

# SCHOOL QUALITY REVIEW REPORT

FOR

## WESTLAKE MIDDLE SCHOOL

2629 Harrison Street Oakland, CA 94612

Oakland Unified School District

Principal: Misha Karigaca

2011-2012

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## CONTENTS OF THE REPORT

### PART 1: THE SCHOOL CONTEXT

### PART 2: FINDINGS

Narrative Summary of Strengths and Challenges

Quality Indicator Rubric Analysis

Summary of Rubric Ratings

### APPENDICES

School Data Profile

School Self-Reflection

## BACKGROUND TO THIS PILOT YEAR'S WORK

During 2010-2011, fourteen task forces were formed with representation from a variety of stakeholders ranging from students and parents, to teachers, administrators, and community partners throughout Oakland. The Quality Community Schools Development Task Force was formed to define and set out a work plan to move the community toward a common vision of quality in Oakland's schools.

The Quality Community Schools Development Task Force created a set of School Quality Standards, comprised of seven Key Conditions delineating seventy-two Quality Standards. This work incorporates findings from other task forces (Teaching Effectiveness, Effective Leadership, Full Service Community Schools, Experience and Achievement, and African American Male Achievement) that were also addressing elements of quality in schools. At the end of the year, the School Quality Standards and the School Quality Review process were incorporated into the District Strategic Plan, which was adopted by the OUSD Board of Education in May 2011.

The 2011-2012 school year is year 1 of School Quality Review implementation. One goal of the Quality Community Schools Development office for year 1 is "to implement a successful pilot of 15 schools for School Quality Reviews across 3 regions in grades K-8." In this "pilot" year, with its emphasis on design and capacity building, the School Quality Review Office, with counsel from the Executive Officers and other district leadership, made a few strategic decisions about the content and process of the reviews—decisions that make this year's reports different from future reports.

- While the adopted School Quality Standards are organized into seven broad categories, which are called "Quality Indicators," this year's data collection and written findings have focused on five of the seven Quality Indicators. See the Rubric Analysis section in the Findings for further detail.
- Within these five Quality Indicators, this year's data collection and written findings also focused on select, "high leverage" school quality standards, not every standard. Again, see the Rubric Analysis section in the Findings for further detail.
- The rubrics for assessing a school's development toward each standard are of two different designs. The decision was to pilot each design this year and then, after evaluating each design's strengths and weaknesses, to commit to one design going forward. Again, see the Rubric Analysis section in the Findings for further detail.
- The Summary Narrative in each Findings Report will vary in its structure from report to report. Again, the decision was to pilot different versions of the Summary Narrative and then, after evaluating each version's strengths and weaknesses, to commit to one structure going forward.



Finally, in an effort to align the School Quality Review Office’s work with the larger District as it implements various parts of the Strategic Plan, this report mirrors language from the Community Schools Strategic Site Plan, using the term “Quality Indicators” rather than “Key Conditions” to identify the broad categories into which the standards are organized. Note that:

- Quality Indicator 1 – Quality Learning Experiences for All Students – is Key Condition 2 in the original School Quality Standards, as adopted by OUSD’s Board in May 2011.
- Quality Indicator 2 – Safe, Supportive, & Healthy Learning Environments – is Key Condition 3 in the original version.
- And so forth, such that Quality Indicators 1-5 represent Key Conditions 2-6 in the original version.

## SOURCES OF DATA

The School Quality Review team spent three days (December 5-7, 2011) observing classrooms, school-wide activities, and various parts of the campus inside and outside the building. The SQR team observed a variety of meetings and interviewed (individually or in groups) students, parents, teachers, classified staff, administrators, volunteers, and community partners. The team also reviewed information from the School’s Self-Reflection, data available through the California Department of Education and the district, and data and documents provided by the school and Eagle Village Community Center Youth & Family Services.



## PART 1: THE SCHOOL CONTEXT

### OVERVIEW

Walking into Westlake’s main entrance, visitors are generally greeted by an adult, be it a teacher, administrator, support staff, Eagle Village Community Center Youth and Family Services, Inc. (EVCCYFS) staff, School Security Officer, or any one of the adults who feels ownership for this school community. Inside, the space opens up to a seating area with couches and plants. The library is here, at the center of the main building. Along the walls are 8”x10” photos of students celebrating their California Standards Test (CST) score gains, and student artwork. To the left is the Family Resource Center, the Main Office, and the cafeteria. To the right and down a few stairs is a hallway of lockers and classrooms.

Westlake Middle School serves approximately 650 students. It is one of Oakland’s most ethnically diverse middle schools, with 50 percent African American, 20 percent Asian American, 20 percent Latino, and 10 percent white/mixed race/other students. English learners make up 19 percent of students, speaking Spanish, Chinese, Arabic, Vietnamese, Cambodian, Tigrinya, and other world languages. Along with its core academic program, Westlake also has a longstanding and well-developed music program which serves about a third of its students, and has a deeply integrated partner organization in the Eagle Village Community Center Youth & Family Services, Inc. Serving as lead agency, EVCCYFS provides “wraparound” services to Westlake students and their families: After School Programs (ASP), Mental Health Services (MHS), and a Family Resource Center (FRC).

The campus is comprised of four buildings, with a large paved yard used for PE and open recreation at lunch. The main two-story building houses the offices, the library, the lunchroom/multipurpose room, and most of the school’s classrooms. Another building houses the music room, dance studio, and computer lab. A third houses the gym and locker rooms, and the last is a set of portable classrooms, which house Westlake’s Special Education department of five Special Day Classes and two Resource classrooms.

Westlake is located in a middle-class neighborhood northwest of Lake Merritt near the 580 Freeway. The surrounding community is a mix of residential and commercial areas around the lake, close to Grand Lake, Lakeshore, and Piedmont Avenue shops and restaurants. The school sits across from a large new Whole Foods and down the street from St. Paul’s Episcopal school.

Although much of the school’s attendance area is middle class, fully 85 percent of its students are eligible for free or reduced priced lunch. Principal Misha Karigaca describes Westlake as a “commuter school,” since 43 percent of students come from outside its attendance area, drawn



by its reputation as a safe middle school in a safe neighborhood. Those students come most significantly from Chinatown and the high poverty, disinvested neighborhoods of West Oakland near the port. A few North Oakland parents say they chose Westlake through the District’s Options process so that their children could experience diversity, including socio-economic diversity, in a public school setting.

The school leadership is stable and highly respected by teachers, support staff, and parents. Friendly and outgoing, Misha Karigaca has served as principal since 2004-05, and before that, he was Westlake’s Assistant Principal. Principal Karigaca and Valorie Hutson, Founder/Executive Director of EVCCYFS, have been working closely together for the past 11 years. Together, they serve as co-leaders of a developing Full Service Community School. The leadership team is rounded out by Assistant Principal Peter Van Tassel, in his seventh year at Westlake, and Assistant Principal Seyana Mawusi, in her second year at Westlake.

**DATA**

Student CST test scores have shown some improvement over the past five years, reflected in the modest gains in Westlake’s Academic Performance Index (API) score, below. The school is in Program Improvement Year 5 because it has not met Adequate Yearly Progress (AYP) measures set by the state under No Child Left Behind. The school’s efforts to close the achievement gap between African American and Asian students is apparent in the narrowing of the API score gap: API Change in 2010 was 2 points for the school but 21 points for African American students, and the API Change in 2011 was 22 points for the school but 32 points for African American students. The achievement gap persists, however. For example, in 2010-11, 32 percent of Westlake students moved up one performance band from the previous year on the California Standards Test in math, or stayed Advanced for two years in a row; however, only 24 percent of African American students and 28 percent of Latino students showed similar progress in math.

API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Growth API	675	680	716	694	711

See Appendix for Westlake’s SQR Data Profile.



## **CURRENT INITIATIVES**

Westlake is moving toward becoming a Full Service Community School and meeting its school-wide targets, supported by its new set of core values embodied in The Westlake Way and in its Instructional Agreements.

### **Long-term School Targets:**

- Student learning is our fundamental purpose, and this will be manifested through our Professional Learning Community focus on student results (as they relate to our instructional agreements).
- We will close the achievement gap by 25 percent, without dropping the performance of our high scoring subgroups, by having an unyielding commitment to our Instructional Agreements.
- We will decrease On-Campus Suspension (OCS) referrals and out-of-school suspensions by 25 percent through changing our culture and climate (through Advisory and The Westlake Way).

### **School-wide implementation of the Instructional Agreements:**

- Use of engagement strategies
- Relevance of curricula
- Differentiation and intervention
- Setting and assessing student goals
- Having students reflect on their work and learning

### **School-wide integration of The Westlake Way -- RESPECT stands for:**

- Responsible for our lives
- Education is power
- Support each other
- Prepared for every situation
- Eagle pride
- Commitment to excellence
- Together we succeed

### **Becoming a Model Full Service Community School**

- Fully integrated partnership with Eagle Village Community Center Youth & Family Services
  - Extensive After School Program (academic intervention and enrichment, fitness, art/dance/fashion design), partnering with multiple community agencies
  - Mental Health Services provide 8-10 on-site mental health counselors through partnerships with Alliant & JFK Universities and Alameda County Health Services.
  - Family Resource Center



## PART 2: FINDINGS

Westlake is embracing an identity as a community school with a shared culture based on a newly developed set of core values called The Westlake Way. These values are universally understood and promoted by staff across the school and are embedded in the Advisory curriculum. The Westlake Way was mentioned again and again in interviews with support staff, aides for severely disabled students, On-Campus Suspension staff, teachers, parents, EVCCYFS staff, and school leadership. A number of staff spoke about consciously modeling the values in their interactions with others; and some non-teaching staff members, including the OCS staff, lead an Advisory once a week along with all teaching staff.

The school's leadership has built and leveraged partnerships and opportunities to increase services to students, provide high quality professional development to the teaching staff, and improve the physical plant. They have also built a staff culture where all staff members feel empowered to make things happen and work with a sense of independence.

Amongst the adults, there is a tremendous sense of respect and appreciation for one another. Teachers and support staff resoundingly report that there is nowhere else in Oakland they would rather work, and that "Mr. K" is the best principal they have ever worked with.

Like the school's leadership, the support staff is also stable, and these veteran staff play many important roles in setting a tone at the school. The attendance clerk, who has been at the school since 1991, speaks two dialects of Chinese, Spanish, and English, and regularly calls parents for school meetings and translates for teachers. The head custodian has been at the school for four years but in the district for 30, and makes a point of relating to the students. The sentiment: "It's adults supporting students here."

As a leadership style, Mr. Karigaca is more of a facilitator than a demander. As one staff member said, "Misha suggests and encourages you to get things done." When he asked all staff to be physically present in the halls during passing period to make the campus safer, he committed himself to being a visible presence as well. He and Assistant Principal Van Tassel routinely interrupt meetings each time a bell rings, ask if you'd like to walk with them, and quickly make their way out to their designated spots.

Over the years, Mr. Karigaca and the Assistant Principals have tried a number of systems to support improved instruction across the school. Several years ago, the staff experienced Sharroky Hollie training on culturally relevant and responsive pedagogy, as well as Kagan training on strategies for engagement and equity. With declining resources, the training stopped, and with staff turnover, the use of those strategies is now seen in only a few classrooms. For several years, the school hired a School Improvement Coach, who supported



the development of the Professional Learning Community (PLC) structure to support teacher planning and use of data. With declining resources, that coaching stopped as well. PLCs remain central organizing structures for teachers, although the way each PLC uses its time varies widely.

Mr. Karigaca is now supporting two groups of staff to lead their colleagues: an Instructional Leadership Team, focused on the Instructional Agreements; and the Culture Club, focused on climate issues, the new weekly Advisory, and The Westlake Way. Each group meets every other week to create plans, which it brings to the whole staff for refinement and then implementation. Notably, the Culture Club includes the Family Resource Center Coordinator along with teaching staff, and the Instructional Leadership Team includes Special Education and general education teachers – leveraging expertise and perspectives that are often overlooked at other school sites.

EVCCYFS’s After School Program at Westlake offers an array of support and enrichment opportunities for students, including Environmental Science Investigators, ArtEsteem: Self as Super Hero, Destiny Arts: Hip Hop for All, Young Life: AND1 Sports, and Bay Area SCORES: Soccer Playaz.

In collaboration with the EVCCYFS After School Program, a group of teachers created and staff the Homework Club after school in the library. Within 15 minutes of the end of the school day, the library is full. Sitting at tables of four, students work busily. The staff has set clear expectations and structures, including signing in and out, sitting in seats assigned by adults, and working quietly. Three teachers, one Instructional Aide, and several volunteer tutors move among tables, bending down to work quietly with students. The tables are mostly mixed – African American, white, Asian, and Latino. There is a consciousness that this is more than just getting homework done. “We want kids to get a foundation to improve their lives. Self-discipline leads to a sense of accomplishment.”

There are many examples of the effective collaboration between EVCCYFS staff and regular day staff, always with a focus on meeting student needs. The AND1 Sports class, which attracts primarily African American male students, is taught by young African American teachers who describe their explicit effort to teach and name the importance of teamwork, positivity, following instructions, and hard work as strategies for success in life and in school. The Dance teacher from Destiny Arts Center speaks of making the dance class a safe space. “It is important that in class we have no judgments of each other, and I want them to carry that into other areas of their life.” Assistant Principal Mawusi serves as the coordinator of EVCCYFS’s Mental Health Services, another example of the seamless collaboration between the two organizations. The work is so well integrated that students at Westlake generally don’t realize that there are two organizations functioning together.



In December, in support of Westlake’s goal of reducing the achievement gap by 25 percent, the EVCCYFS ASP staff began implementing a new academic intervention, targeting 20 students who attend the after school program at least 85 percent of the time, and who have a 2.5 GPA or below. Those students were to attend the Homework Club before returning to their regular after school class (dance, sports, etc.).

Westlake has deeply embedded and smoothly functioning support services. Over the past 10 years, WMS and EVCCYFS staff have honed their “RAM” process: Referral Assessment Meeting, a caseload management process which many schools are now implementing through their Coordination of Services Team (COST) meetings. Every Tuesday morning, representatives of the school’s administration, Special Education Department, and a behavior intervention specialist sit with EVCCYFS’s leadership and the coordinators of its Mental Health Services, After School Program, and Family Resource Center to review the current status of students receiving interventions and to discuss and assign new referrals for intervention. The communication about and coordination of these referrals is methodical, and the sense that all of the kids belong to all of the adults is deep.

In an attempt to respond to the mental health needs of Westlake’s students, EVCCYFS has forged relationships with several other organizations, including JFK University, Alliant University, and Alameda County, and currently provides individual or group counseling to over 100 students each semester. The Behavior Intervention Specialist provides conflict mediation and Restorative Justice practices in another effort to address the root causes of conflict, in order to reduce suspendable offenses and keep students in class, learning.

At the same time, Westlake continues to report high rates of chronic absence and suspensions, particularly for African American students. This year, changes in the On-Campus Suspension (OCS) policy, spelled out in 2011-12 Staff Handbook, hold teachers more accountable for out-of-class disciplinary referrals. These policy changes have reduced the number of students who are repeatedly sent out of class, though African American students, especially males, are still disproportionately sent out or suspended from school.

Another area that appears underdeveloped is the creation of a college-going culture, college knowledge, and attention to the eighth grade as a critical transition year to high school. When observers spoke with eighth graders about which high school they were going to next year, most (including one student in advanced 8<sup>th</sup> grade Geometry) reported that they did not have much information about the different high schools in Oakland, nor about high school graduation requirements or the A-G course sequence for University of California/California State University eligibility. Eighth grade parents also spoke of this lack of information and support from the school in both preparing for the high school transition and choosing the best high school for their child. Outside of the weekly advisory class, there was little mention or practice of high school skills, knowledge, and habits observed in eighth grade classes.



