsistency between classrooms of reinforcing expectations</li> <li>-Inconsistency of teachers and referral process</li> <li>-Inconsistency with SART/SARB process</li> <li>-Reinforcement of SOAR language &amp; tickets</li> </ul>
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**ROOT CAUSE ANALYSIS**

To be more successful in Culture & Climate specifically with Chronic Absence; a PBIS Committee will need to be formed to receive formal PBIS trainings centered around how to address student conduct & attendance that will reduce the number of site behavior referrals, suspensions, and chronic absence; while successfully implementing SOAR language & incentives and supporting increased intervention services through COST.

The key underlying systemic root cause that currently contributes to chronic absence rates for all students is that we lack an Attendance Committee centered around how to address chronically absent students and how to support their families in understanding the importance of regular attendance.

**FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement**

**SCHOOL GOAL for Family Engagement:**

Create and implement a parent education/partnership program and develop and implement a college, career, and community experience by grade level.

**SCHOOL TARGETS for Family Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Number of events for Parent/Education Partnership Program	All Families	n/a	n/a	1200.00%

**Other Leading Indicators for Family Engagement:**

Culture & Climate Survey (parent), ABI registration, Attendance at parent meetings, High School Readiness performance, Attendance Rate, Chronic Absence, Academic Grade performance, Culture /Climate Survey (student)

**NEEDS ASSESSMENT for Family Engagement:**

<b>STRENGTHS</b>	<b>CHALLENGES</b>
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-Weekly parent update via phone, email & text -Weekly staff update via email -After-School Program -Overall behavior of scholars	-Difficulty reaching ALL parents with current resources and capacity -Missing/incorrect parent contact information -Lack of parent understanding of the campus and its resources -Lack of parent participation at meetings
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**ROOT CAUSE ANALYSIS**

To be more successful in Family & Student Engagement; a CSM (Community Services Manager) position needs to be implemented so that parents can feel more connected and updated with the school and its resources. The CSM will ensure ALL parents feel welcomed at the school site and will understand, and respond, to their needs through parent education programs. The CSM will further ensure that scholars are engaged in a College, Career & Community Experience program by grade level, and will implement the High School Readiness intervention program as well as 6th & 7th grade bridge programs. Further, the CSM will create and implement a Parent Education/Partnership Program to increase engagement of our parents.

**ADDITIONAL PRIORITY: Innovation**

**SCHOOL GOAL for Innovation:**

Increase access to courses in arts, music, and world languages. Improve student retention during the transition from elementary to middle school, create a more positive and safe middle-school learning environment.

**SCHOOL TARGETS for Innovation:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Number of electives offered	All Students	4	4	6

**Other Leading Indicators for Innovation:**

Indicators will be provided by the Measure G1 Oversight Committee through self-assessment, growth assessment, and oversight committee meetings.

**NEEDS ASSESSMENT for Innovation:**

<b>STRENGTHS</b>	<b>CHALLENGES</b>
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<ul style="list-style-type: none"> <li>-Existing offerings of Art &amp; Music at each grade level</li> <li>-Existing Case Manager position to support a positive and safe middle-school</li> <li>-Existing Restorative Justice Coordinator to support alternative strategies in creating a positive and safe middle school</li> <li>-Existing PBIS Climate &amp; Culture Team that plans and implements positive and safe middle school strategies including bi-weekly grade-level family meetings that address positivity and safety</li> </ul>	<ul style="list-style-type: none"> <li>-We currently do not offer World Language</li> <li>-We would like to implement Drama and/or Choir to supplement our existing Arts &amp; Music offerings</li> <li>-We would like to further implement PBIS Culture &amp; Climate strategies through explicit planning meetings</li> <li>-We need to create a transition plan for incoming 6th graders that are challenged with academics, attendance, and behavior through a possible 6th grade Summer Bridge Program</li> </ul>
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**ROOT CAUSE ANALYSIS**

To be more successful in increasing access to courses in arts, music, and world languages and to improve student retention from elementary to middle school and to create a more positive and safe middle-school learning environment we will need to implement Measure G1 funding through the approval and oversight of the Measure G1 Oversight Committee.

