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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Westlake Middle School

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Westlake Middle School



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

Legislative File Id. No. 19 1340  
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## **2019-2020 School Plan for Student Achievement (SPSA)**

**School:** Westlake Middle School  
**CDS Code:** 1612596057095  
**Principal:** Maya Taylor  
**Date of this revision:** 5/7/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

**Contact:** Maya Taylor  
**Address:** 2629 Harrison Street  
Oakland, CA 94612

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2019*  
*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

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

**2019-2020 School Plan for Student Achievement Recommendations and Assurances**

**School Site:** Westlake Middle School

**Site Number:** 213

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                               |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers                |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)                         |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** May 7, 2019

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:**

<u>Maya Taylor</u> Principal	<u>Maya Jayl</u> Signature	<u>5.7.19</u> Date
<u>Maurice Andre San-Choz</u> SSC Chairperson	<u>M A S C</u> Signature	<u>5-7-19</u> Date
<u>Mark Triplett</u> Network Superintendent	<u>[Signature]</u> Signature	<u>5.16.19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>Mildred Otis</u> Signature	<u>5/21/19</u> Date

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/8/2018	SSC & SELLS Combined	Reviewed School Site Plan and shared ideas and reasons for strategies
1/28/2019	Lead Administrative Team	Review of 2018-19 SPSA for alignment to school goals and planning of strategies for 2019-20.
2/4/2019	Lead Administrative Team	Continued review of 18-19 SPSA and modification of drafted practices/strategies for 19-20.
3/11/2019	Instructional Leadership Team and SSC/SELLS combined	Review of proposed practices/strategies for 2019-20 to gain additional suggestions for teacher, leadership and organization practices aligned to school goals

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$227,258.68
Total Federal Funds Provided to the School from the LEA for CSI	\$149,247.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$888,731.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$76,540.73	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$163,284.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,470.95	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$193,569.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$149,247.00	TBD	After School Education and Safety Program (ASES #6010)	\$98,216.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$16,305.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$122,261.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$227,258.68</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$624,008.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$851,266.68</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

### 1A: ABOUT THE SCHOOL

**School:** Westlake Middle School

**School ID:** 213

#### School Description

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

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

#### School Mission and Vision

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

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

### 1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Cross Content Coordination	.
Priority Challenges	Root Causes of Challenges
Planning time Cross Content Coordination	Building in PD time for cross content planning and collaboration
Access to technology for students	Inadequate technology for student use (chromebooks are nearing EOL)
Academic Performance of all scholars, especially African American scholars, homeless scholars and foster youth	We do not offer enough intervention classes and programs for scholars to receive academic support

### 1C: 19-20 STUDENT GOALS & TARGETS

**Instructions:** For each District goal, identify a related school goal and set 19-20 school targets. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column B based on your school's needs.

*Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.*

**District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)**

<b>School Goal: All students build relationships to feel connected and engaged in learning.</b>					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	43.64%	48.64%	53.64%
Suspensions	African-American Students	-2pp	13.15%	11.15%	9.15%
Suspensions	Students with Disabilities	-2pp	14.85%	12.85%	10.85%
Chronic Absence	African-American Students	-2pp	12.10%	10.10%	8.10%

**District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)**

<b>School Goal: Scholars will increase ELA SBAC DF3 by 15-20 points</b>					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-105.4	-90	-75
ELA SBAC	Students with Disabilities	+20 points DF3	-180.4	-160.4	-140.4
ELA SBAC	African-American Students	+20 points DF3	-119	-99	-79

**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

<b>School Goal: Scholars will increase Math SBAC DF3 by 15-20 points</b>					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-157.5	-142.5	-127.5
Math SBAC	Students with Disabilities	+20 points DF3	-228.8	-208.8	-188.8

Math SBAC	African-American Students	+20 points DF3	-177.9	-157.9	-137.9
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**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

**School Goal: 20% of the EL population will be reclassified this year**

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	6.15%	16.00%	20.00%
LTEL Reclassification	Long-Term English Learners	25%	6.25%	25.00%	29.00%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

**School Goal: There will be an increase of (+5pp) for scholars growing one year or more and decrease (-5pp) for scholars that are multiple years below grade level**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	22.80%	27.80%	32.80%
SRI Multiple Years Below Grade Level	All Students	-5pp	60.70%	55.70%	50.70%

#### 1D: IDENTIFIED NEED

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

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

#### 1E: RESOURCE INEQUITIES

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

Westlake is in need of technology for use by our scholars. As a result of not having adequate technology for use by our scholars they are not being exposed to academic supports and enrichments that are technology-based such as google classroom, Khan Academy, etc.