### **Focus on Instruction: Laying a Strong Sixth Grade Foundation**

The sixth grade experience plays an important role in student success in middle school as students make the transition from elementary school to the multi-teacher/multi-course middle school curriculum and school day. The sixth grade structures and practices lay an academic foundation for students and ease their transition to middle school, while also demonstrating a model upon which seventh and eighth grade could build and replicate.

The sixth grade curriculum is “cored” so that cohorts of sixth graders have just two teachers for all four of their core subject areas – Math, Science, English Language Arts, and Social Studies. Teachers collaborate regularly and work as a team. English Language Arts/Social studies teachers integrate grammar and writing conventions with literature or social studies content, and have adopted Data Driven Instruction practices from New Leaders for New Schools. In the ELA/SS team, one teacher provided a calendar showing when the team would receive the ELA benchmark reports. They discussed the use of the benchmark reports in preparing a re-teaching or re-assessing of students, based on the areas in which students did not demonstrate proficiency. They looked at the top three and bottom three standards on the benchmark performance band report to focus discussion on student strengths (Reading 1.2 and 3.6, Language Conventions 1.5) and areas for growth (Reading 2.6, 2.3, and 2.1). Meanwhile, the Math/Science team put in many hours of extra work to develop a set of 40 math mastery standards and materials aligned to the Common Core State Standards.

Students, including several African American male students across sixth grade English Language Arts/Social Studies and Math/Science classrooms, knew, when asked by the observer, what they were learning, why it is important to learn, how they will know when they have learned it, and what to do if they need extra help. Why is grammar important to learn? *“Because if you have a job, you need to write in complete sentences.”* How will you know you have learned about the inside of the earth? *“We are going to build a project.”* What do you do if you need extra help? *“Ask three people near you, then ask the teacher.”* *“Look in the Table of Contents in your notebook.”*

This year, sixth grade Math/Science teachers launched six-week rotations of differentiated Math intervention and enrichment for students at low, medium, and high levels. Low performing students receive intensive intervention to reinforce math facts and specific concepts. Mid-range students use Math Navigator, aligned to the Common Core State Standards. High performing students receive instruction on important seventh grade topics not covered in Algebra 1, such as similar triangles. To demonstrate and apply their learning about similar triangles, students learned to measure the height of a basketball hoop on the schoolyard by using shadows.

A highlight in the After School Program was the 6<sup>th</sup> grade enrichment Environmental Science Investigators class led by two teachers from the Lawrence Hall of Science. The class meets twice



a week for 90 minutes. On the previous Wednesday, the class had taken a field trip to Glen Echo Creek to collect samples of freshwater life forms to help determine the health of the creek. Students identified and counted the invertebrates found, using an illustrated chart categorizing invertebrates by their tolerance to pollutants. They created a data table and used simple mathematics to calculate a health index score for the creek. Students used precise academic language and generated a variety of informed hypotheses about the possible sources of pollutants, and about the balance of life forms that might be found in creeks with varying health index scores.

Sixth grade teachers routinely and effectively communicate with parents. One parent said, “Our teachers are fantastic – they send emails every day.” Another commented that the daily emails provide a full update on what students are learning, and that parents also receive an individual progress report every two or three weeks, with every assignment noted.

### **Making the Grade-level Experience a School-wide Experience**

The 7<sup>th</sup> and 8<sup>th</sup> grade experience at Westlake is less rigorous and less cohesive from classroom to classroom and does not provide a clear pathway to high school readiness and success. While there is evidence of collaborative planning and implementation of curricular scope and sequence, the following examples from 7<sup>th</sup> and 8<sup>th</sup> grade illustrate the challenge and the potential to create a more rigorous and coherent learning experience for students.

### **Three illustrations: 7<sup>th</sup> & 8<sup>th</sup> Grade Social Studies and 7<sup>th</sup> Grade Science**

In 7<sup>th</sup> grade Social Studies, all of the classrooms were just finishing up a unit on Africa, and teachers were introducing a new unit on Mayan civilization. In one classroom, students were finishing the final project on Africa – an illustrated, 3-fold travel brochure modeled on a project from last year. Teachers explained that this was an example of a persuasive 5-paragraph essay, with content that would demonstrate what students had learned about Africa. Observed brochures spoke of Africa as though it were one country, and contained general tourist information about weather and beaches, citing a few travel websites as references. Observers saw no brochures about individual countries, or about culture or history. It was unclear how the brochure represented persuasive writing, and the basic premise of the assignment -- that one needs to be persuaded that Africa is worth visiting -- appeared problematic.

In the 8<sup>th</sup> grade, Social Studies classrooms had observable consistency. All teachers were focused on academic vocabulary related to the branches of federal government and the Constitution. On Mondays through Wednesdays, new vocabulary words are introduced, and students use these words in sentences and tie them to examples from classroom lessons or from their own experience. On Fridays, students take a quiz on the week’s vocabulary. Students appeared to be primarily memorizing the words and definitions. It was unclear where this was all going -- whether or how students would use the academic language to make meaning of a



complex and enduring question, or what level of critical thinking students would be required to use in the unit.

A comparison of two 7<sup>th</sup> grade science classes showed the variation in academic experiences students are having at Westlake. Both classes were studying genetics and inherited traits. However, there were observable differences in levels of academic rigor and meaningful and challenging curriculum. One class took a rigorous, scientific approach, relating genetic variation in the world to smaller samples (their class), gaining a deeper understanding of the role of sample size and data analysis. Students collected whole-class data on individual taste strips and used the gene wheel to look for “gene twins.” They also collected data on earlobes, dimples, and cleft chins and recorded their data as part of an analysis of what traits are dominant or recessive for the population – in this case, the class as a whole. Students were engaged right up to the bell. Meanwhile, another 7<sup>th</sup> grade Science class was finishing a “Create-a-Kid” activity by having students walk around the room and pick another student, then decide what color eyes their baby might have if one student had dark brown eyes and one had blue. Students were unable to explain what their decision was based on, the science of heredity, or dominant and recessive traits. Rather than purposeful movement around the room, students wandered, socialized, and wrote things down they couldn’t explain. In the loud, chaotic environment, the teacher didn’t seem to notice that several students were smacking each other’s behinds and teasing one another.

Parents raised concerns about the inconsistency of instructional quality across the school, and expressed a desire for the rest of the school to be more similar to the sixth grade. One father of an African American eighth grade boy put it this way: “The sixth grade English Language Arts/Social Studies teachers have great energy and communications. The next year, with different teachers in the same subjects he excelled in the year before, he has a completely different experience. It feels like you get lucky or not.”

### **Potential for better leveraging current resources**

As the WMS staff work to meet their stated Long Term Goals with the support of the EVCCYFS staff, the School Quality Review team noticed several areas of tremendous potential that could be better leveraged to support those goals.

### **Parents as partners and assets**

Although there is a staffed Family Resource Center, this resource is not yet leveraging the contributions parents can make to the school. School staff have not been trained on how to best work with parents, and parents have not been trained on how to best work with teachers. The majority of parents do not enter the school. Many parents expressed frustration with the lack of communication and partnership with teachers, with the notable exception of the 6<sup>th</sup> grade. Middle class parents expressed their desire to get involved but a lack of direction.



### **Using the collegial, collaborative staff culture to have hard conversations**

The SQR team wonders what it would take to move this overwhelmingly positive, collegial staff culture to one in which sharing hard feedback and experiencing difficult emotions becomes an acceptable and expected part of improving practice to better serve students. The SQR team heard repeatedly that this staff as a whole is not comfortable having hard conversations about their practice. This appears to limit the uptake of culturally competent communication and teaching, and the staff's ability to build upon the strong practices that exist in different places across the school. The team wonders how it serves students when adults shy away from making race and equity personal to practice. How does this impact the effectiveness of disciplinary practices, the work with students to resolve conflicts, how adults help students understand themselves as allies to one another, and how the school partners with parents in this work?

### **Sharing Best Practices and information between WMS and EVCCYFS staff**

From the RAM example, it is clear that there are benefits to creating more regular opportunities for sharing best practices and student information. As just one example, the Mental Health Services staff have information about the effects of trauma and grief on young people that could help the regular day teaching staff better understand and respond to some of the confounding student behaviors they experience in their classrooms.

### **Using common language and process for addressing conflict and student behaviors**

Most adults on campus try to work with students around their frustration and conflict. If all adults, and then all students, and then even parents, were taught a common way to understand and resolve conflict (one that acknowledges individual experience and cultural meanings), students might have a greater sense of efficacy in resolving their own conflicts before adults are needed.

### **Exciting Path Ahead**

The Westlake Way is beginning to provide cohesion and a strong, positive school-wide identity. While there are pockets of quality learning experiences across the school that can be built on, and general curricular coherence across subject areas and grade levels, there is not yet a similarly consistent and powerful Westlake Way of teaching and learning or academic identity. By continuing and deepening the work already underway, Westlake and EVCCYFS staff are poised to make significant gains in academic outcomes for students.

## Quality Indicator 1: Quality Learning Experiences for All Students

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of quality learning experiences for all students.

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed, in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

These rubrics enable key school stakeholders to assess the development of a school toward the “quality learning experiences” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

### Definitions

Learning experiences: Structured learning experiences found in the classroom during the day; in on-campus academic intervention and enrichment opportunities before, during, and after the school day; in mentoring, internship, and work-based learning opportunities organized by the school.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1: Meaningful and Challenging Curriculum</b></p> <p><i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>• Students connect prior knowledge/ skills/ experiences to new learning.</li> <li>• Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities.</li> <li>• Students use a range of critical thinking skills</li> <li>• Students use academic language and key vocabulary in speaking and writing</li> <li>• Curriculum targets the assessed learning needs of all students, including those not at grade level.</li> <li>• Curriculum provides every student with opportunities to be challenged and to be successful.</li> <li>• Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery.</li> </ul>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems, including student input, to review evidence of these practices to <b>ensure that all students experience meaningful and challenging curriculum across the day and across the campus.</b></p>

Westlake Middle School is rated **Beginning** in this standard.

### Strengths:

1. The school has taken steps to create consistent grade-level scope and sequence for content areas, with consistent topics observed across grade-level classrooms and content areas, including Advisory.
2. There are examples, in pockets across the school, of teachers planning and implementing rigorous curricula.
  - 6<sup>th</sup> Grade Core: Math/Science teachers collaborated to develop 20 mastery standards linked to Common Core, with accompanying math problems and assessments of mastery. Differentiated instruction includes intensive acceleration/intervention for students who came into middle school below grade level, and enrichment using Singapore Math for advanced students.
  - 7<sup>th</sup> Grade Science: In the study of genes/heredity, “I will determine how much traits vary in our class.” Students related genetic variation in the world to smaller samples (their class). Students added their data to a larger project across 7<sup>th</sup> grade (and other schools, states). Deeper understanding of the role of sample size and data analysis was evident.
  - Special Day Class (SDC - mixed grade levels): Objectives connected students’ prior knowledge to new learning about the digestive system in new learning about teeth, and connected prior knowledge of similes to new sentences. Exercises provided opportunities for students to use academic language, rules of grammar, and key vocabulary in speaking. There was much observed student dialogue facilitated by the teacher.

## Quality Indicator 1: Quality Learning Experiences for All Students

- Extended Day Environmental Science Investigators: Teachers built on 6<sup>th</sup> grade students' prior knowledge about ecosystems, invertebrates, and urban creek health. Students analyzed data, calculated health index of creek, and hypothesized on underlying causes of poor creek health and what invertebrate life forms would look like in a healthy creek. The SQR team observed challenging, engaging, interactive lessons with 100 percent engagement and many opportunities for critical thinking (analyzing, evaluating, creating).
3. In about 60 percent of observed classrooms/periods, there was consistent or near consistent (85% - 100%) observable student engagement. Some examples:
- SDC class (mixed grade levels): The whole class moved quickly through warm-up “highs and lows” activity, then an interactive grammar lesson, then a substantive science lesson on teeth as part of the digestive system. Students participated orally and on worksheets/peer editing, and both teacher and students asked questions.
  - 6<sup>th</sup> Grade Advisory: Students formed teams in 30 seconds and worked collaboratively on a team project without any verbal communication. There was 100 percent engagement.
  - 7<sup>th</sup> Grade Science: Every minute of class engaged students all the way to the bell.
  - Music/Band: Everyone had instruments, practiced scales for warm-up; exercises included controlling volume and trumpet auditions.

### Challenges:

1. There were few opportunities for students to engage in critical thinking. The structure of most lessons primarily called upon remembering, and sometimes understanding and applying.
- Students used four thinking skills – remembering, understanding, applying, and analyzing – in one advanced math class, and all six thinking skills in the Extended Day Environmental Science class. But in general, students rarely used higher order skills of analyzing, evaluating, or creating.
  - Classroom management issues got in the way of a math lesson designed to incorporate remembering, understanding, applying, analyzing, and possibly evaluating/comparing the slope of various ramps in the Westlake hallways and connecting to the mathematical graphing of slope.
  - Class observations revealed an emphasis on teacher-directed, whole-class instruction. Although sometimes engaging for all or most students, this pedagogy resulted in less observable student talk, student thinking, or peer-to-peer meaning making. The SQR team observed students “doing” activities, including science labs, with the goal of completing them. Students learned safe laboratory techniques and equipment for measuring/weighing and mixing chemicals, but did not understand the underlying concepts related to mass. Students worked on illustrating and finalizing three-fold brochures to attract visitors to Africa as an example of persuasive writing and a substitute for a five-paragraph persuasive essay. Students placed more emphasis on the appearance of the three-fold brochure than on the quality of their persuasive writing or research. A computer class emphasized tools and skills rather than Information Literacy (research and evaluating resources).
2. There was wide variety in the level of academic rigor and “meaningful and challenging” curriculum provided across classrooms.
- Classroom observations: Even with the same scope and sequence, teachers had different standards for acceptable work. In at least one 8<sup>th</sup> grade Advisory, students built a vertical tower using stackable blocks rather than the more challenging popsicle sticks and tape specified in the Advisory lesson plan, making the task easy and shifting the focus from a team-building challenge to a fun group activity. As an integrated English Language Arts/Social Studies project, the Africa travel brochure set a low bar for mastery of both persuasive writing and social studies content related to the African continent. In a 7<sup>th</sup> grade Science lesson on genetics and inherited traits, one class took a rigorous, scientific approach, collecting whole-class data on individual taste strips and using the gene wheel to look

## Quality Indicator 1: Quality Learning Experiences for All Students

for “gene twins,” and also collecting data on earlobes, dimples, and cleft chins, and recorded the data as part of whole class analysis of which traits are dominant or recessive for the class as a whole. Meanwhile, another 7<sup>th</sup> grade Science class on genetics was finishing “Create-a-Kid” by having students walk around the room and decide what color eyes their baby might have if one student had brown eyes and one had blue; in this classroom many students were unable to explain why or how one would determine this.

