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Introduction Date	6/26/19
Enactment Number	19-1188
Enactment Date	6/26/19 er



Memo

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

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Oakland SOL (School of Language)

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

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

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

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

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Oakland SOL (School of Language)

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

2019-2020 School Plan for Student Achievement (SPSA)

School: Oakland SOL (School of Language)
CDS Code: 1612590135210
Principal: Katherine Carter
Date of this revision: 5/2/2019

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

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

Contact: Katherine Carter
Address: 1180 70th Avenue
Oakland, CA 94621

Position: Principal
Telephone: 510-636-7992
Email: katherine.carter@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/2/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site:

Oakland SOL (School of Language)

Site Number: 217

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on: 5/2/19.

Date(s) plan was approved: 5/2/19

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

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

Signatures:

		<u>5-2-19</u>
Principal	Signature	Date
		<u>5-2-19</u>
SSC Chairperson	Signature	Date
		<u>5.20.19</u>
Network Superintendent	Signature	Date
		<u>5/2/19</u>
Officer, State and Federal Programs	Signature	Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Oakland SOL (School of Language)**Site Number:** 217

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2019	SSC	Overview of site plan budget and priorities
1/17/2019	Instructional Lead Team	Reviewed mid-year data to give feedback on instructional priorities
2/7/2019	SSC & SELLS combined	Feedback on 2019-20 Site plan budget and priorities
5/2/2019	SSC & SELLS combined	Final approval of key strategies and Title I funding

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$24,118.12
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$342,097.90

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$23,663.36	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,450.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$454.76	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$98,091.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$39,353.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$24,118.12	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$289,267.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$313,385.12
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

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

1A: ABOUT THE SCHOOL

School: Oakland SOL (School of Language)

School ID: 217

School Description

Oakland SOL Middle School provides a late entry-point into the Oakland Unified School District (OUSD)'s growing PK-12 pathway of Spanish/English dual language schools. SOL opened in August 2017 with a 6th grade class, and will serve the full middle school grades of 6th, 7th, and 8th in the 2019-20 school year.

Oakland SOL provides students with the cognitive, academic, and socio-cultural benefits of bilingualism by working towards proficiency in the ABCS: Academics, Bilingualism, Cultural Humility, and Social Emotional Skills.

SOL students investigate globally and locally relevant issues that promote deep thinking, inquiry, and use of language in an authentic setting. Our innovative model supports students to develop increased agency over learning in academic and non-academic areas.

School Mission and Vision

Oakland SOL will provide a vibrant learning environment which reflects and embraces the full range of diversity and multilingualism Oakland provides, is highly valued by students, families, staff, and community members, grounded in the rich history of the communities it serves, prevents linguistic isolation, and transforms our city.

Our students will learn to prevent cultural conflicts and build friendships across cultures and languages, embrace and celebrate difference, recognize and disrupt systems of racial oppression, and be leaders in their community and world.

All students will attain and staff will embody:

Academic Proficiency: Performance at or above grade level in all content areas.

Bilingualism/bi-literacy: Ability to read, write, and speak in two or more languages.

Cultural Humility: A positive sense of their own cultural identity, and an ability and openness to interact across cultures. Incorporates a lifelong commitment to self-evaluation and self-critique.

Social-emotional Skills: Self-awareness, responsible decision-making, self-management, social awareness, and relationship skills.

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

Priority Strengths	Root Causes of Strengths
Accelerating students out of the lowest levels of literacy (10% moved from not meeting standards to almost meeting standard on ELA SBAC)	FOCUS on literacy across the curriculum, morning boost program
Average increase of 50 points on SRI from Fall to Winter	differentiated (4 levels) reading class for all students
Inclusive school culture	Advisory program aligned to SEL standards promotes positive, inclusive school culture
Priority Challenges	Root Causes of Challenges

In 2018, 67% of 6th grade students entered reading multiple years below grade level as measured by the FallSRI. - 55% of African American students tested entered multiple years below in reading- - 76% of Latino students tested entered multiple years below in reading	Poor early instruction in Elementary school
25% of current population are EL Newcomers, many do not have solid foundation in home language	Lack of curricular materials to support EL newcomers
Principal does not have time to be instructional leader	2 days of scheduled meetings off site a week, poor operational support from central office, lack of aligned systems across district, inavailability of substitutes leading to principal covering classes
Community Schools Manager does not have time to coordinate services	Lack of custodian during the school day and lack of cafeteria staff for breakfast require CSM to spend time on these operational duties. Lack of Tier 2 and Tier 3 resources for students with academic and social emotional needs lead to ongoing behavior challenges that need to be addressed by CSM.

