

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1434
Introduction Date: 6/27/18
Enactment No.: 18-1157
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Westlake Middle School.



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

Legislative File ID No: 18-1434
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Westlake Middle School
CDS Code: 1612596057095
Principal: Jonathan Ferrer
Date of this revision: 5/14/2018

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	Position: Principal
Address: 2629 Harrison Street Oakland, CA 94612	Telephone: 510-879-2130 Email: jonathan.ferrer@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 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:

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: 5/15/2018

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

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

Signatures:

JONATHAN FERRER
Jonathan Ferrer, School Principal

[Signature]
Signature

5/15/2018
Date

Mansy Campos
Print name of SSC Chairperson

[Signature]
Signature

5/15/2018
Date

Mark Triplett
Mark Triplett, Network Superintendent

[Signature]
Signature

5/23/18
Date

Marla Williams
Marla Williams, Officer, State and Federal Programs

[Signature]
Signature

5/31/18
Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/5/2017	SSC & Open Parent/Student Meeting	Schoolwide data review, 2017/2018 SPSA review
11/2/2017	SSC & Open Parent/Student Meeting	2017/2018 SPSA progress monitoring
12/7/2017	SSC & Open Parent/Student Meeting	2018/2019 SPSA discussion & development
1/18/2018	SSC & Open Parent/Student Meeting	2018/2019 budget update & priority discussion, 2018/2019 SPSA development
2/15/2018	SSC & Open Parent/Student Meeting	2018/2019 budget adoption & Title I allocation, 2018/2019 SPSA development
3/8/2018	SSC & Open Parent/Student Meeting	2018/2019 revised budget adoption & Title I allocation, 2018/2019 SPSA draft adoption
TBD	SSC & Open Parent/Student Meeting	Final approval SPSA (assurances page completion)
10/18/2017	Instructional Leadership Team & Open Staff Meeting	Schoolwide data review, 2017/2018 SPSA review
11/15/2017	Instructional Leadership Team & Open Staff Meeting	2017/2018 SPSA progress monitoring
12/13/2017	Instructional Leadership Team & Open Staff Meeting	2018/2019 SPSA discussion & development

2018-2019 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 ... General Purpose Discretionary #0000	\$78,525.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$200,869.15	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$97,111.18	TBD
TOTAL:	\$376,505.33	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$71,909.87	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,029.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$73,938.87	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Westlake Middle School

School ID: 213

School Description

Westlake Middle School is located in the northwest corner of Lake Merritt adjacent to downtown businesses, government agencies, and multi and single family homes. The residential properties surrounding Westlake primarily house younger or older adults with minimal school-aged children. The Lake Merritt community in which Westlake resides in is currently active in trying to meet the common good of the area, specifically preserving the natural habitat of the lake.

Westlake is comprised of approximately 53% African-American, 23% Latino, and 18% Asian subgroups. Of its total student population, Westlake is approximately 85% Low Income, 19% Students With Disabilities, and 17% English Language Learners. 62% of Westlake students are from other communities in Oakland that require private or public transportation. These include primarily communities in West and East Oakland and in total, Westlake receives incoming 6th grade students from about 40 different elementary schools.

School Mission and Vision

At Westlake Middle School our Mission is to provide a safe, positive, rigorous learning environment that supports resiliency and fosters creativity.

The Vision of Westlake Middle School is to be a full service community school that focuses on the social-emotional learning of the whole child while exposing them to a robust elective program in which arts is integrated within core curriculum.

Family & Student Engagement

- Weekly parent update via phone, email & text
- Weekly parent engagement meetings
- Regular Talking Points electronic communication
- Regular after school program bulletins
- Weekly staff update via email
- After-School Program
- Monthly School Site Council Meetings
- Annual Title I Meeting
- Annual SELLS (English Learner Committee) Meeting
- Monthly grade-level scholar assemblies
- Semester administrative grade-level assemblies
- Two week long community building rally schedule at the beginning of the year
- One week long community building rally schedule in October
- Semester parent conference schedule
- Annual Back to School Night
- Annual Family Literacy Night
- Quarterly dances
- Scholar leadership committee
- Scholar clubs
- Regular field trips