- Student use of academic language was only observed in 36 percent of classes, including those 8<sup>th</sup> grade social studies classes that were almost exclusively focused on vocabulary.
  - Parent Focus Group: “It’s like a roll of the dice. The 6<sup>th</sup> grade ... teachers have great energy and communications. The next year, with different teachers, in the same subjects he excelled in the year before, he has a completely different experience.”
3. There were few examples of differentiation of instruction to meet the needs of all learners.
- The SQR team observed examples of differentiation of instruction in only 10 percent of classroom observations.
4. Learning was not made mandatory for all students, and instructional time was not maximized.
- In 40 percent of classroom observations, fewer than 85 percent of students were consistently engaged in learning.
  - In ten observed classrooms, learning and participation was not required of all students. The SQR team observed students talking (sometimes loudly), walking around, yelling “Shut up,” throwing pencils, and hitting each other without teacher redirection or intervention. In some cases, students talked over teachers and ignored their instruction. Some teachers ignored students who had their heads on their desks and focused on students who chose to participate.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Safe and Nurturing Learning Experiences</b></p> <p><i>A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>Procedures, practices and talk support students to take risks and feel okay to make mistakes in their learning</li> <li>Students display safe, respectful behaviors.</li> <li>Communication <i>between student and teacher</i> is safe, nurturing and caring.</li> <li>Communication <i>between students</i> is safe, nurturing, and caring.</li> <li>Teachers and students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different “lines”.</li> </ul>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that all students experience safe and nurturing learning experiences across the day and across the campus.</b></p>

Westlake Middle School is rated **Developing** in this standard.

### Strengths:

- The staff has set a goal of improving the culture at Westlake and reducing suspensions by 25 percent and is taking concrete steps to achieve those goals.
  - This year, changes were made in On-Campus Suspension (OCS) policy, spelled out in the 2011-12 Staff Handbook. The new policy holds teachers more accountable for out-of-class disciplinary referrals to OCS, resulting in a reduction of referrals.
  - Staff and students created a shared set of values last year, The Westlake Way, and are implementing them throughout the school this year. In addition to the new Advisory period designed to structurally support the teaching and practicing of The Westlake Way, the shared values are intended to help students deal with frustration and conflict, among other things.
  - On Campus Suspension referral numbers and patterns are discussed in Referral Assessment Meetings (Coordination of Services structure).
  - On Campus Suspension requires students to fill out a reflection form focused on The Westlake Way. The first question is, “What part of The Westlake Way was not receiving your respect today?”
  - Conflict Resolution Coordinator works directly with students and trains and leads Peer Mediators.
- This year, The Westlake Way was embraced by the administrative, teaching, and support staff throughout the school.
  - Adults regularly refer to The Westlake Way or to one or more of the values. In one teacher interview, a teacher noted, “We need to develop a culture within the school community to deal with the frustration and agitation some of our kids have.”

## Quality Indicator 1: Quality Learning Experiences for All Students

- Four values were embedded in the Advisory curriculum/learning activities for the week of observation, and the curriculum was co-authored by an Advisory curriculum team made up of classroom teachers.
  - Eighth grade Leadership class begins each day with “Stand and Deliver” – reciting The Westlake Way and sharing personal examples of it.
  - After School Program staff incorporate those values in their teaching. “Dance class is a safe space. There are no judgments here, and I want students to carry that value forward into other areas of their life.”
3. Most students behave in safe and respectful ways in hallways and in classrooms.
    - In a number of classrooms students exhibited self-discipline and respectful behavior toward their peers. For example, students “counted off” to form their teams, and immediately organized into their teams and volunteered for specific roles within the team.
    - Hallways: The majority of students greets each other in friendly ways and behaves in safe and respectful ways during passing periods and at lunch.
  4. Administrators, support staff, and most teachers communicate with students in safe, caring, and supportive ways.
    - Administrators and teachers stand in the hallways creating a culture of calm during passing periods, as well as before and after school.
    - The Special Day Classes (mixed grades) provide a safe environment for expression, and in one lesson connected understanding of geographic peaks and valleys to emotional highs and lows. Teacher also shared highs and lows.
    - English Language Arts, 8<sup>th</sup> Grade: “Let’s lift up, not tear down.”
    - Support staff members play a role in relating to students in a caring, supportive way. Support Staff Focus Group: “It’s adults supporting students here.” In addition to teaching staff, On Campus Suspension, Conflict Management, and Custodial staff all work with Advisories.
    - Many students indicate that they have at least one trusted adult within the school, and those adults ranged across teaching, support, after school program, and administrative staff. Mr. Karigaca and Mr. Bailey were repeatedly mentioned as adults that students trust and respect and who help them with problems.
    - Students overwhelmingly report feeling that the adults in the building care about them.
  5. The library serves as a safe, quiet, and comfortable place for students during lunch and after school.
  6. Several classes promote active student support for each other. A few examples included students supporting each other during trumpet auditions in Band, and when the whole class applauded after multiple students helped each other explain math problems.

### Challenges:

1. Communication between students was safe and respectful in only 43 percent of classroom observations.
  - The team observed instances where students were allowed to tease or harass one another without teacher intervention. The SQR team observed students talking (sometimes loudly), walking around, yelling “Shut up,” calling each other names, throwing pencils, and hitting each other.
2. There is no common language or process used by all adults to help students understand and resolve conflicts.
  - There are some basic shared understandings among adults: conflicts have (at least) two sides, and there need to be meaningful consequences. What that actually looks like in practice across the school varies significantly.

## Quality Indicator 1: Quality Learning Experiences for All Students

- There is no consistent process in place to address student-teacher conflicts.
  - The SQR team did not see or hear about culturally relevant ways that adults and students understand or discuss the conflicts that occur between students at Westlake. The team did not observe efforts to build bridges across cultural differences that acknowledge those differences or the concept of being “allies” across difference.
  - An African American student, when describing that the majority of kids who get suspended are African American, said, “Asian kids act innocent, but they sometimes start things. They say disrespectful things under their breath, talk about people in their language, then laugh and look at you.” Others agreed.
3. There is no evidence of a clear, consistent system to support teachers who consistently struggle with classroom management.
- While changes in OCS policy have resulted in fewer referrals, a small number of teachers still account for disproportionate out-of-class referrals to OCS.
  - No coordinated system exists to support teachers to implement strategies to effectively engage all students, nor is there clarity about where that support should or could come from: PLCs, Peer Observation, Departments, Administrators, coaches, etc. (There is no RAM for teachers.)
4. Communication between teacher and students was distinctly safe and caring in only 25 percent of classroom observations.
- When one student made a rude comment, the teacher said, “I don’t allow ‘Shut up’ in my class. You have to be kind and respectful to each other.”
  - In other classrooms, there were either incidences of negative communication between teacher and students or no evidence of communication being “safe and caring.”
  - Examples of distinctly disrespectful and derogatory language by a few teachers were observed. For instance, in front of an entire class, one teacher said, “Sure you can take him out, he usually doesn’t do anything in here anyway.” These types of public comments were directed primarily at African American male students.
5. There was significant unsafe behavior between a small number of students during passing periods, at lunchtime, in a few classrooms with significant management challenges, and when there were substitute teachers.
- The SQR team observed significant profanity (sexist, homophobic, and/or generally demeaning) and physical horseplay (pushing, shoving, head and behind slapping) between some students in the downstairs hallway in main building and between the back door of the main building and the gym.
  - Parents expressed concern about substitutes, since there have been several student altercations in classrooms with substitute teachers. *This is particularly noteworthy, indicating that the teachers are playing a crucial role in keeping the space safe for students. This implies several things, such that it is not the kids who are different, but the environment the adults create (this contradicts one theory we heard that 6<sup>th</sup> graders are just better behaved than 8<sup>th</sup> graders). This represents a powerful resource for modeling effective practice within the school. Also, it raises the question of how to leverage those teachers’ ability to create safe, studious environments to go one step further and engage students in creating and maintaining safety even when those teachers aren’t present.*

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 4: Active and Different Ways of Learning</b></p> <p><i>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>• Students collaborate and/or learn using various learning modalities and/or multiple intelligences.</li> <li>• Instruction balances direct explanation, modeling, guided and independent practice.</li> <li>• Students use academic language and key vocabulary in speaking and writing.</li> <li>• Grouping of students for instruction varies and is matched to the learning target or students' needs.</li> <li>• Students have regular opportunities to actively construct knowledge, through a variety of learning resources (and are not simply passive recipients of pre-determined ideas and information).</li> </ul>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to <b>ensure that all students experience active and different ways of learning.</b></p>

Westlake Middle School is rated **Beginning** in this standard.

### Strengths:

- Several teachers provided active and different learning experiences in which students constructed knowledge.
  - 7<sup>th</sup> grade Science class: Active learning about genetics using taste strips, recording data, analyzing data, and building on prior knowledge of genes/alleles, dominant and recessive traits was observed. Some students took extra taste strips home to collect data from family members to increase size of dataset.
  - 6<sup>th</sup> grade Math: Teacher led, "Show your logic. Meet in conferences for two minutes." Two students went to blue (easiest), everyone else to green (hardest). Students regrouped and went back to seats. One student at a time went to the board to explain how he/she solved the problem. "How many of you used your notebook to help you solve the problems?" 8 hands. Document camera: Teacher said, "I need to find the greatest common denominator of 4/12." Student asked for help. Teacher: "Every fraction is?" Student choral response: "A division problem." Whole group, small group, individual work, with differentiated difficulty of problems. Efficient grouping and regrouping of students and desks. Students used academic language associated with fractions – e.g., denominator, common denominator.
  - Extended Day Environmental Science Investigators: Teachers built on 6<sup>th</sup> grade students' prior knowledge about ecosystems, invertebrates, and urban creek health. Students took a follow-up field trip to a local creek to collect samples of invertebrate life forms in creek water and the creek bed. Students analyzed data, used math to calculate the health index of creek, and hypothesized on underlying causes of poor creek health and what invertebrate life forms would look like in a healthy creek. The lesson was challenging, engaging, and interactive. Data was to be combined with 7<sup>th</sup> and 8<sup>th</sup> grade field trip data to create a larger sample to generate more accurate findings.

## Quality Indicator 1: Quality Learning Experiences for All Students

- English Language Development class (mixed grades): Teacher provided direct instruction, modeled sentence patterns, and led guided practice. Then students used these sentence patterns in creating their own sentences. Teacher assisted and scaffolded for students who had more difficulty producing sentence responses.
- SDC class (mixed grades): Whole class instruction moved quickly and interactively, with consistent checking for understanding. The plan consisted of a warm up, grammar worksheet and debriefs, individual work, and peer editing.
- Music/Band (mixed grades): Students practiced scales for warm-up, drills for practice, reading music and holding notes at beat 52, listening to each other to try to play at the same volume, starting crescendo softer to give it room to build, playing staccato (crisp/short note), and the alto sax cutting volume in half. Students and the teacher listened, played, used academic (music) vocabulary (crescendo, staccato), made a group sound and also played or watched individual auditions.
- Advisory 6<sup>th</sup> Grade: There was clear direct instruction for task. Teamwork included specific roles to plan a vertical structure made of popsicle sticks and scotch tape. Verbal and non-verbal communication was used, and there were individual contributions and group work. The whole team got a score.
- Math 6<sup>th</sup> Grade: The teacher had three different things happening each day to differentiate for students at different math levels.

### Challenges:

1. Most classrooms were characterized by whole group direct instruction (e.g., vocabulary definitions) or independent work (e.g., finishing and illustrating final Africa brochures, writing sentences) with few opportunities for small group or differentiated instruction/activity. Teachers did much of the talking and called on students for specific responses.
  - Engagement strategies were occasionally used in 20 percent of observed classes (hand signals used to check for understanding, equity sticks for participation). However, these activities were not used to prompt students to ask “why” or to construct new knowledge.
2. Classroom management problems decreased learning in some classes.
  - Significant class time was spent trying to get the class to focus, trying to lower the noise level, reprimanding particular students, or waiting for students to settle down.
  - Trying to maintain a positive tone, some teachers allowed students to ignore their instruction. As a result, learning depended on whether or not a student chose to participate.
  - Even with well-designed lessons (providing a balance of direct explanation with visuals, modeling, guided and independent practice), lack of classroom control negated efforts to get all students to make meaning of the lesson or to understand the main learning objectives.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 7: Students Know What They are Learning, Why, and How it can be Applied</b></p> <p><i>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>• Students apply academic language and key vocabulary in speaking and writing</li> <li>• Students know the learning objectives for the lesson.</li> <li>• Students know why they are engaged in this learning (i.e., long-term outcomes of it)</li> <li>• Students have their learning checked with immediate feedback regarding their progress toward the day's learning objectives.</li> <li>• Students knew how it can be applied.</li> <li>• Students understand what it looks like to know, perform, and interact "well" (with quality).</li> </ul>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to <b>ensure that all students know what they are learning, why they are learning it, and how that learning can be applied.</b></p>

Westlake Middle School is rated **Beginning** in this standard.

### Strengths:

1. Almost every classroom had some form of learning objectives posted that generally related to the lessons.
2. In a few classes, students were able to explain, in their own words, what they were learning and why it was important.
  - Why is grammar important to learn? "Because if you have a job, you need to write in complete sentences."
  - How will you know when you've learned to add and subtract mixed numbers? "I can do it in the homework without help."
  - How will you know you have learned about the inside of the earth? "We are going to build a project."
  - What do you do if you need extra help? "Go to tutoring on Tuesday and Thursday." "Ask three people near you, then ask the teacher." "Look in the Table of Contents in your notebook." "Change the cup from blue to red."
  - One student could not explain the day's objective but spoke about the need to learn math in order to become a chef. "I will need math, fractions, multiplying proportions for cooking."
  - What are you learning? "We're combining elements with their negative and positive charges – they attract each other. You have to make sure it adds up to zero."
3. In a few classes, students used academic language (e.g., denominator, dominant and recessive traits, alleles/genes, invertebrates, crescendo, similes).

## Quality Indicator 1: Quality Learning Experiences for All Students

4. There were some strong examples of teachers checking for understanding.
  - Math 6<sup>th</sup> Grade: Teacher checked for understanding by asking students, “Is he doing it right? Why did he multiply by 5/5? Why can he do that?” Teacher asked a student to tell another student the next step, and asked yet another student to explain why it was correct.
  - Social Studies 8<sup>th</sup> Grade: All observed teachers checked for understanding of vocabulary by having students write their own sentences using each word and share with class. This appeared to be part of a shared, grade-level scope and sequence and vocabulary lesson plan or routine.
  - SDC (mixed grades): Teacher checked for understanding of *similes* through interactive discussion of examples with the class.
  - Social Studies 8<sup>th</sup> Grade: teacher used thumbs up, thumbs down, or thumbs to the side before moving on.

### Challenges:

1. Many students did not know exactly what they were supposed to be learning or why.
  - While learning objectives were posted in some form in most classrooms, students did not necessarily understand the learning objective beyond repeating what was written on the board.
    - Some students mistook the activity of the day for the learning objective -- e.g., What are you learning (in Algebra class)? “Why we have ramps at Westlake.” Why is it important to learn? “Because handicapped students use wheelchairs on ramps because they can’t use the stairs.” There was no link to the notion of slope and the graphing of intervals, pattern, slope in Algebra.
    - Some students expressed misconceptions about the learning objective. (What is an editorial? “An idea.”)
    - Students often could not find a clear application for what they were learning in class and provided more general thoughts that it might be useful in the future for job, college, or for general or personal reasons. (Why is it important to learn to add/subtract mixed numbers? “So I can get an education and move on with my life.” “I might have to work at a place that requires it.”)
    - Sometimes, they simply did not know. (What is a context clue? “I don’t know.”)
    - Some students gave vague responses. (What are you learning? “Chemical reactions.” Why is it important? (shrug) “So we know how things change.”)
2. In 59 percent of class observations, students did not use academic or content specific language.
3. Only 20 percent of observed classes had examples of checking for understanding. Sometimes the check was procedural and not related to the main learning objective.
  - For example, an 8<sup>th</sup> grade Science teacher checked for understanding of lab procedures and safety precautions (wafting, wearing goggles), and for procedures for weighing chemicals (setting scale to zero each time, etc.), but not for the main chemistry concept.
4. Students were rarely given examples of what it looks like to know, perform, or complete an assignment well.
  - There was little evidence of modeling high quality, excellent student work.
  - In one instance, exemplars shown to students from the previous year did not provide a standard of quality research nor of a strong five-paragraph persuasive essay. Students appeared to use these exemplars as a model for their own work.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 8: Academic Intervention and Enrichment Supports</b></p> <p><i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is <b>little</b> evidence that the school provides the following:</p>	<p>There is <b>some</b> evidence that the school provides the following:</p>	<p>There is <b>substantial</b> evidence that the school provides the following:</p>	<p>There is <b>strong and consistent</b> evidence that the school provides the following: Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> <li>Identifying students who are struggling to meet expected learning targets,</li> <li>Identifying <u>why</u> students are struggling, and</li> <li>Referring them to the supports that address their need(s).</li> </ul> <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> <li>Identifying students who have (quickly) mastered expected learning targets, and</li> <li>Referring them to enrichment opportunities that extend their learning.</li> </ul> <p>Strategies and supports—during and outside class—to serve the variety and volume of student needs (including 2<sup>nd</sup> language learning, special education, and 504 needs).</p>	<p>There is <b>strong and consistent</b> evidence that the school provides the following:</p> <p>The school has implemented systems, including student input, to review evidence of these supports to <b>ensure that all students experience needed academic intervention and enrichment.</b></p>

Westlake is rated **Beginning/Developing** in this standard.