**PART C: THEORY OF ACTION**

<b>SCHOOL THEORY OF ACTION for Literacy:</b>	If Westlake ELA teachers receive more coaching, more experience with EL Education, and more professional development specifically addressing the achievement of low-income scholars and African-American scholars; then the reading proficiency of all scholars will increase.
<b>SCHOOL THEORY OF ACTION for Mathematics:</b>	If Westlake Leadership, in partnership with district support partners, implements explicit math intervention programs and if Westlake math teachers receive more coaching, more professional development, and have the opportunity to pilot Eureka Math, then the math proficiency of low-income scholars and all scholars will increase.
<b>SCHOOL THEORY OF ACTION for Chronic Absence:</b>	If Westlake Leadership, in partnership with district support partners, established a PBIS committee that regularly addresses chronic absence of all scholars and implements specific action steps to address chronic absence, then the chronic absence rate will fall.
<b>SCHOOL THEORY OF ACTION for Family Engagement:</b>	If Westlake Leadership, in partnership with district support partners, created a Community Schools Manager position to specifically plan the college, career, and community experience of low-income scholars and all scholars, and to plan for a Parent Education/Partnership Program, then family and student engagement will improve.
<b>SCHOOL THEORY OF ACTION for Innovation:</b>	If we use art and music 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.

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

<b>Improvement Strategy #1:</b>	Language & Literacy: Increase Reading Proficiency of African-American Scholars
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	Pick a focus area	Regular walkthroughs & feedback	PD: Key Details (ELA Blueprint)
1-2	Develop strong objectives for all scholars, and especially for African-American scholars	Regular coaching on lesson planning	PD: Annotating Text (ELA Blueprint)
1-3	Conduct formative assessments	Coaching aligns to PD	PD: Text Analysis (ELA Blueprint)
1-4	Execution of PD, feedback	Review SBAC data correlation to Engage NY	PD: Reasoning & Evidence (ELA Blueprint)
1-5	Develop lesson plans	Review of lesson plans	PD: Inference, Vocabulary, Rubrics
1-6	Increase academic discourse	TGDS Evaluations	Continue ITL ELA Coach position
1-7	Participate in Engage NY Coaching Sessions (5)	Execute redesign plan with School Design Team	
1-8	Newcomer/ELD Specific ELA		
1-9	Newcomer/ELD Specific History		
1-10	Introduce 6th and 7th grade scholars to HS Readiness Indicators in preparation for 8th grade year		
1-11	Implement school wide grading policy and common practices (e.g., planner usage)		
1-12	Differentiate instruction in all classes to meet the individualized needs of all students, including GATE students		
1-13		Implement a reading intervention program for African-American scholars who have been identified as a student with disabilities.	Review Lightsail implementation in RSP & SDC classrooms.

<b>Improvement Strategy #2:</b>	Mathematics: Increase Math Proficiency of All Scholars
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
2-1	Pick a focus area	Regular walkthroughs & feedback	PD: Concepts & Procedures (Math Blueprint)
2-2	Develop strong objectives	Regular coaching on lesson planning	PD: Problem Solving (Math Blueprint)

2-3	Conduct formative assessments	Coaching aligns to PD	PD: Communicating Reason (Math Blueprint)
2-4	Execution of PD, feedback	Review SBAC data correlation to Engage NY	PD: Modeling (Math Blueprint)
2-5	Develop lesson plans	Review of lesson plans	Pilot potential: Eureka Math
2-6	Increase academic discourse	TGDS Evaluations	Continue ITL Math Coach position
2-7	Participate in coaching from ITL Math	Implement math interventions: Eureka Math	
2-8	Participate in PD from ITL Math	Execute redesign plan with School Design Team	
2-9			Offer Newcomer/ELD Specific Math
2-10			Offer Newcomer/ELD Specific Science
2-11		Implement a math intervention program for African-American scholars who have been identified as a student with disabilities.	Review ST Math implementation in RSP & SDC classrooms.