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<ul style="list-style-type: none"> -Planning, collaboration and PLC work among ELA teachers -Implementation of Engage NY curriculum as core curriculum -Availability of CCTL ELA and Librarian for ELA support and intervention -SSR within ELA classes using Lightsail -Academy of Reading within PEC and Newcomer classes 	<ul style="list-style-type: none"> -Understanding alignment of Engage NY to SBAC -Challenges with Engage NY curriculum materials -Lack of rigor in ELA classes (e.g- academic discourse centered on text, engaging lessons, excessive teacher talk, surface level student talk -Credentialing of personnel -Developing new teachers -Need for more strategic ELA intervention 	<p>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. This work needs to be further supported by our site's ITL Coach.</p>
<p>STANDARDS-BASED INSTRUCTION <i>(including core content beyond language & literacy)</i></p>	<ul style="list-style-type: none"> -Committed teachers with a strong work ethic -Availability of CCTL Math Coach for Math support and intervention -Utilizing district math core curriculum to support new teachers -Pending implementation of Math adoption -Consistent PLC & Math PD 	<ul style="list-style-type: none"> -Emergency credentialed teachers -Instability of math teachers/department over the past several years -Scholars' varying skill set -Lack of explicit math intervention 	<p>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 Math Coach. In addition, math interventions need to be created for scholars who need additional support.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(Culture & Climate, including Measure G1)</i></p>	<ul style="list-style-type: none"> -Bi-weekly grade level family assemblies -All vacancies staffed by mid-November -Increased moral of staff -Focus on ALL scholars -Expectations & follow through of behavior consequences -Communication with staff re: expectations of scholars -Scholar Commitment Document -Staff Commitment Document -Scholar Handbook -Community Schools Manager -RJ Coordinator -Case Manager -Robust elective offerings- Art, Music, Choir, Dance, Drama, Computer Science, AVID -Four step school wide discipline process -Weekly professional development on instruction, committee work, grade-level meetings, department meetings, restorative justice, positive behavior intervention supports, and intervention -Implementation of Attendance Team 	<ul style="list-style-type: none"> -Inconsistency between classrooms of reinforcing expectations -Inconsistency of teachers and referral process -Inconsistency with SART/SARB process -Reinforcement of SOAR language & tickets -Budget restrictions resulting in reduction of support personnel -Scheduling and time conflicts that postpone or cancel meetings 	<p>To be more successful in Culture & Climate specifically with Chronic Absence; our PBIS Committee will continue 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.</p> <p>The key underlying systemic root cause that currently contributes to chronic absence rates for all students is that we are in the early stages of implementing an Attendance Team centered around how to address chronically absent students and how to support their families in understanding the importance of regular attendance.</p>

<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS Needs Assessment)</i></p>	<p>-Parents appreciate the structure of the Newcomer program: having 2 dedicated Newcomer teachers providing core instruction while pushing into core classes to support English Learners not requiring Newcomer classes -Attempts to promote EL re-classification -Annual SELLS meeting -Recognition of English Learners during grade-level family assemblies</p>	<p>-Technology access for English Learners is a challenge -English Learner parent participation can improve</p>	<p>The key underlying systemic root cause that currently contributes to the identified challenges of our English Learner population is centered around budget restrictions that limit access to technology, parental involvement, and personnel allocation that can support English Learners.</p>
<p>ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i></p>	<p>-Elective offerings and personnel to teach: Art, Music, Choir, Dance, Drama, Computer Science, AVID</p>	<p>-Lack of World Language offering</p>	<p>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. Our application for annual Measure G1 funding will primarily be for personnel to provide elective course offerings.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Westlake Middle School	School ID: 213
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2: SCHOOL PRIORITIES, GOALS & PRACTICES

Title I Practices for Critical Populations

<i>Population</i>	<i>Specific Practice or Service to Accelerate/Support</i>
Students needing to meet academic proficiency or advanced levels of academic achievement in core subjects.	Regular classroom observations and feedback of teachers that focus on blackboard configuration, student work, grade level content, previous learning link, activity and questioning techniques, clear instructions, checking for understanding, student discourse, positive narration, and PBIS strategies.
Actions to strengthen the core academic program.	Regular classroom observations and feedback of teachers that focus on blackboard configuration, student work, grade level content, previous learning link, activity and questioning techniques, clear instructions, checking for understanding, student discourse, positive narration, and PBIS strategies.
EL Students	Tiered Newcomer Classes in English, History, Science & Math, push-in support by teachers in mainstream classes, assignment of EL Champion to progress monitor EL performance data.
Low Performing Students	Monthly Academic Intervention Blocks
African-American Students	Case Management by Counselor Intern
Low-Income Students	No Cost Breakfast & Lunch, Clipper Cards, or Backpacks & Supplies
Foster Youth/Homeless Students	Case Management by School Case Manager
Transitional 6th Grade	Case Management by 6th Grade Level Team

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	Increase SBAC ELA proficiency of African-American scholars by 5% each year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	African American Students	9.0%	14.0%	19.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?
 SRI Fall, Winter, and Spring data.