### Strengths:

- There are pockets of data-driven, differentiated instruction, which provide intervention and enrichment within core classes.
  - 6<sup>th</sup> Grade Math: Teachers identify 15 students who are struggling to meet expected learning targets, and who have been Below Basic since Grades 4 and 5. These students receive six weeks of intensive math intervention during the Elective Wheel. Struggling students also receive daily differentiated instruction in the classroom.
  - 6<sup>th</sup> Grade Math: Teachers identify students who have mastered learning targets and provides six weeks of Grade 7 math content (such as similar triangles). More advanced math students also receive engaging challenge problems from Singapore Math text elementary textbooks (which are at a much higher level of difficulty than elementary material in the U.S.).
  - 6<sup>th</sup> Grade Math: Teachers employ student-athlete tutors from UC Berkeley who support students in completing a set of mastery standards aligned to the Common Core State Standards for Mathematics. They also use Pearson’s Math Navigator computer math, also aligned to the Common Core. All students can follow their own progress on mastering standards by looking at a wall chart listing every student’s name and all 20 mastery standards, reportedly providing motivation and a sense of efficacy for students and tutors.
- The Homework Club serves 40-70 students four days/week and provides extended day opportunities for any student to receive homework support. In December, EVCCYFS staff planned to require 20 Extended Day students who have at least 85 percent attendance in their Extended Day classes and a 2.5 GPA or below to attend Homework Club.

## Quality Indicator 1: Quality Learning Experiences for All Students

3. Special Education students receive strong differentiated instruction in Westlake's Special Day Classes and Resource Program. Special Education services are coordinated with other mental health and academic interventions through the RAM structure.
4. The EVCCYFS after school program provides the Extended Day Environmental Science class, which is a challenging and engaging enrichment opportunity.
5. The And1-Sports after school program is designed as an intervention for African American Male students (it is available to all students); the staff intentionally link sports skills to life skills and promote academic achievement in culturally relevant ways.
6. Westlake's instrumental music program provides strong music education.
  - The Westlake Band is well respected and frequently plays at school and community events.
  - It serves about one-third of the students (more than 200) and is a major enrichment opportunity.
7. The library is open for reading and computer use at lunchtime, and it is used by many students.

### Challenges:

1. There is not a consistently implemented school-wide structure to identify the need for and coordination of academic interventions. (The well-developed RAM structure is used primarily for social-emotional and behavioral interventions.)
2. There is little evidence that well-designed interventions for struggling students or enrichment opportunities for more advanced students exist beyond the 6<sup>th</sup> grade core and 8<sup>th</sup> grade Geometry. The Read 180 intervention in place in previous years was discontinued this year. It wasn't clear what curricula or data tracking tools are being used in the two pull-out reading intervention classes this year.
3. There is little evidence of collaboration between the after school program teachers and the regular day teachers to share best practices, link curriculum, or share information about students.
  - For example, the ASP Environmental Science class takes place in a Science classroom, but the exchange between teachers appeared to be transactional, focused only on routines of sharing a classroom space.
  - The ASP also includes ArtEsteem: Self as Super Hero, which could tie to school day art and literacy, and includes physical activities that could tie to PE and student physical fitness, etc.; but it is unclear whether there is a system for two-way communication between school day and ASP teachers about the students, or any integration of the learning and student work produced in the rich ASP.
4. The after school program isn't targeted towards students who need intervention support most (through targeted recruitment or parent outreach and education). Intervention and program ideas designed last spring by EVCCYFS staff haven't been implemented due to staff changes.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 10: Equitable Access to Curriculum</b></p> <p><i>A quality school provides curriculum and courses (including A-G and AP courses at the high school level) that prepare students for college, and it ensures equitable access to such curriculum and courses, for all students, through academic interventions that catch and support students to complete a college preparatory course work.</i></p>	<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background, gender and sexual orientation) are not proportionally represented in the academic programs across the school.</p> <p>Specific learners who experience on-going discrimination or who are part of historically lower-achieving groups may not have a full schedule of courses or may not have access to a challenging core curriculum, taught by fully-qualified teachers</p> <p>These specific learners are segregated into separate learning situations and do not receive the instruction or supports that will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does not consider these learners as groups with particular learning needs.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are not proportionally represented in the academic programs across the school. <u>However</u> there are deliberate efforts made to address this problem for some of these student groups and to support their integration into a challenging core curriculum with qualified teachers.</p> <p>OR</p> <p>Proportional distribution of groups of students exists -- but the basic curriculum itself does not offer most students the gate-keeping curriculum needed for preparation for higher education (e.g. algebra, lab sciences).</p> <p>Some learners who experience on-going discrimination or who are part of historically lower-achieving groups are still segregated into separate learning situations and do not receive the instruction or supports which will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, but it is uninformed by data-based inquiry.</p> <p>Some academic supports target these specific learners, but it is haphazard whether and how a student becomes involved and only a portion of students who might need such services actually receives them.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are proportionally represented in the academic programs. School structures and policies promote differential inputs as needed to support the needs of specific learners who experience on-going discrimination or who are part of historically lower-achieving groups, which gives them access to challenging curriculum and enables them to achieve high standards. These specific students are fully integrated into a challenging core curriculum with qualified teachers.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, and the people in key gate-keeping roles in the school have received training about access and equity issues, and operate with clear guidelines for ensuring full access.</p> <p>Academic supports are available so all students receive the help they need to master high standards.</p>

## Quality Indicator 1: Quality Learning Experiences for All Students

Westlake is rated **Developing** in this standard.

### Strengths:

1. Westlake's staff set and reached an explicit goal of reducing the achievement gap (CST English and math scores between African American and Asian students) by 50 percent last year. The staff created instructional agreements and school culture agreements designed to give African American students access to the core curriculum and strong academic preparation.
2. Westlake's PLC structure is designed to support teachers to work together to plan high quality curriculum, using student work and achievement data to inform planning.
3. Westlake is among OUSD's most ethnically and linguistically diverse middle schools – about half of its students are African American, 20 percent are Latino, 20 percent are Asian, and 4 percent are white. English learners also make up one in five students, speaking Spanish, Chinese, Arabic, Vietnamese, Cambodian, Tigrinya, and other world languages. For the most part, general education classes do not appear to be segregated by ethnicity.
4. All students have access to homework support and mental health services.
5. The On Campus Suspension policy is intended to keep students in class, underscoring the need for strong curriculum and instruction designed with all students in mind.

### Challenges:

1. Advanced classes such as 7<sup>th</sup> grade Algebra I or 8<sup>th</sup> grade Geometry do not reflect the student population at Westlake. Although African American students make up half the student population, there are just a few in these advanced Math classes.
2. Some academic supports target historically under-performing students, but some programs such as the Homework Club are largely voluntary, and African American students (who make up half the school) are under-represented.
3. It is unclear what specific supports exist for English learners outside of ELD classes.
4. Linguistic and cultural diversity aren't leveraged as assets. ELD students, making up one in five students, have little explicit mutual learning or relationship/community building opportunities with "English Only" or students re-designated as English fluent in the general population.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 11: College-going Culture and Resources</b></p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>• Students connect how their learning in class prepares them for future college and/ or career opportunities</li> <li>• Students use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college.</li> <li>• Families have opportunities to use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college.</li> </ul>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that a college-going culture and resources are experienced by all students.</b></p>

Westlake is rated **Undeveloped** in this standard.

### Strengths:

1. There are pockets of attempts to create a college-going culture.
  - Teachers and students occasionally mentioned college as a reason to learn.
  - UC Berkeley scholar-athletes are brought in as Math tutors for 6<sup>th</sup> grade students.
  - At least one 6<sup>th</sup> grade classroom has multiple college pennants on display.

### Challenges:

1. Students are not adequately prepared for high school, college, or career paths. They lack knowledge about high school options, A-G requirements, and possible college and career paths.
  - Da Town Researchers student SQR team members found the following in a Focus Group of 8<sup>th</sup> graders:
    - When asked about their knowledge of A-G requirements, only one student out of 12 answered, and he thought they were a requirement for high school.
    - When asked about their counselors, half the students didn't know if they had a counselor and the other half threw out random staff names.
    - Students could not connect their classroom curriculum to college requirements or A-G requirements.
  - As of the Site Visit date in December, all of the eight graders interviewed, including one African American male in Geometry, reported that they had not yet received any information or participated in any discussion about choosing a high school, and that they had not discussed what courses they need to take in high school in order to go to college (A-G sequence, etc.).

## Quality Indicator 1: Quality Learning Experiences for All Students

2. There is little to no observable evidence of a college-going academic identity for the school, or a sense of how the middle school years fit into a college-going pathway for Oakland students, or how academic aspirations and achievement are an integral part of The Westlake Way values.
3. There is no evidence of parent education to demystify the college process or prepare parents (who haven't gone to college themselves) for college-related expectations (high school grades, test scores, financial aid, what to consider in picking a high school, how middle school prepares students for college preparatory course sequence/A-G courses, etc.).

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of learning environments that are safe, supportive, and healthy for all students.

“Safe, Supportive, and Healthy Learning Environments” recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success.

These rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, and Healthy Learning” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

### Definitions

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1: Safe and Healthy Center of Community</b></p> <p><i>A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day.</i></p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>• Students and parents feel safe and free from threat or bullying.</li> <li>• Student-staff, student-student, and family-staff interactions keep students physically safe.</li> <li>• Safety procedures are evident and enforced by all stakeholders.</li> <li>• Mechanisms are in place to communicate with families/ community partners in a timely way.</li> <li>• Students are provided healthy food and health-focused physical activity.</li> <li>• Health partnerships, both on and off site, ensure student health needs are met.</li> <li>• Health education is integrated into classrooms, programs, and services.</li> <li>• Systems are in place for community to access facilities and to ensure space is taken care of.</li> </ul>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to <b>ensure that the school functions as a safe and healthy center of the community.</b></p>

Westlake Middle School is rated **Developing** in this standard.

### Strengths:

1. Parents in a focus group reported choosing Westlake in part because it is viewed as a safe school with a stable, welcoming staff.
2. Eagle Village Community Center Youth & Family Services, Inc. is a strong and stable partner providing a rich After School Program, confidential Mental Health Services to support students with social and emotional issues, and a Family Resource Center to coordinate family services, all with a “whole child” approach.
3. The Family Resource Center, located in the center of the school, directly between the main entrance and the office, is readily accessible to parents and guardians upon entering the building.
  - The FRC is a cozy room, furnished with a small couch; several chairs and lamps; a table with two new computers, connected to the internet, and a printer; and bookshelves stocked with books on parenting, adolescent development, resume writing, and job searching. On the walls, interspersed with artwork and a mirror, there are hanging folders with informational pamphlets on topics like housing, food banks, and low cost medical providers.
  - The FRC door is left open before, during, and after school, unless there is a confidential conversation happening inside.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

4. Many students choose to be occupied and involved in leadership and enrichment programs through the after school program. Da Town Researchers' student SQR team members observed the following:
  - In the Homework Club, students were utilizing their time by working on homework and getting help from tutors. When the tutors were helping a specific student, other students were still working on their homework.
  - In the dance program, the girls all seemed very determined and engaged in their rehearsals as they were preparing for their performance. No one was sitting out or messing around; everyone was on task and dancing.
  - In the drama club, the students were on task as the coordinator worked individually with students on warm ups. While an individual student occupied the coordinator, other students were practicing with each other. Instead of slacking off or going off task, they actually stayed on task.
  - In the sports club, everyone was active playing sports such as basketball, football, and dodge ball. By the smiles on their faces we could tell they were engaged in their activities.
  
5. The administration is open and welcoming to community groups (for instance, adult exercise groups), although union and district policies make collaboration with the school too expensive for many community groups to make use of this resource.

### Challenges:

1. PE classes are not fully leveraged as a means of health-focused physical activity.
  
2. The Family Resource Center is underutilized to help parents support students' academic development.
  - Many families drop off their children before school and never enter the building.
  - There is not a culture of parent-school collaborative partnership. Most parents and teachers do not engage as valuable partners to one another.
  - Parents report frustration with the lack of information about students' academic and social-emotional progress and high school options and pathways.
  - Most teachers are unaware of the exact resources available to parents through the FRC, so they do not direct parents to those resources.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Coordinated and Integrated System of Academic and Learning Support Services</b></p> <p><i>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</i></p> <p><b>Standard 5: Identifies At-Risk Students and Intervenes</b></p> <p><i>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising.</i></p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps and seek resources to fill them.</li> <li>Broad menu of on-site strategies, services and partnerships respond to student/family needs.</li> <li>Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met.</li> <li>Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs.</li> <li>Students and families know what services are available.</li> </ul>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to <b>ensure that the school provides a coordinated and integrated system of academic and learning support services.</b></p>

Westlake Middle School is rated **Beginning** in this standard.

### Strengths:

- EVCCYFS provides a broad range of on-site strategies, services, and partnerships to respond to student/family needs, including Mental Health Services, which provide individual and group counseling to approximately 100 students, Homework Club that provides quiet homework support to up to 70 students per day, and a Family Resource Center Coordinator who is available to link families to teachers and other school supports.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

2. Teachers and other adults in the building can initiate a Student Study Team for students they have significant concerns about. This is generally used as a response to social/emotional/behavioral concerns, rather than for academic concerns. SST referrals are submitted to Assistant Principal Van Tassel and coordinated by the RAM team.
3. A leadership class fosters school-wide student leadership and community-building.
4. A new Advisory program for all students provides a space during the school week during which students can develop social and emotional skills, and in which teachers and students can develop personalized relationships. Other school staff, including administrators and On Campus Suspension staff, also lead Advisory groups and develop relationships with a small group of students.
5. The Family Resource Coordinator connects individual families with community resources.
  - Some teachers and other WMS and EVCCYFS staff inform FRC about specific concerns about students (homelessness, hunger, abuse, other family crisis, etc.). FRC follows up with the student and their families, sharing information about food banks, housing agencies, etc.
  - FRC coordinates a food drive and gift card distribution to 5-10 families per year at the holidays.