<b>Improvement Strategy #3:</b>	Culture & Climate: Reduce Chronic Absence Rate of All Scholars
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	Emphasize relationship building	Staff retreat: adult relationship focus	Logistic induction of new teachers before school year
3-2	Adopt common classroom practices & procedures	Grade-level assemblies starting sooner	PD: alignment of common practices & procedures
3-3	AVID strategies/resources in all classes	Further implementation of PBIS strategies	PD: AVID strategies & protocols
3-4		Create Culture & Climate team	Grade-level specific orientations
3-5		Scholar of the month	Continue Case Manager position for attendance monitoring
3-6		SOAR ticket drawing	Establish Attendance Team (Attendance Clerk, Case Manager, Assistant Principal)
3-7		Implement PBIS Committee	
3-8		Execute redesign plan with School Design Team	
3-9	All teachers will practice restorative justice in their classrooms		
3-10	New teachers will enter a Westlake Induction program and will be supported through differentiated PD and coaching		

3-11			PLCs will meet regularly and will each be led by a Teacher Leader who is trained and given coaching to support this work
3-12	Teachers will participate in professional development to support modifying district curriculum to include arts integrated summative tasks.	Leadership will seek opportunities and funding to have all teachers trained in Arts Integration strategies.	
3-13			Offer resources or specialized PD to Westlake staff to support awareness and challenges faced by foster youth and students experiencing homelessness, and identify ways in which our school community can support them to improve their socio-emotional wellness and succeed academically
3-14			Contract with Eagle Village to provide After School Programs
3-15		Assign Case Manager to monitor the attendance rate for students with disabilities.	Review Case Manager's protocol on how to monitor attendance rate of students with disabilities.

<b>Improvement Strategy #4:</b>	Family & Student Engagement: Implement a College, Career, Community Experience Program and a Parent Education/Transformation Program
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
4-1	Teachers will make weekly positive phone calls home for all scholars	Create dedicated time for teachers to contact families	Standing meeting agenda item: positive phone call home
4-2	SOAR ticket distribution	Parent needs survey	Standing agenda item: positive written acknowledgement
4-3	Advisory lessons focused on college, career & community	Monthly Family Fun Nights	Create Community Service Manager Position to support all students and families, but especially low-income, high-need students
4-4	College Fridays	Effectively continue school transformation/redesign	Implement 6th grade career experience
4-5	College Bios	Effectively utilize Measure G1 budgets	Implement 7th grade community experience

4-6		Execute redesign plan with School Design Team	Implement 8th grade college experience
4-7			Continue 8th grade HS Readiness interventions
4-8			Implement incoming 6th & 7th grade Summer Bridge program
4-9			Implement Parent Education Program
4-10		School leadership will plan for teacher, counselor, or administrator home visits for scholars.	
4-11			Regularly hold student showcase/event/festivals to celebrate learning and build community with parents, students, teachers, community members.
4-12		Provide parents a volunteer opportunity sheet	
4-13		Incorporate all students with disabilities in the college, career, community experience program and and incorporate all parents of students with disabilities in the parent education/transformation plan.	IEP Case Managers need to provide personal guidance updates to students with disabilities and their parents.

<b>Improvement Strategy #5:</b>	Measure G1: Increase access to arts, music, and world language courses in order to improve student retention during the elementary to middle school transition and create a more positive and safe middle-school learning environment.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
5-1	Implementing Art, Music, Drama, World Language based lessons when appropriate in core academic classes	Implement World Language course, add to 6th grade Exploratory Wheel (Art, Music, World Language, Drama)	Meet and update Measure G1 Oversight Committee on progress and be held accountable on committee's next step expectations
5-2	Support creation of 6th grade Summer Bridge curriculum	Implement Drama course, add to 6th grade Exploratory Wheel (Art, Music, World Language, Drama)	