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>School:</b> Westlake Middle School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		Increase SBAC ELA proficiency of African-American scholars by 5% each year.			
<b>Theory of Change for Language &amp; Literacy:</b>		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.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		African American Students		14.0%	9.70%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
<ul style="list-style-type: none"> <li>- Implementation of an ELA Intervention Course offered during the school day.</li> <li>- Administration of ELA IABs in the Fall and participation on entire staff in scoring of written responses to bring an awareness across content areas regarding language and literacy.</li> <li>- Review of ELA IAB results with all teachers to increase awareness of overall school performance in ELA.</li> <li>- Implementation of SSR Program across all classrooms, every day of the week.</li> <li>- Utilizing administration of Writing IAB as an instructional tool to increase language and literacy proficiency.</li> </ul>					
<b>What evidence do you see that your practices are effective?</b>					
- Most of the practices outlined above are being implemented for the first time this year. We will need to review IAB Data, SRI Data and SBAC Data to determine the effectiveness of our current practices.					
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>					
- Ensuring that data review continues as a schoolwide practice next year to foster more data-driven decision-making practices					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Mathematics</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		Increase SBAC Math proficiency of all scholars by 9% each year.			
<b>Theory of Change for Standards-Based Instruction:</b>		If Westlake, in partnership with support partners, implements explicit math intervention programs and if Westlake math teachers receive more coaching, more professional development, and have the opportunity to implement adopted Math curriculum, then the math proficiency of low-income scholars and all scholars will increase.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math		All Students		19.0%	6.70%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

- Implementation of a Math Intervention Course during the school day.
- Partnership with Blueprint Math for the second semester to provide math intervention support for 6th and 7th grade scholars.

**What evidence do you see that your practices are effective?**

- The teacher for the Math Intervention Course had some credentialing issues and was out of the classroom for approximately 2 months causing a pause in intervention instruction/support.
- Blueprint Math will not begin until the second semester therefore there is no data available to assess the effectiveness of our practices.

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

- Implementation of Math Intervention Course
- Available funding for Blueprint Math for next school year

<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Chronic Absence</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	Reduce the moderate/severe chronic absence rate of all scholars by 5% each year.		
<b>Theory of Change for Conditions for Student &amp; Adult Learning:</b>	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.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	All Students	16.0%	22.01%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

- Attendance Team was created to work with and support our chronically absent scholars and their families
- We were recipients of the Oakland Natives Give Back Attendance Grant. We implemented Attendance Challenges and incentives for scholars to attend school

**What evidence do you see that your practices are effective?**

- Team is functioning well and executing strategies for addressing absenteeism
- Chronic Absence rate slightly lower than last year at this time

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

- Not receiving ONGB Attendance Grant to be able to provide incentives for good attendance
- Being able to keep current attendance team in place to continue work with families