### Challenges:

5. There isn't a consistently implemented school-wide structure to identify the need for and coordinate academic interventions. (The well-developed RAM structure is used primarily for social-emotional and behavioral interventions.)
6. The after school program isn't targeted towards students who need intervention support most (through targeted recruitment or parent outreach and education). Intervention and program ideas designed last spring by EVCCYFS staff haven't been implemented due to staff changes.
7. Parents are not engaged as partners in making intervention or enrichment plans for students, in monitoring those efforts, or in planning out a high school or college path.
8. A lack of communication between the Family Resource Coordinator and teachers limits the effectiveness of the resources available to families. Teachers' knowledge of, use of, and collaboration with the Family Resource Coordinator is inconsistent. While teacher express appreciation for the FRC, many are unaware of the specific roles the FRC is available to play with students' families, or the resources available to families.
  - "I was surprised that we had a commuter bus for parents parked on our campus for about 3 weeks, but when I asked my students if any of their families had used the facilities, most did not know anything about it. Like my students, I am unclear about what support the Family Resource Center provides families."
  - "I wish I had more clarity on what her role was and how we could interact with her to produce more parent involvement at Westlake."
  - "I would like to see more ahead of time communication with parents/staff – phone blasts are sent out the day before an event...staff are not given adequate time to organize events..."

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6: Inclusive, Welcoming, and Caring Community</b></p> <p>A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community.</p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>• Students and parents trust staff.</li> <li>• Students and their families are “known” by school staff.</li> <li>• Procedures and practices support new students and their families to quickly feel like members of the school community.</li> <li>• Procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community.</li> <li>• Staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/cultural “lines”.</li> <li>• Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences.</li> </ul>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that students and their families experience an inclusive, welcoming, and caring community.</b></p>

Westlake Middle School is rated **Beginning** in this standard.

### Strengths:

1. Parents and students express trust in the staff with very few exceptions. Parents express tremendous respect for the principal.
2. The Attendance Clerk serves as a major connector between parents and the school and is able to communicate with a vast majority of families in the school in the appropriate home language.
3. The Conflict Mediation Coordinator provides significant support to help students resolve and heal conflicts. He also trains and coordinates student Peer Mediators and occasionally runs restorative justice processes with groups of students.
4. The Family Resource Coordinator builds positive relationships with many families across the school.
  - FRC meets families during Registration in August and meets with transfer families when they arrive throughout the year. “...has walked several new students over to my room, and introduced them to me if they are interested in participating in the music program.”

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

- FRC coordinates Student of the Month luncheons, where parents are invited to attend an awards ceremony and lunch every other month. Each teacher is invited to submit the name of one student to receive an award each time.
- FRC is available to meet with parents who are upset or have questions or concerns.
- FRC provides informal support and coaching to individual parents and families when they approach her or when she hears from teachers or other staff that there may be a problem.
- FRC works with the new PTA.

### Challenges:

1. The lack of student voice and sense of independence contributes to a disruptive culture. Da Town Researchers student SQR team members observed the following:
  - Students in the 8<sup>th</sup> grade focus group were agitated when they were asked about the school uniforms. The conversation became very heated and all the students spoke up at once about their distaste for the uniforms.
  - Students in the 8<sup>th</sup> grade focus group expressed that they do not feel comfortable about the school escorts required when students want to go to the bathroom or when they want to get some water. Students expressed that the school does not acknowledge the students' protests against this rule and that they feel a lack of voice.
  - Students in the 8<sup>th</sup> grade focus group claimed that the maturity level has decreased because they have less voice in their school, and that because they have less voice in their school, they act up when it comes to things they don't like.
2. The school does not actively demonstrate that it values its cultural diversity.
  - There is no school-wide practice of naming and discussing the differences and similarities between students' cultures, or explicitly teaching students how to be allies to one another across their differences. The Westlake Way names supporting each other, together we succeed, and showing respect, but the curriculum does not explicitly acknowledge the difficulties in doing so across race, ethnicity, socio economic status, etc. It does not articulate why it is powerful, useful, and important to do so.
3. There have been changes this year in the On Campus Suspension policy aimed at reducing classroom referrals and out-of-school suspensions by 25 percent. This is having some positive effect, although there are some teachers who routinely send students out.
  - The follow up with those teachers (supporting them to improve skills to keep students engaged, positive and learning, and holding them accountable for implementing the Instructional Agreements and The Westlake Way) is inconsistent and insufficient.
4. There was no evidence that procedures and practices support new students and their families to quickly feel like members of the school community, or that over time families become more invested in being part of the school community.
  - Parents report having far less communication and engagement with 7<sup>th</sup> and 8<sup>th</sup> grade teachers than they do with 6<sup>th</sup> grade teachers.
  - Very few 8<sup>th</sup> grade parents attend Back to School Night.
  - This sense of not feeling connected to the school community was expressed despite the fact that parents had briefly met the principal and Family Resource Coordinator.

### Quality Indicator 3: Learning Community Focused on Continuous Improvement

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that thriving schools consistently endeavor to develop as robust learning communities.

A “Learning Community Focused on Continuous Improvement” describes a school that consistently and collaboratively works to improve the school and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.

OUSD’s approach to learning communities is rooted in the literature on Professional Learning Communities (PLCs) developed by Richard DuFour, Rebecca DuFour, and Robert Eaker. They define a PLC as “characterized by a set of core beliefs and practices: a commitment to the learning of each student and structures that support teachers’ focus on student learning. When a school functions as a PLC, adults within the school embrace high levels of learning for each student as both the reason the school exists and the fundamental responsibility of those who work within it.”

This Learning Communities rubric focuses on the members of the community whose primary responsibility is student learning: teachers and those that support teachers. This group of individuals is not *de facto* a learning community; however; they develop into a learning community as they collaborate together, build trust, challenge one another, and support one another – in service of student learning.

These rubrics enable schools to self-assess against the quality school learning community standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals or teams within the school.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

### Quality Indicator 3: Learning Community Focused on Continuous Improvement

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1: Collaboration</b></p> <p><i>A quality school makes sure that teachers work together in professional learning communities focused on student progress.</i></p>	Teachers do not collaborate.	The school staff has developed a plan for teacher collaboration and a few teachers have begun to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Some teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Most teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	The school staff regularly reflects on their approach to collaboration, and processes have been adjusted based on these reflections.

Westlake Middle School is rated **Sustaining** in this standard.

**Strengths:**

- Teachers collaborate weekly in grade-level content teams (PLCs) to discuss common scope and sequence, lessons, assessments/projects, and to look at student work. There was evidence across classrooms and in observations of PLCs meeting.
  - 6<sup>th</sup> grade has cored English Language Arts/Social Studies and Math/Science. Across cored classes, teachers plan together. The Math/Science team also developed a set of Common Core-aligned mastery standards and developed their own shared assessments, worksheets, and criteria for determining whether a student has mastered a particular standard. The English Language Arts/Social Studies team uses Backward Planning to align the integrated ELA/SS curriculum, and has adopted Data Driven Instruction practices from New Leaders for New Schools.
  - The 6<sup>th</sup> grade Math team also developed a differentiated intervention system that can accommodate 30 struggling students, 30 mid-level students, and 30 advanced students each year, in six-week rotations of 15 students. They also share a well-planned tutoring program that utilizes scholar athletes from UC Berkeley.
  - 7<sup>th</sup> grade Science teachers were teaching a unit on heredity/genetics, with each teacher designing his/her own activities for students.
  - 8<sup>th</sup> grade Social Studies teachers were focusing on a common set of government-related vocabulary words and followed the same weekly format for introducing new vocabulary, asking students to use these words in a sentence, and giving a quiz on Fridays.

**Challenges:**

- There is a wide variety in how the Wednesday PLC time and structure are used.
  - The amount of time spent analyzing student work and assessment data, the planning of upcoming curricula in either broad strokes or in daily lesson plans, and the consistency of PLCs using a backwards planning model vary widely. Classroom observations represented corollary levels of rigor and coordination across grade levels and subject areas.
  - Notably, the 6<sup>th</sup> grade teams, which appear to be the most cohesive in content, process, and differentiated supports for students have these structural differences from their colleagues which may support their work: the cored nature of their content areas, fewer student contacts due to the cored content, and the fact that they have been working together over several years.

### Quality Indicator 3: Learning Community Focused on Continuous Improvement

- The 8<sup>th</sup> grade SS/ELA PLC worked on debriefing the week’s lessons and planning the final assessment without reference to what is most high leverage for students to know and be able to do. The question of whether to give a test, have students write an essay, or have them do and present research did not center on a shared understanding of what exactly was most important for students to learn or why.
2. Although it is clear that teachers in the same grade level and subject area are on the same page in terms of topics and learning objectives across classrooms, the pedagogy and depth of instruction are inconsistent.
- Most teachers have not observed each other teaching the same lesson (like “Lesson Study”).
  - Students experience a wide range of implementation of the school’s Instructional Agreements: Engagement, Relevance, Differentiation/Intervention, Student Goals and Student Reflection.

## Quality Indicator 3: Learning Community Focused on Continuous Improvement

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Data Collection and Analysis</b></p> <p><i>A quality school ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.</i></p>	Teachers do not analyze data on students' performance or learning experiences.	The school staff has developed a plan for the analysis and use of data on students' performance and learning experiences.	Some teachers regularly analyze multiple types of data on students' performance and learning experiences.	Most teachers regularly analyze multiple types of data on students' performance and learning experiences.	The school staff regularly reflects on how they collect and analyze data, and processes have been adjusted based on these reflections.

Westlake Middle School is rated **Beginning/Developing** in this standard.

### Strengths:

1. The PLCs provide a structure and expectation that teachers are jointly developing assessments, regularly analyzing assessment data to determine the effectiveness of curriculum and instruction, and using that information to guide planning.
2. There are some strong examples of teachers analyzing data on students' performance and using that to guide instruction.
  - 6<sup>th</sup> grade Math/Science teachers use exit tickets to check for understanding, as well as assessment data, homework, and student work on the mastery standards. They also look at data to determine low, medium, and high-level students for the six-week differentiated instruction.
  - Some PLCs had students set goals before their benchmarks, then reviewed their scores as a PLC and then with students.

### Challenges:

1. Across the school, there is inconsistent use of multiple types of data, and there appears to be little vertical alignment and articulation from grade to grade, and from 8<sup>th</sup> grade to high school. There appeared to be little analysis and use of student-generated goals and reflections on their learning.
2. While many teachers use formative assessments and check for understanding in a variety of ways (exit tickets, homework, thumbs, checking work around the rooms, etc.), use is inconsistent across the school. There was no evidence that most teachers use those data to guide instruction, re-teaching or other classroom interventions, or to monitor the extent to which the school is reducing the achievement gap by 25 percent between its highest performing group (Asians) and its lowest performing group (African Americans).

### Quality Indicator 3: Learning Community Focused on Continuous Improvement

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 4: Professional Learning Activities</b></p> <p><i>A quality school has professional learning activities that are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</i></p>	Professional learning activities are not embedded in practice, do not promote teacher leadership, and do not support teachers to evaluate and revise their classroom practices.	The school staff has developed a plan to embed professional learning activities in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices, and this has been applied to a few activities.	Some professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.	Most professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.	The school staff regularly reflects on their professional learning activities, and processes have been adjusted based on these reflections.

Westlake Middle School is rated **Sustaining** in this standard.

**Strengths:**

1. Teachers spend time every Wednesday in grade level and content-specific PLCs focused on their teaching practice.
2. The Instructional Leadership Team, which meets with the principal every 2 weeks, shapes some of the professional development for the teaching staff, and is focused on developing teacher implementation of Westlake’s Instructional Agreements (Engagement, Relevance, Differentiation & Intervention, Goal Setting, and Reflection).
3. The Culture Club, which meets with the Principal, Assistant Principal, and Family Resource Center Coordinator every two weeks, shapes some of the professional development for the teaching staff and is focused on developing teacher implementation of The Westlake Way (Responsible for our lives, Education is Power, Support Each Other, Prepared for Every Situation, Eagle Pride, Commitment to Excellence, Together we succeed).

**Challenges:**

1. There has been little sharing of best practices and information between the Westlake teaching staff and the EVCCYFS staff.
  - After school program staff have significant expertise in Youth Development theory and practice and African American Culturally Relevant communication and instructional practice.
  - The Mental Health staff have significant expertise in trauma theory, attachment theory, etc.

## Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is meaningfully engaging students, families, and communities as key partners in this work.

“Meaningful Student, Family, and Community Engagement/Partnerships” result when the school staff ensures that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Meaningful Student, Family and Community Engagement/Partnerships” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

### Definitions

**Leaders:** Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

**School Staff:** Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

**School Community:** The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

**Leadership Groups:** Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

## Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Shared Decision-making</b></p> <p><i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i></p>	<p>There is <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>Students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</li> <li>The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making.</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <p><b>To ensure that decision-making is shared</b>, the school has implemented systems to monitor the effectiveness of these practices.</p>

Westlake Middle School is rated **Undeveloped** in this standard.

### Strengths:

- Westlake has diverse parents who actively chose this school for their children, and who have ideas that can help to bring parents together to support the school across ethnicity, culture, language, and place (neighborhood). Focus Group examples:
  - One parent drives students for jazz band performances and connects with a Burmese family that faces language and cultural barriers.
  - Another parent sees students from her West Oakland neighborhood and helps them with their projects or checks their binders at home.
  - Yet another parent helped to re-start the Westlake PTSA, which was also a prerequisite for enabling the band to play at Yoshi's for fundraisers.
  - One grandparent participates in the School Site Council.
  - One parent suggested community-building via a project to beautify the school grounds. He suggests that each grade can adopt an area for kids and families to work on, and "if the kids work on the garden, they won't trash it. ...Do something to soften up the large areas of asphalt." He offered to reach out to the Asian communities.
  - Another parent suggested having a syllabus for each course/class and a way for parents to see where students are on the syllabus in real time, perhaps by augmenting the ABI parent portal to see more than attendance data.
- The Leadership class worked with the staff's Culture Club in the spring to create The Westlake Way.

## Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Challenges:

1. There are currently no structures that effectively engage parents in creating and implementing improvement plans or participating in major decisions at the school.
  - Parents in the focus group didn't seem to know how to raise their ideas for school improvement other than to speak with the principal. They expressed frustration and a lack of clarity about how to partner effectively with the school in decision-making or action planning.
  - Staff reported that it has been difficult to get parents engaged.
2. There is no evidence that student feedback is routinely sought out with regards to their learning, their social experiences, or their ideas for improving the school.
  - This year's Leadership class is the one place where student voice is expected to be captured and engaged for decision-making and planning, and yet the class is struggling to meet those goals.

## Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 5: Student/Family Engagement on Student Progress</b></p> <p><i>A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</i></p>	There is <b>little</b> evidence of the following:	There is <b>some</b> evidence of the following:	There is <b>substantial</b> evidence of the following:	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has multiple high-quality activities and strategies which engage each student and their family in knowing how the student is progressing and participating in the life of the school.</li> <li>These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <p><b>To ensure effective student/family engagement on student progress</b>, the school has implemented systems to review evidence of the effectiveness of these practices.</p>

Westlake Middle School is rated **Undeveloped/Beginning** in this standard.

### Strengths:

- Some teachers communicate with families on a daily or weekly basis via email about what the students are learning in their classes and how they're doing on assignments.
  - Parent Focus Group: "We get a progress report every two or three weeks from two of the 6<sup>th</sup> grade teachers, with every assignment noted. Students keep a homework binder, and we can look at it anytime."
  - Parent's School Self Reflection: "6<sup>th</sup> Grade teachers keep in good communication with parents."
  - Parents express a feeling of being in partnership with their child's 6<sup>th</sup> grade teachers.
- The Attendance Clerk Ms. Wu is a major connector between Westlake and parents.
  - She speaks five languages, including three of the main non-English languages spoken by Westlake families (Spanish, Cantonese, Mandarin).
  - She calls home as soon as students miss school and translates for teachers and parents on a regular basis.
  - She has been at the school for decades, and she is part of what makes Latino and Chinese families choose Westlake.
- The Conflict Manager Mr. Bailey is also a connector between the school and families.
  - He calls and has face-to-face interactions with many parents of students who have conflicts. He has developed positive relationships with those students and their parents.
  - He has supported several Restorative Justice processes that have involved students and family members.

## Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Challenges:

1. Communication between teachers and parents is very inconsistent across the school, and many parents express frustration with not having enough information.
  - Parents' School Self-Reflection: "We need a better system of communication and involvement."
  - There is no consistent system by which all staff informs all families about the progress and participation of students between report card periods. Many teachers don't inform parents that their students are in danger of earning Ds or Fs in time for them to improve those grades before the end of the marking period.
  - There is no equivalent level of consistent, frequent communication and interaction with families in Grades 7 and 8, although parents expressed wanting more partnership with teachers. One 7<sup>th</sup> grade teacher reported that he has no parent involvement. "I tried to involve them, but it was too hard."
2. Much of the communication with parents happens via email in English. It is unclear how teachers communicate with families who do not use or have access to email, or how teachers communicate with parents whose language is not English.

## Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6: Family Engagement on Student Learning</b></p> <p><i>A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</i></p>	<p>There is <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has multiple high-quality activities and strategies which engage families in knowing what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</li> <li>These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following: ...</p> <p><b>To ensure effective family engagement on student learning,</b> the school has implemented systems to review evidence of these practices.</p>

Westlake Middle School is rated **Undeveloped** in this standard.

### Strengths:

- Some teachers communicate with families on a daily or weekly basis via email about what the students are learning in their classes and how they're doing on assignments.
  - Parent Focus Group: "We get a progress report every two or three weeks from two of the 6<sup>th</sup> grade teachers, with every assignment noted. Students keep a homework binder, and we can look at it anytime."
  - Parent's School Self Reflection: "6<sup>th</sup> Grade teachers keep in good communication with parents."
  - Parents express a feeling of being in partnership with their child's 6<sup>th</sup> grade teachers.

### Challenges:

- There is no evidence of school-wide practices to engage parents in understanding grade level expectations.
- There is no evidence of school-wide practices to engage parents in understanding high school expectations and how middle school is preparing students for high school. There is no evidence of school-wide practices to engage parents in understanding graduation requirements, college eligibility requirements (A-G course sequence and grades), the high school exit exam, or potential college/career pathways.
  - By December, parents of 8<sup>th</sup> graders had not been engaged in learning and thinking about the various high school options for their children.
  - Students have few opportunities to learn about different career paths (through field trips, guest speakers, panels, curriculum, etc.).

## Quality Indicator 5: Effective Leadership & Resource Management

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that the leaders of a school play a critical role in this success: supporting students, nurturing and guiding teachers, and empowering families and the community – thriving together as a full service community school.

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student.

Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

### Definitions

**Leaders:** Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

**School Staff:** Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

**School Community:** The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

**Leadership Groups:** Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

## Quality Indicator 5: Effective Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standards 1, 2, 3, 11: Shared Responsibility</b></p> <p><i>A quality school has leadership that</i></p> <p><i>1) builds the capacity of adults and students to share responsibility for leadership and to create a common vision;</i></p> <p><i>2) shares school improvement and decision-making with students and their families;</i></p> <p><i>3) provides student leaders access to adult decision-makers and supports them to be strong representatives of students;</i></p> <p><i>11) Leadership is distributed through PLCs, collaborative planning teams, and select individuals</i></p>	<p>We believe that every member of a school community is responsible for the education of the students that it serves. Students, families, and other community members join with the school staff to design, develop, and support strategies that are in the best interest of every student.</p>				
	<p>Staff, students and families participate only in mandated decision-making bodies (e.g., School Site Council, English Language Advisory Council), and that participation is primarily “signing off” on the plans of school leaders.</p>	<p>Staff, students and families participate on mandated decision-making bodies, and that participation shows some evidence of meaningful input on decisions made. They also occasionally participate in additional activities to inform school decisions, such as data analysis sessions and teacher hiring.</p>	<p>Staff, students and families participate on mandated decision-making bodies, in robust and meaningful discussions, and that participation shows strong evidence of meaningful input on decisions made. Through various leadership structures, they participate in additional activities that have a substantive impact on some school decisions.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. The school has high-quality activities and strategies that build the capacity of staff, students, families, and community to assume leadership roles.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</p> <p><b>To ensure shared responsibility</b>, the school has implemented systems to monitor the effectiveness of these practices.</p>

Westlake Middle School is rated **Beginning** in this standard.

**Strengths:**

1. There are a number of well-developed, effective, shared leadership structures in place at Westlake.
  - The Instructional Leadership Team focuses on instructional coherence across the school and the implementation of the Instructional Agreements. It develops teacher leadership and shared responsibility for the education of all students.
  - The Culture Club developed the Westlake Way and helped introduce and embed it into the culture and identity of teaching and non-teaching staff as adult role models for the students.
  - One teacher from each grade level is developing a school-wide Advisory curriculum, complete with lesson plans that outline learning objectives, protocols, materials, and student activities for the 30-minute weekly Advisory.
  - Grade-level and content-specific Professional Learning Communities meet weekly and take responsibility for doing shared planning, assessments, and analysis of student learning data.

## Quality Indicator 5: Effective Leadership & Resource Management

- The Referral Assessment Meeting structure brings together a broad group of adults to manage and monitor social-emotional and behavioral interventions.
  - The principal of Westlake and the Executive Director of Eagle Village Community Center Youth and Family Services work seamlessly together in close collaboration.
2. Student Leadership class reflects efforts to develop student representation and voice.

### Challenges:

1. Parents and family members are not integrated into the reflection, decision-making, or planning within the school.
  - Parents in the focus group expressed the desire to proactively participate at the school. However, they did not seem to have a clear way to raise their ideas for school improvement other than to speak with the principal, who is held in high regard.
2. Students do not appear to have clear channels for sharing in school improvement and decision-making.
  - The Leadership class (30 8th graders) is struggling to be involved in school improvement and decision-making.
  - The other 620 students in the school (including all 6th and 7th graders) do not appear to have clear channels for sharing in school improvement and decision-making.

## Quality Indicator 5: Effective Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 5: Focus on Equity</b></p> <p><i>A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.</i></p>	<p>The school staff is not focused on addressing historical inequities.</p>	<p>The school staff understands the importance of addressing historical inequities, and has developed a plan to address these inequities.</p>	<p>The school staff has instituted some practices designed to address historical inequities.</p>	<p>The school staff consistently engages in practices that interrupt historical patterns of inequity</p>	<p>The school staff regularly reflects on their approach to addressing inequities, and processes have been adjusted based on these reflections.</p>

Westlake Middle School is rated **Beginning** in this standard.

### Strengths:

1. The school staff has an explicit goal of reducing the achievement gap between its highest achieving groups (Asians/whites) and its lowest achieving groups (African Americans/Latinos).
2. The WMS Instructional Agreements represent a general list of best practices for engaging African American students (engagement strategies, curricular relevance, and the importance of differentiation and intervention).

### Challenges:

1. The WMS Instructional Agreements, which represent a general list of best practices for engaging African American students, are not yet observable in most classrooms.
2. The staff does not articulate a shared understanding of the historical inequities that have lead to the current achievement gap and behavioral issues The Westlake Way is attempting to address. Many of the plans designed to address the school's Long-Term Goals do not explicitly name or address the historical inequities at play with both students and staff or a theory of action that acknowledges the historical and cultural factors impacting the current situation.

## Quality Indicator 5: Effective Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standards 6a and 9: Accountability for Student and Staff Outcomes</b></p> <p><i>A quality school has leadership that: 6) guides and supports the development of quality instruction across the school to ensure student learning; 9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</i></p>	<p>The school staff has not developed student and staff outcomes, nor a system to monitor progress, and individuals do not assume mutual accountability.</p>	<p>The school staff has developed student and staff outcomes and a system to monitor progress, but they are utilized sporadically, and most individuals do not assume accountability.</p>	<p>The school staff has developed student and staff outcomes, monitor their progress occasionally, and have developed systems to foster a sense of mutual accountability.</p>	<p>The school staff has developed student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability.</p>	<p>The school staff regularly reflects on their approach to accountability, and processes have been adjusted based on these reflections.</p>

Westlake Middle School is rated **Beginning/Developing** in this standard.

### Strengths:

1. Professional Learning Communities are in place and are expected to look at, analyze, and plan from student learning data.
2. The staff has adopted a set of Goals and Instructional Strategies.

### Challenges:

1. The school's Instructional Agreements aren't yet deeply embedded and in practice across the school.
2. There isn't sufficient coaching and supervision of teachers to adequately support their uptake of the Instructional Agreements and improvement of instructional practice.

## Quality Indicator 5: Effective Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6b: Development of Quality Instruction – Professional Learning</b></p> <p><i>A quality school has leadership that guides and supports the development of quality instruction across the school.</i></p>	<p>The school staff is not committed to ongoing professional learning.</p>	<p>The school staff understands that professional learning is important and they are developing a culture to enhance commitment to professional learning.</p>	<p>Some members of the school staff are committed to ongoing professional learning and the school culture is supportive of professional learning.</p>	<p>Most members of the school staff are committed to ongoing professional learning.</p>	<p>The school staff regularly reflects on their approach to professional learning, and processes have been adjusted based on these reflections.</p>

Westlake Middle School is rated **Developing** in this standard.

### Strengths:

1. Professional Learning Communities are in place and are expected to look at, analyze, and plan from student learning data.
2. There are pockets of teachers who rigorously reflect on their own teaching, routinely seek out resources to help improve their teaching (outside materials, coursework, peer observation, etc.), and work to build relationships with their students and increase their cultural competency and effectiveness.
3. The Instructional Leadership Team and the Culture Club are structures designed to improve teaching and learning across the school.

### Challenges:

1. While the entire teaching staff participates in PLCs and Staff Meetings, there is a wide range of engagement within these structures. Many teachers who do not rigorously reflect on their own teaching routinely seek out resources to help improve their teaching (outside materials, coursework, peer observation, etc.), or work to build relationships with their students and increase their cultural competency and effectiveness.
2. There appears to be an aversion to having hard, honest conversations about teaching practice (how we're preparing for instruction, how we speak to and follow up when students act out in class, patterns of data, etc.), which may be limiting the development of quality instruction across the school. There is a sense that many staff will become too upset or defensive to engage meaningfully in serious reflection.
  - a. Examples from staff interviews and meeting observations: "We can't put people on blast by sharing the OCS referral data." "How can we tell people they're not acting like leaders and expect them to show up and do their jobs?" "One of us [in our PLC] never does the preparation he agrees to do, but what can I do about that?"

## Quality Indicator 5: Effective Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 10: Organizational Management</b></p> <p><i>A quality school has leadership that develops systems and allocates resources in support of the school's vision.</i></p>	<p>School resources (time, human, financial, and material) are not allocated in support of the school's vision, nor are they distributed equitably or efficiently.</p>	<p>The school staff has developed a system for equitable and efficient resource allocation, but it is not utilized regularly.</p>	<p>The school staff usually allocates resources in support of their vision, but inequities and inefficiencies persist.</p>	<p>School resources are consistently allocated in support of the school's vision and they are distributed equitably and efficiently.</p>	<p>The school staff regularly reflects on their approach to resource allocation, and processes have been adjusted based on these reflections.</p>

Westlake Middle School is rated **Sustaining** in this standard.

### Strengths:

1. Principal Karigaca and Executive Director Hutson have effectively sought out partnerships and funding opportunities to supplement the school's regular state budget allocations in order to help meet the needs of their students (academic, social, emotional, cultural, and enrichment).
2. Teacher time is used weekly in PLCs and to teach Advisory, two structures intentionally designed to help achieve the school's Long Term Goals.
3. The meeting structures in place (RAM, ILT, Culture Club, EVCCYFS Coordinators, PLCS, etc.) place a high priority on aligning and maximizing efforts in support of the school's Long Term Goals.

### Challenges:

1. There do not appear to be resources allocated to effectively partner with parents around student achievement and high school, college, and career paths. This is particularly relevant to the school's Long Term Goal of reducing the achievement gap – within which is embedded the need to work more effectively with African American students to move them into academic achievement and academic identity.

## Westlake Middle School: Summary of Rubric Ratings

Quality Indicator	Focus Standard	Focus Standard	Rubric Placement	Undeveloped	Beginning	Developing	Sustaining	Refining
1	1.1	1.1 Meaningful & Challenging Curriculum	Beginning		<input checked="" type="checkbox"/>			
1	1.2	1.2 Safe & Nurturing Learning Experiences	Developing			<input checked="" type="checkbox"/>		
1	1.4	1.4 Active & Different Ways of Learning	Beginning		<input checked="" type="checkbox"/>			
1	1.7	1.7 Students Know What They are Learning, Why, and How it can be Applied	Beginning		<input checked="" type="checkbox"/>			
1	1.8	1.8 Academic Intervention & Enrichment Supports	Beg/Developing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
1	1.10	1.10 Equitable Access to Curriculum	Developing			<input checked="" type="checkbox"/>		
1	1.11	1.11 College-going Culture & Resources	Undeveloped	<input checked="" type="checkbox"/>				
2	2.1	2.1 Safe & Healthy Center of Community	Developing			<input checked="" type="checkbox"/>		
2	2.2	2.2 Coordinated & Integrated System of Academic & Learning Support Services	Beginning		<input checked="" type="checkbox"/>			
2	2.5	2.5 Identifies At-Risk Students & Intervenes	Beginning		<input checked="" type="checkbox"/>			
2	2.6	2.6 Inclusive, Welcoming & Caring Community	Beginning		<input checked="" type="checkbox"/>			
3	3.1	3.1 Collaboration	Sustaining				<input checked="" type="checkbox"/>	
3	3.2	3.2 Data Collection & Analysis	Beg/Developing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
3	3.4	3.4 Professional Learning Activities	Sustaining				<input checked="" type="checkbox"/>	
4	4.2	4.2 Shared Decision-making	Undeveloped	<input checked="" type="checkbox"/>				
4	4.5	4.5 Student/Family Engagement on Student Progress	Undeveloped/Beg	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
4	4.6	4.6 Family Engagement on Student Learning	Undeveloped	<input checked="" type="checkbox"/>				
5	5.1, 5.2, 5.3, & 5.11	5.1, 5.2, 5.3, & 5.11 Shared Responsibility	Beginning		<input checked="" type="checkbox"/>			
5	5.5	5.5 Focus on Equity	Beginning		<input checked="" type="checkbox"/>			
5	5.6a & 5.9	5.6a & 5.9 Accountability for Student & Staff Outcomes	Beg/Developing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
5	5.6b	5.6b Professional Learning	Developing			<input checked="" type="checkbox"/>		
5	5.10	5.10 Organizational Management	Sustaining				<input checked="" type="checkbox"/>	