Theory of Action for Language & Literacy Priority:
 If Westlake ELA teachers receive more coaching, more experience with Engage NY curriculum, and more professional development specifically addressing the achievement of low-income scholars and African-American scholars; then the reading proficiency and SBAC ELA proficiency of all scholars will increase.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Pick a focus area	Regular walkthroughs & feedback PD: Key Details (ELA Blueprint)	SBAC ELA proficiency data
1-2	Develop strong objectives for all scholars, and especially for African-American scholars	Regular coaching on lesson planning PD: Annotating Text (ELA Blueprint)	SRI Fall, Winter, and Spring data
1-3	Conduct formative assessments	Coaching aligns to PD PD: Text Analysis (ELA Blueprint)	Review Academy of Reading implementation in RSP & SDC classrooms
1-4	Execution of PD, feedback	Review SBAC data correlation to Engage NY PD: Reasoning & Evidence (ELA Blueprint)	Review Lightsail implementation in mainstream ELA classes
1-5	Develop lesson plans	Review of lesson plans PD: Inference, Vocabulary, Rubrics	
1-6	Increase academic discourse	Evaluation cycle for ELA teachers	
1-7	Participate in Engage NY Coaching Sessions (5)	Execute redesign plan with School Design Team	
1-8	Newcomer/ELD Specific ELA	Continue with ITL Coach position	
1-9	Newcomer/ELD Specific History	Continue reading intervention programs for African-American scholars who have been identified as a student with disabilities.	
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		

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Increase SBAC Math proficiency of all scholars by 9% each year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	10%	19%	28%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SBAC Math interim assessments from February, March, and April.		
Theory of Action for Standards-Based Instruction Priority:	If Westlake, in partnership with support partners, implements explicit math intervention programs and if Westlake math teachers receive more coaching, more professional development, and have the opportunity to implement adopted Math curriculum, then the math proficiency of low-income scholars and all scholars will increase.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Pick a focus area	Regular walkthroughs & feedback PD: Concepts & Procedures (Math Blueprint)	SBAC Math interim assessment data from February, March, and April.
2-2	Develop strong objectives (student and teacher-facing)	Regular coaching on lesson planning PD: Problem Solving (Math Blueprint)	<i>Open Up Resources</i>
2-3	Conduct formative assessments	Coaching aligns to PD PD: Communicating Reason (Math Blueprint)	<i>Open Up Resources</i>
2-4	Execution of PD, feedback	Review SBAC data correlation to Engage NY PD: Modeling (Math Blueprint)	<i>Open Up Resources</i>
2-5	Develop lesson plans	Review of lesson plans Pilot potential: Eureka Math	<i>Open Up Resources</i>
2-6	Increase academic discourse	TGDS Evaluations Continue ITL Math Coach position	<i>Open Up Resources</i>
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.	

CONDITIONS FOR STUDENT & ADULT LEARNING <i>(including Measure G1)</i>	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Chronic Absence	Reduce the moderate/severe chronic absence rate of all scholars by 5% each year.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	21.0%	16.0%	11.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Weekly & monthly attendance reports.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If Westlake, in partnership with support partners, maintained an Attendance Team committee that regularly addresses chronic absence of all scholars and implements specific action steps to address chronic absence, then the chronic absence rate will be reduced.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Emphasize relationship building	Weekly Attendance Team meetings		Weekly attendance reports	
3-2	Accurately complete attendance	Public transportation passes		Monthly attendance reports	
3-3	Parent outreach regarding absences	Continued after-school programming		Weekly Attendance Team meeting notes	
3-4	Meet with "Champion Students"	Attendance recognitions & rewards			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	Increase the reclassification rate of English Learners by 5% each year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	11.0%	16.0%	21.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI data, SBAC data, academic grade data, teacher input.				
Theory of Action for English Language Learners Priority:	If Westlake, in partnership with support partners, established an English Learner Champion to actively monitor EL Reclassification, then the percentage of reclassified scholars will increase.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Promote reclassification with English Learners	Identify an EL Champion		SRI data	
4-2	Reinforce and demand strategies that focus on literacy	Maintain Newcomer teacher format		SBAC data	
4-3		Secure additional technology for English Learners		Academic grade data	