5-3		Implement incoming 6th and 7th grade Summer Bridge Program	Explore ways to create a transition plan for incoming 6th graders that are challenged with academics, attendance, and behavior through the 6th/7th grade Summer Bridge Program
5-4			<p>As part of our transformation work, test producing and implementing an Arts-Integrated Unit with the following components:</p> <ul style="list-style-type: none"> <li>- Big Theme</li> <li>- Student Choice</li> <li>- Public Display/Summative/ Performance/ Show</li> <li>- Rubric/ Criteria</li> <li>- Portfolio</li> </ul>
5-5			Consider changes to the Westlake space and schedule to support our evolving Arts Integration model.
5-6		Allow students with disabilities increased access to school elective offerings.	IEP Case Managers to promote the participation of students with disabilities in elective classes.



## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

213

School:

Westlake Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$128,838.45	After School Education & Safety (ASES)	Consultants for afterschool program	Contract with Eagle Village to provide After School Programs	A1.6: After School Programs					213-1
\$40,113.60	General Purpose Discretionary	Supplies	Differentiate instruction in all classes to meet the individualized needs of all students, including GATE students	A2.3: Standards-Aligned Learning Materials	4310				213-2
\$20,900.00	General Purpose Discretionary	Technology	Differentiate instruction in all classes to meet the individualized needs of all students, including GATE students	A2.3: Standards-Aligned Learning Materials	4315				213-3
\$9,000.00	General Purpose Discretionary	Copier maintenance contract	Adopt common classroom practices & procedures	A2.1: Implementation of CCSS & NGSS	4320				213-4
\$3,300.00	General Purpose Discretionary	Graduation	Continue 8th grade HS Readiness interventions	A6.5: Academic Parent-Teacher Communication & Workshops	4380				213-5
\$11,511.40	General Purpose Discretionary	Surplus to be allocated to .20 Attendance Clerk	Culture & Climate: Reduce Chronic Absence Rate of All Scholars	A5.4: Root Causes of Chronic Absence	4399				213-6
\$4,500.00	LCFF Supplemental	Substitutes to release teachers to participate in professional development to support academic acceleration	Execution of PD, feedback	A2.5: Teacher Professional Development for CCSS & NGSS	1150				213-7
\$36,658.12	LCFF Supplemental	Case Manager	Culture & Climate: Reduce Chronic Absence Rate of All Scholars	A5.1: School Culture & Climate (Safe & Supportive Schools)	1200	CASE MANAGER	20CSEM0003	0.50	213-8
\$7,000.00	LCFF Supplemental	Classified Support	Culture & Climate: Reduce Chronic Absence Rate of All Scholars	A6.4: Parent / Guardian Volunteer Support	2222				213-9
\$67,214.90	LCFF Supplemental	Newcomer Math/Science Teacher	Offer Newcomer/ELD Specific Math	A2.9: Targeted School Improvement Support	2300	TEACHER STRUCTURED ENG IMMERSN	K12TCH1256	1.00	213-10
\$42,160.27	LCFF Supplemental	STIP Sub	TGDS Evaluations	A2.6: Teacher Evaluation	2400	TEACHER STIP	TCSTIP9999	0.82	213-11
\$9,500.00	LCFF Supplemental	Computers and technology to support academic acceleration	Differentiate instruction in all classes to meet the individualized needs of all students, including GATE students		4420				213-12
\$6,024.83	LCFF Supplemental	External work order services with intervention vendors to support academic acceleration	Differentiate instruction in all classes to meet the individualized needs of all students, including GATE students		5826				213-13
\$250.31	Measure G: TGDS	Supplies to support TGDS.	TGDS Evaluations	A2.6: Teacher Evaluation	4310				213-14
\$15,000.00	Measure G: TGDS	Surplus to be allocated to ITL ELA Contribution	Execution of PD, feedback	A2.5: Teacher Professional Development for CCSS & NGSS	4399				213-15