## Westlake Middle School: Data Profile

<b>Name of School:</b>	<b>Westlake Middle School</b>	<b>Name of School Leader:</b>	<b>Misha Karigaca</b>	<b>PI (Program Improvement) Status:</b>	<b>In PI</b>	<b>Year in PI</b>	<b>Year 5</b>	<b>Site Code</b>	<b>213</b>
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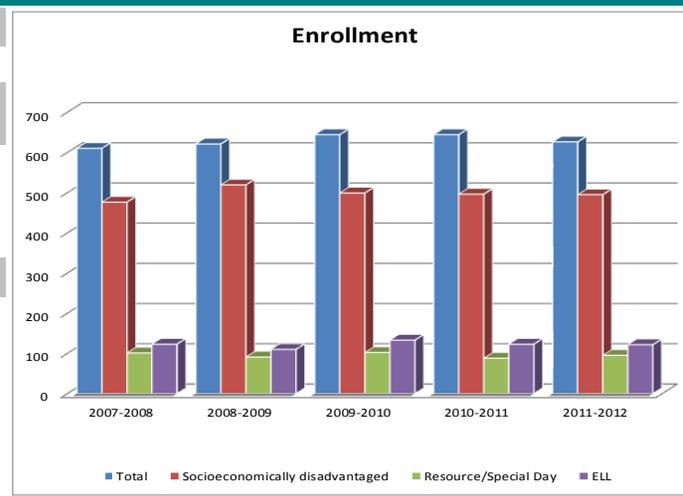
Live-Go Data							
# Live in Neighborhood	# Live-Go w/in School	# No Live Go	# Live No-Go	% Neighborhood Live-Go	% Neighborhood Live No-Go	% School Live-Go	% of school No Live-Go
702	275	359	427	39.2%	60.8%	42.7%	55.7%

### Enrollment, Attendance, Background, & Discipline in School

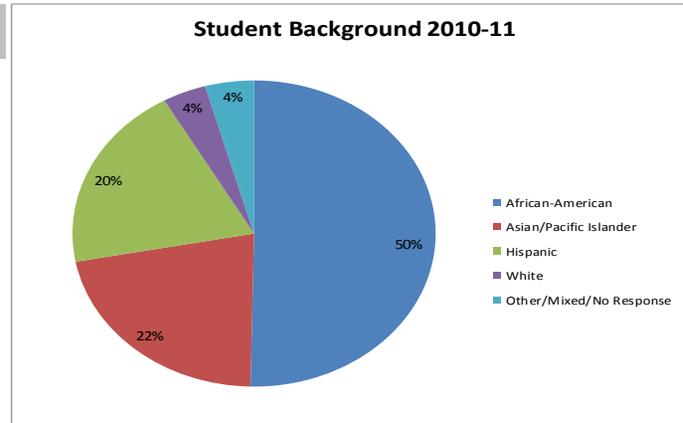
Total	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	610	621	644	644	626

2010-2011 Attendance & Absence Rates	Truancy Rate (# of students w/unexcused absence or tardy on 3 or more days)	Attended > 95% school days	ADA	Chronic Absence (>10% of academic year) Rate 10-11
School	79.5%	70.0%	94.4%	14.0%
Region	N/A	72.0%	N/A	12.0%
District	42.9%	72.0%	N/A	12.0%

Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 (projected)
Socioeconomically disadvantaged	476	519	499	496	495
% of total enrolled	78.0%	83.6%	77.5%	77.0%	79%
ELL	123	110	133	123	121
% of total enrolled	20.2%	17.7%	20.7%	19.1%	19%
Resource/Special Day	101	91	102	88	95
% of total enrolled	16.6%	14.7%	15.8%	13.7%	15%



Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended
African-American	324	50%	African-American	107	81.7%
Asian/Pacific Islander	140	22%	Asian/Pacific Islander	0	
Hispanic	127	20%	Hispanic	17	13.0%
White	25	4%	White	2	1.5%
Other/Mixed/No Response	28	4%	Other/Mixed/No Response	0	
ELL	123	19%	Male	85	64.9%
SPED	88	14%	Female	46	35.1%
Male	374	58%	Total	131	
Female	270	42%			

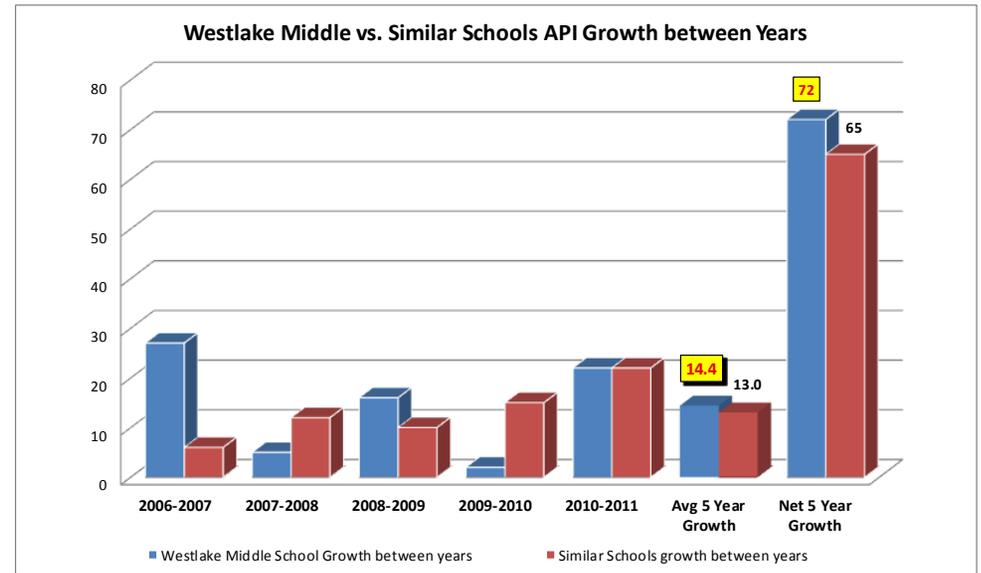
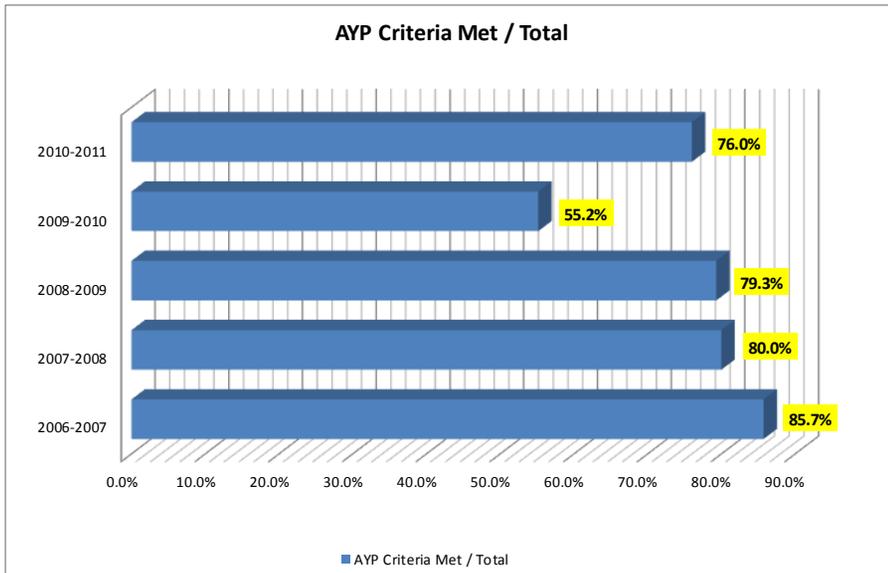


## Westlake Middle School: Data Profile

### Overall School Academic Data

AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011		
AYP Met?	No	No	No	No	No		
AYP Criteria Met / Total	85.7%	80.0%	79.3%	55.2%	76.0%		
API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Avg 5 Year Growth	Net 5 Year Growth
Growth API	675	680	716	694	711		
Westlake Middle School Growth between years	27	5	16	2	22	14.4	72
Growth Target Met?	Yes	No	Yes*	No	Yes		
Similar Schools Growth API	665	674	710	686	697		
Similar Schools growth between years	6	12	10	15	22	13.0	65

\* Met school wide target, not subgroup targets



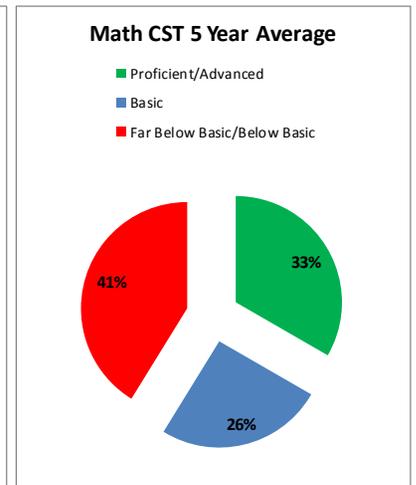
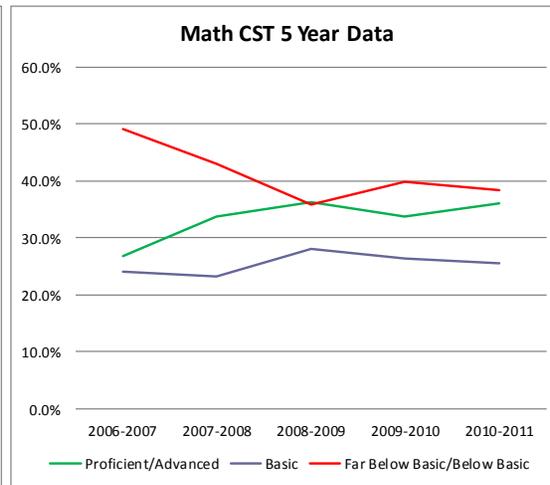
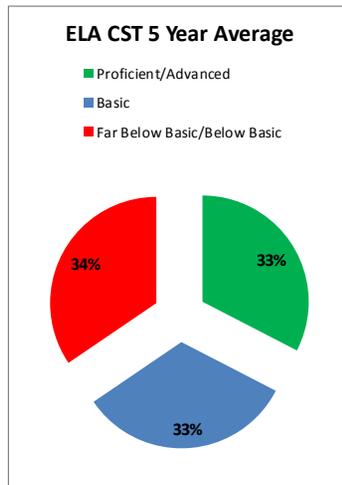
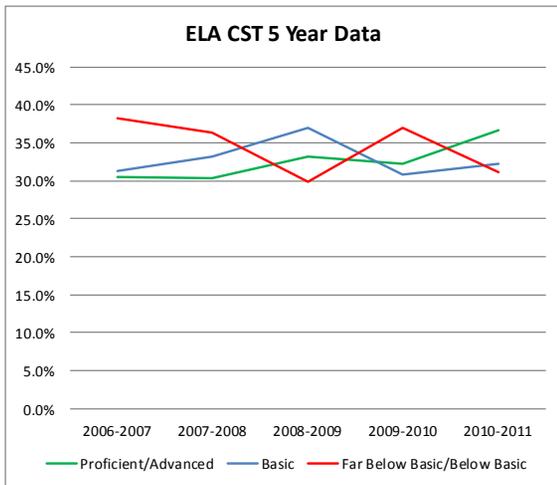
## Westlake Middle School: Data Profile

### CST ELA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	30.5%	30.4%	33.1%	32.2%	36.7%	32.6%	6.3%
<b>Basic</b>	31.3%	33.2%	37.0%	30.9%	32.2%	32.9%	0.9%
<b>Far Below Basic/Below Basic</b>	38.3%	36.4%	29.9%	36.9%	31.1%	34.5%	-7.2%

### CST Math

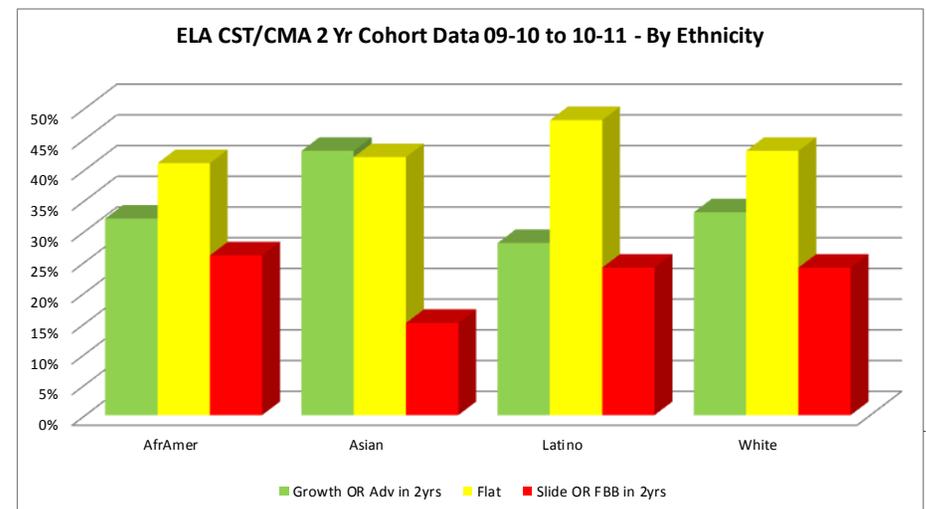
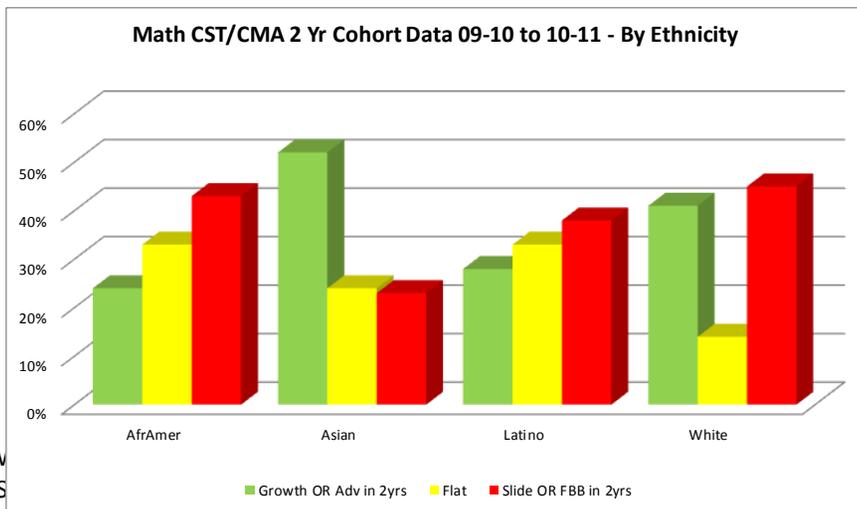
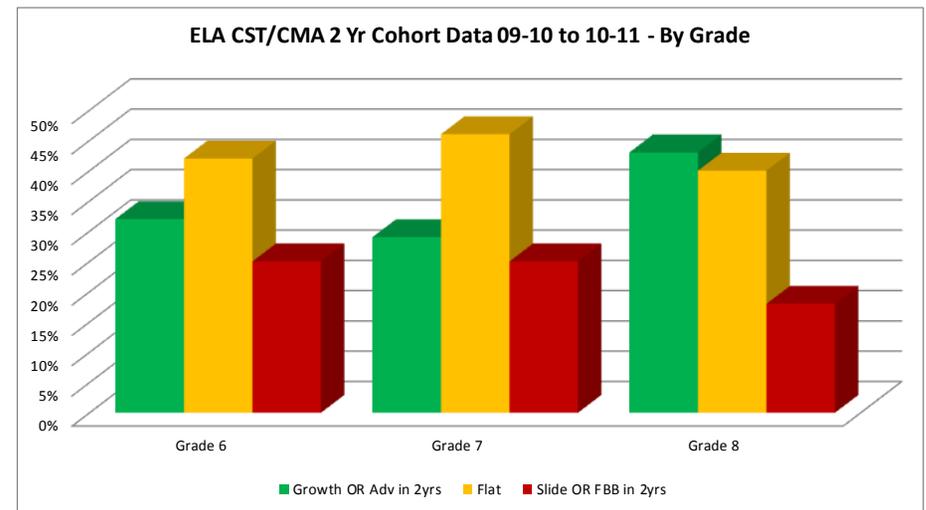
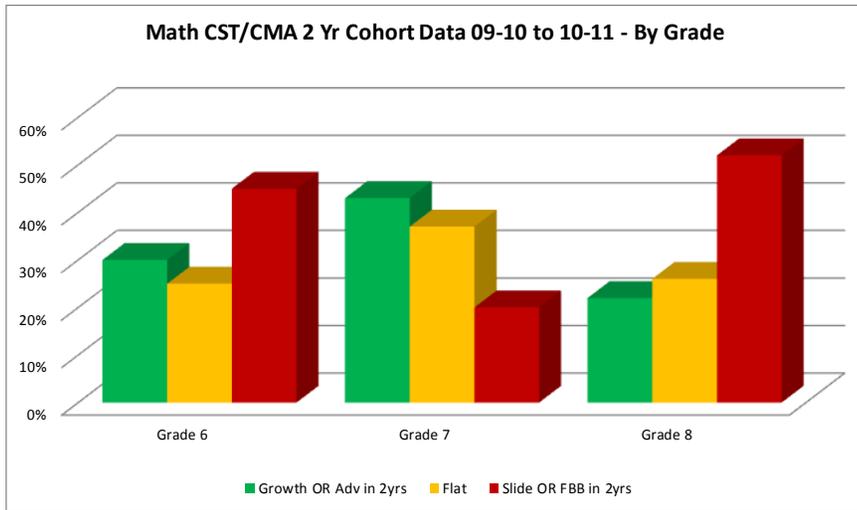
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	26.8%	33.8%	36.2%	33.8%	36.0%	33.3%	9.2%
<b>Basic</b>	24.1%	23.3%	28.0%	26.4%	25.6%	25.5%	1.4%
<b>Far Below Basic/Below Basic</b>	49.0%	42.9%	35.8%	39.8%	38.4%	41.2%	-10.6%