4-4		Teacher input
4-5		Reclassification data

ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i>	Priority ("Big Rock"):	JUNE 2021 GOAL			
	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.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Electives	All Students	N/A	Enrollment: 25 per section	Enrollment: 25 per section
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Increased enrollment in elective offerings, SRI data, SBAC data, High School Readiness data, Chronic Absence data, Suspension data.				
Theory of Action for Arts, Music & World Languages Priority:	If we use elective offerings to create high interest summative tasks to engage influential African American girls in Literacy & Informational Reading and help 6th grade ELA teachers engage in exciting and invigorating collaboration to support close reading strategies, students will be more engaged in school and will become stronger readers.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
5-1	Implement culturally responsive arts based lessons in core curriculum	Staff a Drama Teacher		Enrollment data	
5-2	Implement engaging lessons that reinforce literacy in arts elective courses	Staff a Choir/Dance Teacher		SRI data	
5-3		Staff a Computer Science Teacher		SBAC data	
5-4				High School Readiness data	
5-5				Chronic Absence data	
5-6				Suspension data	

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 213

School: Westlake Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$97,111.18	After School Education & Safety (ASES)	After school programming	Chronic Absence	A1.6 After School Programs	5825				213-1
\$33,008.71	General Purpose Discretionary	Supplies & Intervention Materials	Literacy	A2.3 Standards-Aligned Learning Materials	4310				213-2
\$11,129.80	General Purpose Discretionary	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				213-3
\$10,000.00	General Purpose Discretionary	Copier maintenance	Literacy	A2.3 Standards-Aligned Learning Materials	5610				213-4
\$24,386.49	General Purpose Discretionary	STIP Sub	Literacy	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0728	0.65	213-5
\$100,000.00	Grant	Newcomer Math/Science Teacher	Mathematics	A4.3 Newcomer Programs	TBD				213-6
TBD	Grant	Computer Science Teacher (contribution)	Mathematics	A1.1 Pathway Programs	TBD				213-7
TBD	Grant	Technology	Mathematics	A2.3 Standards-Aligned Learning Materials	4420				213-8
\$8,359.00	LCFF Supplemental	Teacher stipends to support academic acceleration	Mathematics	A3.2 Reading Intervention	1120				213-9
\$22.76	LCFF Supplemental	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				213-10
\$62,500.00	LCFF Supplemental	Community Schools Manager	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730				213-11
\$13,131.18	LCFF Supplemental	STIP Sub (to release teachers for collaboration, professional development, classroom observations, and coaching sessions.)	Literacy	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0728	0.35	213-12
\$44,211.63	LCFF Supplemental	Art Teacher (portion)	Innovation	A1.1 Pathway Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1854	0.67	213-13

\$72,644.58	LCFF Supplemental	Case manager	Chronic Absence	A2.2 Social Emotional Learning	2405	CASE MANAGER	20CSEM0003	1.00	213-14
\$6,623.35	Measure G1	Surplus (pending commission approval)	Innovation	A1.1 Pathway Programs	4399				213-15
\$56,930.19	Measure G1	Drama Teacher	Innovation	A1.1 Pathway Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2584	0.80	213-16
\$75,919.05	Title I: Basic	Surplus	n/a	n/a	4399				213-17
\$1,851.21	Title I: Parent Participation	Surplus	n/a	n/a	4399				213-18



Title I School Parental Involvement Policy 2017-18

(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 Minutes

- 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
-SSC Meetings

- 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 Parent Portal

- 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 (translated, 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 (translated, as needed)

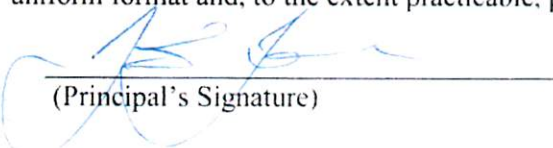


Adoption

- 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 School Site Council on (Date) May 15, 2018 and will be in effect for the 2017-18 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)

5/15/2018

(Date)

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 _____ day of _____, 20_____.



2017-2018

School Site Council Membership Roster – Middle School

School Name: Westlake Middle School

Chairperson : Yansy Campos
Vice Chairperson: Kimberley Thomas
Secretary: Ebado Ismail

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Jonathan Ferrer	X				
Melissa Campos					X
Kimberley Thomas				X	
Yansy Campos				X	
Charles Johnson				X	
Marietou Ndiaye					X
Brooklyn Russell					X
Maurice Andre San-Chez		X			
Eric Chorley		X			
Brad Thompson		X			
Malika Rubin-Davis		X			
Ebado Ismail			X		

Meeting Schedule (day/month/time)	1st Thursday every month 6-7 p.m.
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SSC Legal Requirements: (Ed. Code 52852)

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 required to be members of the High School SSC**
5. Parent/community members cannot be OUSD employees at the site.

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