1C: 19-20 STUDENT GOALS & TARGETS

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

School Goal:	All students build relationships to feel connected and engaged in learning				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	68.97%	Coming soon	74.00%
Suspensions	African-American Students	-2pp	11.11%	9.11%	7.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	n/a	n/a	n/a

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

School Goal:	All students continuously grow towards meeting or exceeding standards in ELA				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-105.9	-89	-74

ELA SBAC	Students with Disabilities	+20 points DF3	n/a	n/a	n/a
ELA SBAC	Low Income Students	+20 points DF3	-124.5	-104.5	-84.5
District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)					
School Goal:	All students continuously grow towards meeting or exceeding standards in Math				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-148.1	-135	-120
Math SBAC	Students with Disabilities	+20 points DF3	n/a	n/a	n/a
Math SBAC	Low Income Students	+20 points DF3	-158.9	-138.9	-118.9
District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)					
School Goal:	English Learner students continuously develop their language, reaching English fluency in six years of less.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	8.70%	16.00%	16%
LTEL Reclassification	Long-Term English Learners	25%	11.11%	25.00%	25.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	All students (who are below or at grade level) grow a year or more in reading each year				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All students (who are below or at grade level) grow a year or more in reading each year	+5pp	18.52%	24.00%	29.00%
SRI Multiple Years Below Grade Level	All students (who are below or at grade level) grow a year or more in reading each year	-5pp	62.96%	58.00%	53.00%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

Oakland SOL (School of School: Language)		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Schoolwide (Tier 1) Language and Literacy Practices			
June 2021 Language & Literacy Goal:		100% of classrooms will implement Tier 1 Language and Literacy practices, ensuring that students are engaging in standards-based reading and writing, and resulting in a 10% of students increasing at least one performance band on the SBAC ELA per year.			
Theory of Action for Language & Literacy:		If we strengthen our Tier 1 Literacy practices and integrate standard-based literacy instruction across the curriculum, students will increase their reading comprehension levels, as indicated by their lexile level on the SRI and proficiency levels on the SBAC ELA			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		TBD	18.5% at or above grade level. 9.3% 1 year below
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We implemented a levelled reading class for all students. There are four levels of English Literacy instruction. The TSA coordinated the program and taught a class. Math, Spanish, and resource teachers also taught reading classes.					
What evidence do you see that your practices are effective?					
Students made an average gain of 50 lexile points from the fall to mid-year SRI					
What are some possible implications for your 2019-20 SPSA?					
Continue levelled reading program. Set aside funding for LEXIA program. Invest in chromebooks for all students. All additional teacher to continue the levelled reading program					
18-19 Standards-Based Instruction Priority:		Performance tasks and projects			
June 2021 Standards-Based Instruction Goal:		By June 2021, Oakland SOL will have developed, piloted, and refined a set of performance tasks (at least 2 performance tasks/projects per content area per grade) that require students to demonstrate proficiency across core content areas and include Student Choice, Authentic Audiende, Globally and Locally Relevant Issues, and Exhibition to a Real World Audience. The school will also have refined the structures and practices that support student engaged assessment and goal setting (Student Led Conferences, Advisory Goal setting, reflection on progress reports, use of rubrics for academics and SEL, etc.) This will result in at least 10% of students increasing at least one performance band on SBAC Math each year.			