## Westlake Middle School: Data Profile

### 2 Yr Cohort Academic Data

Growth OR Adv in 2 yrs	Student improved one or more performance levels or remained at Adv in both years	Flat	Student remained at the same performance level in both years, not including FBB and Adv	Slide OR FBB in 2 yrs	Student slid back one or more performance levels or remained at FBB in both years
<b>Roosevelt 2 Yr Cohort Data 09-10 to 10-11</b>	<b># Students</b>	<b>% Growth</b>	<b>% Flat</b>	<b>% Slide</b>	
	512	34.6%	42.6%	22.9%	



## Westlake Middle School: Data Profile

### CST Math

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	60.0%	30.0%	8.8%	1.3%		80
Proficient	14.7%	42.7%	30.1%	11.9%	0.7%	143
Basic	0.7%	21.7%	35.5%	33.3%	8.7%	138
Below Basic	0.9%	5.6%	29.0%	38.3%	26.2%	107
Far Below Basic			6.8%	52.3%	40.9%	44

### ELA

Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	66.7%	28.1%	3.5%	1.8%		57
Proficient	15.8%	56.4%	24.8%	2.3%	0.8%	133
Basic	1.2%	23.2%	60.1%	13.7%	1.8%	168
Below Basic		1.1%	37.2%	44.7%	17.0%	94
Far Below Basic		5.0%	16.7%	46.7%	31.7%	60

## Westlake Middle School: Data Profile

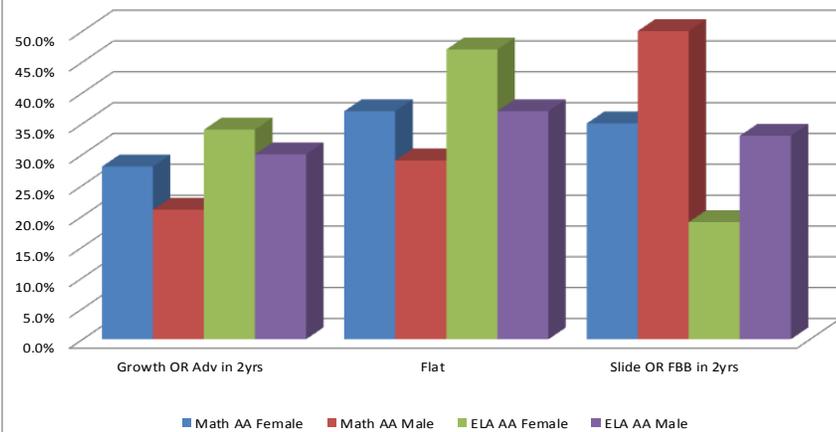
### Lowest Performing Subgroup - African American (AA) Students

	School	AA		CST Math		CST ELA	
				Math AA Female	Math AA Male	ELA AA Female	ELA AA Male
<b>2010 Growth API</b>	694	640					
<b>2011 Growth API</b>	711	664	<b>Growth OR Adv in 2yrs</b>	28.0%	21.0%	34.0%	30.0%
<b>2010 API Change</b>	2	21	<b>Flat</b>	37.0%	29.0%	47.0%	37.0%
<b>2011 API Change</b>	22	32	<b>Slide OR FBB in 2yrs</b>	35.0%	50.0%	19.0%	33.0%
<b>Total Students</b>				<b>116</b>	<b>136</b>	<b>116</b>	<b>135</b>

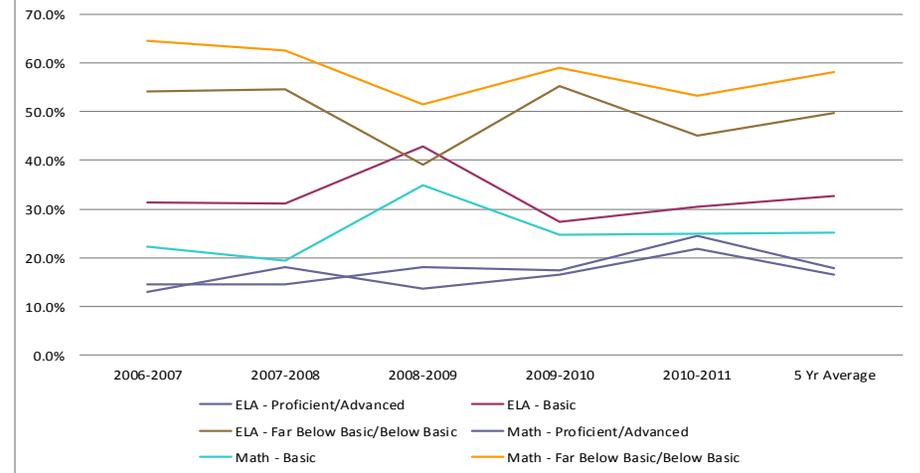
### African-American Male CST Data

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>ELA - Proficient/Advanced</b>	14.5%	14.5%	18.0%	17.4%	24.4%	17.8%	9.9%
<b>ELA - Basic</b>	31.4%	31.0%	42.9%	27.3%	30.5%	32.6%	-1.0%
<b>ELA - Far Below Basic/Below Basic</b>	54.1%	54.5%	39.1%	55.3%	45.1%	49.6%	-9.0%
<b>Math - Proficient/Advanced</b>	13.0%	18.1%	13.7%	16.4%	21.8%	16.6%	8.8%
<b>Math - Basic</b>	22.4%	19.4%	34.9%	24.7%	24.8%	25.2%	2.5%
<b>Math - Far Below Basic/Below Basic</b>	64.6%	62.5%	51.4%	58.9%	53.3%	58.1%	-11.3%

Lowest Performing Subgroup (AA) CST Cohort Performance



AA Male - CST Performance





# SCHOOL QUALITY REVIEW

## School Self-Reflection

### Westlake Middle School

**1 What are 3 things that are distinctive about your school?**

1. **Westlake and Eagle Village Community Center youth and family services partnership. This partnership is at the heart of Westlake’s Full Service Community School. Westlake Middle School focuses on the academics, EVCCYFS focuses on the after school, mental health, and family services components.**
  
2. **The music program: we have approx. 160 students who have an hour of music instruction per day. We serve students who have never played an instrument before and those who have been in private lessons for years. It’s an excellent example of differentiation. Each summer, 60 of our 190 6<sup>th</sup> graders choose to enter the music program. This is funded through our Measure G arts fund (we’re an arts anchor school).**
  
3. **The library is a fun, safe, welcoming place for students. Students use the library for pleasure reading and for studying and doing homework during lunch and after school, even though our librarian, Ms. Robard, teaches three classes and is a .4fte librarian.**
  
4. **High level of staff comraderie which helps staff work together to serve students well.**
  
5. **Diverse student body (African American 45%, Asian 30%, Latino 15%, Other 10%)**

**2 How effective is your school overall?**

	4	3	2	1	
Evaluation: Excellent		<b>X</b>			Unsatisfactory

How do you know

- ⑧ Westlake addresses the “Whole Child”, not just academic needs

What are its notable strengths?

- Principal is well respected by students, teachers, and parents.
- There are many teams that are highly functioning: meet regularly, plan together, you see follow through from their planning. Their efforts are coordinated to improve student learning.
- Full Service Community School through partnership between Westlake Middle and EVCCYFS (non-profit housed at Westlake)
- Students feel loved and cared for.
- Library, art, and music programs.

## Westlake Middle School: Self-Reflection

What are the main priorities for improvement?

- Reducing our CST ELA and MATH achievement gap by 25% without reducing the top subgroup.
- Reducing Classroom referrals and suspensions by 25%.

### 3 How well is the school regarded by its students and parents?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			

**How do you know?**

- Options: parents choose Westlake – 8<sup>th</sup> grade closes early and has a waiting list.

**What do (a) students and (b) parents most like about the school?**

- The staff, the music, art, technology, library, After School Program, mental health – the extra things built around the core academic program.

**What do they feel needs improvement, and what action is being taken?**

- System for parent communication and involvement. Lots of parents drop off their students and pick them up, but very few walk into the building.
- The quality of instruction across ALL classes.
- Safety inside the building – there is some bullying at lunchtime, before and after school, in classrooms that aren't being effectively managed.
- Some parents want more opportunities for advanced academic classes for their students (in addition to geometry).

### 4 How well do students achieve academically?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X	X		

**How do you know?**

- GPA = 3 ½ the school is on academic honor roll (3.0 and above)
- CST scores = 2 (34% advanced in both ELA and Math)

**In which subjects and grades do students do best, and why?**

- 6<sup>th</sup> grade students achieve best, based on the composition of the 6<sup>th</sup> grade teacher team and the structures they have in place. The culture amongst 6<sup>th</sup> graders is better.

**In which subjects and grades is improvement needed, and what action is being taken?**

- Math and English – we're not at the achievement levels that we need to be at.
- 7<sup>th</sup> and 8<sup>th</sup> grade students aren't yet being guided enough in terms of the social/emotional components.

**Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?**

- There is an achievement gap between Asian/White students and African American/Latino students. Currently, we're working on improved instruction in the classroom through our instructional agreements. We're working on engagement strategies. (In a related matter, we are concerned about the lack of autonomy and authority we have to select our teaching staff. This year we got 3 PPTs assigned, and lost two of our strongest teachers in 2010-2011 when they found other jobs after being pink-slipped by the district.)

### 5 How effective is the quality of the curriculum & instruction?

		4	3	2	1	
Evaluation:	Excellent		<b>X</b>			Unsatisfactory
How do you know?						
<ul style="list-style-type: none"> <li>•</li> </ul>						
Which are the strongest features of teaching and learning, and why?						
<ul style="list-style-type: none"> <li>• All PLC's use Wednesdays to reflect on assessments given and then plan lessons and interventions accordingly</li> </ul>						
What aspects of teaching and learning most need improvement, and what action is being taken?						
<ul style="list-style-type: none"> <li>• Integrating quality interventions and differentiation within the regular classroom instruction</li> <li>• Increasing the frequency that our children are able to experience our Instructional Agreements: Engagement, Relevance, Differentiation/Intervention, Student Goals and Student Reflection</li> </ul>						

### 6 How effective is the system of assessment of student learning?

		4	3	2	1	
Evaluation:	Excellent			<b>X</b>		Unsatisfactory
How do you know?						
<ul style="list-style-type: none"> <li>• We do not consistently look at formative assessments to guide instruction and interventions.</li> </ul>						
What are the strongest features of assessment?						
<ul style="list-style-type: none"> <li>•</li> </ul>						
What aspects need improvement, and what action is being taken?						
<ul style="list-style-type: none"> <li>•</li> </ul>						

## Westlake Middle School: Self-Reflection

<b>7 Identify at least one student group on which you have a strategic focus. How effective is the school right now in diagnosing and addressing the learning needs of this group?</b>						
		4	3	2	1	
Evaluation:	Excellent			X		Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> <li>• One of our school goals is to reduce the achievement gap by 25% on the CST. Our top sub group are Asians and our lowest sub group are African-Americans</li> </ul> <p>Which are the school's strongest features, and why?</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>What most needs improvement, and what action is being taken?</p> <ul style="list-style-type: none"> <li>•</li> </ul>						

<b>8 How effective are the strategies and services that you have put in place to support the physical, emotional, and social needs of your diverse students?</b>						
		4	3	2	1	
Evaluation:	Excellent					Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>What are the strongest features of support structures for a diverse student population?</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>What aspects need improvement, and what action is being taken?</p> <ul style="list-style-type: none"> <li>•</li> </ul>						

## Westlake Middle School: Self-Reflection

<b>9      How effective are the professional development opportunities provided to teachers?</b>						
		4	3	2	1	
Evaluation:	Excellent			<b>X</b>		Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> <li>There are very limited “quality” PD offered by District</li> <li>School Site PD’s models what is expected in classroom instruction. Agendas and topics match outcomes</li> <li>Most teachers feel that the PD’s offered are not quality at District level and occasional at school site</li> <li>It is rare to see things learned at a District PD actually implemented on a consistent basis within the classrooms because they are not valued by the classroom teacher, rather than forced. School Site PD shows up in classrooms a little more frequently.</li> </ul>						
<p>Which are the strongest features of professional development, and why?</p> <ul style="list-style-type: none"> <li>School Site PD: Models and uses structured engagement strategies that are expected to be used in classrooms.</li> </ul>						
<p>What aspects of teaching and learning most need improvement, and what action is being taken?</p> <ul style="list-style-type: none"> <li></li> </ul>						

<b>10      How effective is the leadership and management of the school?</b>						
		4	3	2	1	
Evaluation:	Excellent		<b>X</b>			Unsatisfactory
<p>How do you know?</p>						
<p>Which are the strongest features of leadership and management, and why?</p> <ul style="list-style-type: none"> <li>The principal is realistic, understanding and respectful.</li> <li>Most staff, students and families feel supported by admin.</li> <li>Leadership is not “dictatorship”, but includes all stake holders</li> </ul>						
<p>What aspects of leadership and management most need improvement, and what action is being taken?</p> <ul style="list-style-type: none"> <li>Being in classrooms more often and on a consistent basis.</li> <li>Providing instructional feedback and coaching on a more regular basis.</li> </ul>						

<b>11 How effectively does the school meaningfully engage with parents &amp; students?</b>						
		4	3	2	1	
Evaluation: How do you know? <ul style="list-style-type: none"> <li>•</li> </ul>	Excellent		X			Unsatisfactory
<p>Which are the strongest features, and why?</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade teachers email parents homework and stay on top of kids' weekly progress reports.</li> <li>• VP gives daily announcements on the loudspeaker.</li> <li>• VP and Principal engage personally with kids and really know them.</li> </ul> <p>What most needs improvement, and what action is being taken?</p> <ul style="list-style-type: none"> <li>•</li> </ul>						

<b>12 What are the school's future plans?</b>
<p>Discuss the key challenges or risks that you see for your school going forward.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Describe what you are doing or plan to do to address each of the major challenges that you have identified. If applicable: Describe any recent major revisions to your school plan and rationale.</p> <ul style="list-style-type: none"> <li>•</li> </ul>