\$9,254.69	Measure G: TGDS	STIP Sub	TGDS Evaluations	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP9999	0.18	213-16
\$1,185.38	Measure G1	Supplies to support electives.	Implement Drama course, add to 6th grade Exploratory Wheel (Art, Music, World Language, Drama)	A2.9: Targeted School Improvement Support	4310				213-17
\$66,986.43	Measure G1	Drama Teacher	Implement Drama course, add to 6th grade Exploratory Wheel (Art, Music, World Language, Drama)	A2.9: Targeted School Improvement Support		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.75	213-18
\$71,452.18	Measure G1	World Language Teacher	Implement World Language course, add to 6th grade Exploratory Wheel (Art, Music, World Language, Drama)	A2.9: Targeted School Improvement Support		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.80	213-19
\$8,379.27	Supplemental Program Investment	Supplies to support academic acceleration	Develop lesson plans	A2.9: Targeted School Improvement Support	4310				213-20
\$18,000.00	Supplemental Program Investment	Surplus to be allocated to Computer Science Teacher	Effectively utilize Measure G1 budgets	A2.9: Targeted School Improvement Support	4399				213-21
\$6,680.73	Supplemental Program Investment	Restorative Justice Coordinator	Emphasize relationship building	A2.2: Social Emotional Learning	5736				213-22
\$18,319.27	Title I Basic	Restorative Justice Coordinator	Emphasize relationship building	A2.2: Social Emotional Learning	5736				213-23
\$36,658.12	Title I Basic	Case Manager	Culture & Climate: Reduce Chronic Absence Rate of All Scholars	A5.1: School Culture & Climate (Safe & Supportive Schools)		CASE MANAGER	20CSEM0003	0.50	213-24
\$1,841.12	Title I Parent Participation	Supplies	Provide parents a volunteer opportunity sheet	A6.4: Parent / Guardian Volunteer Support	4310				213-25

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.

\_\_\_\_\_  
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 20th day of October, 2016.



## School Site Council Membership Roster – Middle School

School Name: Westlake Middle School

School Year: 2016/2017

Chairperson : Cheryl Serane-Turk	Vice Chairperson: Sebastian Carrizosa
Secretary: Michelle Hardy	LCAP Parent Advisory Nominee: TBD <i>CHERYL SERANE - TURK</i>
LCAP EL Parent Advisory Nominee: TBD <i>DEFERRED</i>	LCAP Student Nominee: TBD <i>VERONICA LIEU</i>

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Jonathan Ferrer	X				
Phyllis Hall			X		
Stephanie Robillard		X			
Eric Chorley		X			
Juliana Houston		X			
Sebastian Carrizosa		X			
Cheryl Serane-Turk				X	
Michelle Hardy				X	
Lydia Fields-Clark				X	
Veronica Lieu					X
Valerie Or					X
Denise Rodriguez					X

Meeting Schedule- 3<sup>rd</sup> Thursday of Every Month, unless otherwise voted by SSC.

**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.

- 1-Principal
- 4-Classroom Teachers
- 1-Other Staff
- 6-Parent /Community
- Or
- 3-Parent/Community
- And 3-Students



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## **Title I School Parental Involvement Policy 2016-17**

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

### **Involvement of Parents in the Title I Program**

Westlake Middle School agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Monthly Parents of Westlake Meetings  
-Back to School Night  
-Parent Conferences  
-SSC Meetings

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings  
-Weekly Principal's Update

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings

### School-Parent Compact

(Name of school) Westlake Middle School :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.





## Building Parent Capacity for Involvement

(Name of school) Westlake Middle School :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

-Aeries/ABI

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Monthly Staff Meetings



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

-SSC Meetings

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings  
-Weekly Principal's Update  
-Mailings (as needed)

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

-SSC Meetings  
-Weekly Principal's Update  
-Mailings (as needed)



## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Westlake Middle School Site Council on (Date) October 20, 2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school) Westlake's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

10/20/16  
\_\_\_\_\_  
(Date)