<b>18-19 Conditions for English Language Learners Priority:</b>	<b>EL Reclassification</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	Increase the reclassification rate of English Learners by 5% each year.		
<b>Theory of Change for Conditions for English Language Learners:</b>	If Westlake, in partnership with support partners, established an English Learner Champion to actively monitor EL Reclassification, then the percentage of reclassified scholars will increase.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	16.0%	6.20%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
<ul style="list-style-type: none"> <li>- Added an EL Case Manager to support our EL Scholars with their social/emotional development (added 2nd semester)</li> <li>- Created an EL Reclassification Team (of teachers and EL Champion) to develop strategies for increasing EL Reclassification for all scholars (i.e. Read-a-Thon)</li> </ul>			
<b>What evidence do you see that your practices are effective?</b>			
- Just added position but do see EL scholars seeking out this resource			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
<ul style="list-style-type: none"> <li>- Not receiving funding for EL Case Manager</li> <li>- Being able to continue work of EL Reclassification Team to continue work and momentum from this current school year</li> </ul>			
<b>18-19 Arts, Music &amp; World Languages Priority:</b>	<b>Innovation</b>		
<b>June 2021 Arts, Music &amp; World Languages Goal:</b>	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.		
<b>Theory of Change for Arts, Music &amp; World Languages:</b>	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.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Electives	All Students	Enrollment: 25 per section	average enrollment: 14 per section
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			

- Offered Visual Art, Instrumental Music, Drama, Dance, Choir and Computer Science as elective offerings
- All scholars were able to take 2 electives during the school year
- Implemented an SSR schedule for all content areas

**What evidence do you see that your practices are effective?**

- More students enrolled in elective courses
- Implementation of SSR schedule for all content areas (scholars bringing SSR books to class)

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

- Possible change in schedule where electives are semester long instead of year long

**DEPARTURE FROM PLANNED 18-19 SPSA BUDGET**

**Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?**

- Addition of .2 to Drama and Dance to be able to offer more opportunity for scholars to engage in elective courses

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Westlake Middle School

**School ID:** 213

**3: SCHOOL STRATEGIES & PRACTICES**

[Click here for guidance on SPSA practices](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

<b>School Priority:</b>	Chronic Absence		
<b>School Theory of Change:</b>	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.		
<b>Related School Goal(s):</b>	The chronic absence rate for the year will be 11% schoolwide		
<b>Students to be Served by these Practices</b>	All Students		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
1-1	Emphasize relationship building	Weekly Attendance Team meetings	Weekly attendance reports
1-2	Accurately complete attendance	Public transportation passes	Monthly attendance reports
1-3	Parent outreach regarding absences	Continued after-school programming	Weekly Attendance Team meeting notes
1-4	Meet with "Champion Students"	Attendance recognitions & rewards	
1-5		Hiring of Case Manager to support scholars and families	Weekly check-ins with Admin Team, individual case management notes in Aeries (under Counseling Tab)

*District Strategy:* Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>	Mathematics		
<b>School Theory of Change:</b>	If Westlake, in partnership with support partners, implements explicit math intervention programs and if Westlake math teachers receive more coaching, more professional development, and have the opportunity to implement adopted Math curriculum, then the math proficiency of low-income scholars and all scholars will increase.		
<b>Related School Goal(s):</b>	Scholars will increase Math SBAC DF3 by 15-20 points		
<b>Students to be Served by these Practices</b>	All Students		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
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) for all scholars and especially for African American scholars, homeless scholars and foster youth	Regular coaching on lesson planning PD: Problem Solving (Math Blueprint)	Open Up Resources
2-3	Conduct formative assessments	Coaching aligns to: Communicating Reason (Math Blueprint)	Open Up Resources
2-4	Execution of PD, feedback	TGDS Evaluations Continue ITL Math Coach position	Open Up Resources
2-5	Develop lesson plans	Offer Newcomer/ELD Specific Math	Open Up Resources
2-6	Increase academic discourse	Offer Newcomer/ELD Specific Science	Open Up Resources
2-7	Participate in coaching from ITL Math	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.	
2-8	Participate in PD from ITL Math		

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority:</b>	Literacy
<b>School Theory of Change:</b>	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.
<b>Related School Goal(s):</b>	Scholars will increase ELA SBAC DF3 by 15-20 points There will be an increase of (+5pp) for scholars growing one year or more and decrease (-5pp) for scholars that are multiple years below grade level
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Pick a focus area	Regular walkthroughs & feedback PD: Key Details (ELA Blueprint)	SBAC ELA proficiency data
3-2	Develop strong objectives for all scholars, and especially for African-American scholars, homeless scholars and foster youth	Regular coaching on lesson planning PD: Annotating Text (ELA Blueprint)	SRI Fall, Winter, and Spring data
3-3	Conduct formative assessments	Coaching aligns to PD PD: Text Analysis (ELA Blueprint)	Review Academy of Reading implementation Schoolwide

3-4	Execution of PD, feedback	Review SBAC data correlation to Engage NY PD: Reasoning & Evidence (ELA Blueprint)	
3-5	Develop lesson plans	Review of lesson plans PD: Inference, Vocabulary, Rubrics	
3-6	Increase academic discourse	Evaluation cycle for ELA teachers	
3-7	Newcomer/ELD Specific ELA	Continue with ITL Coach position	
3-8	Newcomer/ELD Specific History	Continue reading intervention programs for African-American scholars who have been identified as a student with disabilities.	
3-9	Introduce 6th and 7th grade scholars to HS Readiness Indicators in preparation for 8th grade year		
3-10	Implement school wide grading policy and common practices (e.g., planner usage)		
3-11	Differentiate instruction in all classes to meet the individualized needs of all students, including GATE students		

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority:</b>	EL Reclassification
<b>School Theory of Change:</b>	If Westlake, in partnership with support partners, established an English Learner Champion to actively monitor EL Reclassification, then the percentage of reclassified scholars will increase.
<b>Related School Goal(s):</b>	20% of the EL population will be reclassified this year
<b>Students to be Served by these Practices</b>	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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			Academic grade data

ARTS, MUSIC & WORLD LANGUAGES			
<b>School Priority:</b>		Innovation	
<b>School Theory of Change:</b>		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.	
<b>Related School Goal(s):</b>		All 6th grade scholars will participate in an elective wheel and choose a target elective for the last two marking periods	
<b>Students to be Served by these Practices</b>		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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		Host a Summer Bridge Program for rising 5th graders	High School Readiness Data
5-5			Chronic Absence Data
5-6			Suspension Data

**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number: 213**

**School: Westlake Middle School**

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$98,216.00	After School Education & Safety (ASES)	Afterschool Programming: Citizen Schools		5825	Consultants		n/a		Continued after-school programming	213-1
\$93,982.00	Comprehensive Support & Improvement (CSI) Grant	Case Manager		2405	Clerical Salaries	4972	Case Manager 20		Hiring of Case Manager to support scholars and families	213-2
\$55,265.00	Comprehensive Support & Improvement (CSI) Grant	Surplus for Academic Mentors and Technology		4399	Surplus		n/a		Differentiate instruction in all classes to meet the individualized needs of all students, including GATE students	213-3
\$13,320.00	General Purpose Discretionary	Science teacher (.20)		1105	Certificated Teachers' Salaries	6486	Teacher, Structured English Immersion	0.20	Offer Newcomer/ELD Specific Science	213-4
\$12,677.00	General Purpose Discretionary	Attendance Specialist (.20)		2205	Classified Support Salaries	1384	n/a	0.20	Accurately complete attendance	213-5
\$10,486.00	General Purpose Discretionary	Supplies & Intervention Materials		4310	School Office Supplies		n/a		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.	213-6
\$10,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	213-7
\$1,067.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Parent outreach regarding absences	213-8
\$37,986.00	LCFF Supplemental	PE Teacher (.57 FTE)	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	1896	Teacher, Structured English Immersion	0.57	Execution of PD, feedback	213-9
\$40,978.00	LCFF Supplemental	Dance/Choir Teacher (0.4 FTE)	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.60	Implement engaging lessons that reinforce literacy in arts elective courses	213-10
\$53,247.00	LCFF Supplemental	Science Teacher (.80 FTE)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6486	Teacher, Structured English Immersion	0.80	Offer Newcomer/ELD Specific Science	213-11
\$62,521.00	LCFF Supplemental	Math Teacher (1.0 FTE)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4471	Teacher, Structured English Immersion	1.00	Offer Newcomer/ELD Specific Math	213-12

\$7.00	LCFF Supplemental	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	213-13
\$16,305.00	Low-Performing Students Block Grant (LPSBG)	Extended Contracts for Teachers for After-School Tutorial Program	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Continued after-school programming	213-14
\$30,373.00	Measure G	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.50	Continue reading intervention programs for African-American scholars who have been identified as a student with disabilities.	213-15
\$27,748.00	Measure G1	Dance/Choir Teacher (0.4 FTE)		1105	Certificated Teachers' Salaries	4859	Teacher, Structured English Immersion	0.40	Implement engaging lessons that reinforce literacy in arts elective courses	213-16
\$74,855.00	Measure G1	Drama Teacher (1.0 FTE)		1105	Certificated Teachers' Salaries	3845	Teacher, Structured English Immersion	1.00	Implement engaging lessons that reinforce literacy in arts elective courses	213-17
\$5,028.00	Measure G1	5% salary increase		4399	Surplus		n/a		Implement engaging lessons that reinforce literacy in arts elective courses	213-18
\$14,630.00	Measure G1	Niroga Institute (Mindfulness)/ Culture Keeper		5825	Consultants		n/a		Implement engaging lessons that reinforce literacy in arts elective courses	213-19
\$22,400.00	Principal Innovation Fund	CS Teacher .25		1105	Certificated Teachers' Salaries		n/a	0.25	Staff a Computer Science Teacher	213-20
\$78,628.00	Principal Innovation Fund	Math/Science Newcomer Teacher		1105	Certificated Teachers' Salaries	2952	Teacher, Structured English Immersion	1.00	Offer Newcomer/ELD Specific Science	213-21
\$10,000.00	Principal Innovation Fund	Extended contracts		1120	Certificated Teachers' Salaries: Stipends		n/a		Execution of PD, feedback	213-22
\$10,000.00	Principal Innovation Fund	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.16	Continue reading intervention programs for African-American scholars who have been identified as a student with disabilities.	213-23
\$6,000.00	Principal Innovation Fund	Blueprint		5825	Consultants		n/a		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.	213-24
\$10,000.00	Principal Innovation Fund	Professional Development/Retreats			n/a		n/a		Execution of PD, feedback	213-25

\$15,000.00	Principal Innovation Fund	Reading intervention: Academy of Reading	Goal 3: Students are reading at or above grade level.		n/a		n/a	Continue reading intervention programs for African-American scholars who have been identified as a student with disabilities.	213-26
\$1,541.00	Title I: Basic	Field Trip (BART Tickets)		4310	School Office Supplies		n/a	Emphasize relationship building	213-27
\$65,000.00	Title I: Basic	Community School Manager Contribution		5730	Community Schools Program Manager		n/a	Emphasize relationship building	213-28
\$10,000.00	Title I: Basic	SEL Consultant- Mindfulness Niroga		5825	Consultants		n/a	Emphasize relationship building	213-29
\$600.00	Title I: Parent Participation	Supplies		4310	School Office Supplies		n/a	Parent outreach regarding absences	213-30
\$871.00	Title I: Parent Participation	Light refreshments		4311	Meeting Refreshments		n/a	Parent outreach regarding absences	213-31



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## **Title I School Parental Involvement Policy 2018-19**

(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 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



**STATE AND FEDERAL PROGRAMS**

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- 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 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Westlake Middle School School Site Council on (Date) 3/20/2019 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Westlake Middle School '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.

Maya Jayl  
(Principal's Signature)

3-20-19  
(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.

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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.

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Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.



**2018-2019**

**School Site Council Membership Roster – Middle School**

School Name: Westlake Middle

Chairperson : Maurice Andre San-chez
Vice Chairperson: Victoria Canamore
Secretary: Ebado Ismail

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Maya Taylor	X				
Maurice Andre San-chez		X			
Gregorio Gutierrez		X			
Donna Bernaschina		X			
Nicholas Monroe		X			
Qiana Bey				X	
Victoria Canamore				X	
Patricia Orr				X	
Aniyah Wilson					X
Amina Day					X
Hazina Bey					X
Ebado Ismail			X		

Meeting Schedule (day/month/time)	<b>2nd Thursday each month 5:30</b>
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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