Theory of Action for Standards-Based Instruction:	By June 2021, Oakland SOL will have developed, piloted, and refined a set of performance tasks (at least 2 performance tasks/projects per content area per grade) that require students to demonstrate proficiency across core content areas and include Student Choice, Authentic Audiende, Globally and Locally Relevant Issues, and Exhibition to a Real World Audience. The school will also have refined the structures and practices that support student engaged assessment and goal setting (Student Led Conferences, Advisory Goal setting, reflection on progress reports, use of rubrics for academics and SEL, etc.) This will result in at least 10% of students increasing at least one performance band on SBAC Math each year.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA	All Students	TBD	14.8% at or above
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We eliminated our humanities position to shift resources to the reading program. There were strong performance assessments in humanitie that were not implemented this year. The focus shifted to integrating literacy into science performance assessments.			
What evidence do you see that your practices are effective?			
Teachers have developed and documented peformance assessments in math, spanish, and science			
What are some possible implications for your 2019-20 SPSA?			
TEacher exteneded contract and PD time to continue to develop performance assessments and grade on common rubrics			
18-19 Conditions for Student & Adult Learning Priority:	Social Emotional Learning		
June 2021 Conditions for Student & Adult Learning Goal:	By June 2021, all classrooms and schoolwide systems at Oakland SOL will have aligned Tier 1 behavioral systems in place that support our vision for student achievement across the ABCS, as well as Tier 2 & Tier 3 supports for students in need of additional social emotional supports. This will result in a decrease by 50% of students that are chronically absent by June 2019, and a 10% decrease each subsequent year until 2021.		
Theory of Action for Conditions for Student & Adult Learning:	If we create Tier 1 and 2 systems for social emotional learning, provide aligned coaching and support to teachers, coordiante mental health partnerships, and deliver counseling services to students in need of direct support, have the support, safety, and systems needed to develop their Social Emotional Competencies.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	TBD after baseline is reviewed	22%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We had an attendance clerk for the first time this year. Our CSM and bilingual attendance clerk have coordinated an effective SART process.			

What evidence do you see that your practices are effective?			
As of February 2019, our chronic absence rate was reduced to 15%			
What are some possible implications for your 2019-20 SPSA?			
Increase bilingual attendance clerk to 1.0 FTE if funding is available.			
18-19 Conditions for English Language Learners Priority:	Spanish Language and Literacy		
June 2021 Conditions for English Language Learners Goal:	By June 2021, students at Oakland SOL will have access to targeted instruction in Spanish according to their language and literacy level, Intergrated projects and performance tasks that require the use of Spanish, elective courses in Spanish, and opportunities for international travel. This will result all students' increasing proficiency in ELPAC by at least one performance band a year.		
Theory of Action for Conditions for English Language Learners:	If all students receive targeted Spanish Language and Literacy instruction according to their levels as well as opportunities to use the language through project integration, arts, and service learning, they will improve their Spanish proficiency across the four domains of reading, writing, speaking, and listening as measured by Performance Task Rubrics for writing and speaking, Spanish reading comprehension levels, and the AVANT assessment. In addition, Spanish-speaking English Learners will increase their reclassification rates dues to an improvement in language and and literacy in their home language which transters to English.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	TBD	8.70%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We implemented a levelled reading class for all students. There are four levels of English Literacy instruction. The TSA coordinated the program and taught a class. Math, Spanish, and resource teachers also taught reading classes.			
What evidence do you see that your practices are effective?			
Students made an average gain of 50 lexile points from the fall to mid-year SRI			
What are some possible implications for your 2019-20 SPSA?			
Continue levelled reading program. Set aside funding for LEXIA program. Invest in chromebooks for all students. Purchase curriculumm for newcomer English class. Add additional teacher to continue the levelled reading program			
18-19 Arts, Music & World Languages Priority:	Music Enrichment		

<p>June 2021 Conditions for English Language Learners Goal:</p>	<p>By June 2021 students will have the option of taking a music class as an elective. Students will have access to both novice and intermediate level classes.</p> <p>In 2017-18, 10% of students participated in a music class as part of the Extended Day Program. Our goal for 2018-19 is that 25% of students participate in the music program.</p>		
<p>Theory of Action for Conditions for English Language Learners:</p>	<p>If all students participate in high quality arts and music enrichment classes, they will develop a confidence, a positive self-identity and as well as growth mindset about learning new skills.</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>English Learner Reclassification</p>	<p>English Learner</p>	<p>TBD</p>	<p>8.70%</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>All 6th grade students participated in the music program for one semester. Music staff was bilingual, so rather than providing English language support, the class reinforced Spanish language and literacy.</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>six students performed in an end of year showcase. Five of the six students were english learners.</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>Continue music program</p>			
<p> </p>			
<p>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</p>			
<p>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</p>			
<p>We eliminated our humanities position to shift resources to the reading program. This enableed us to have a four levels of literacy instruction for all students.</p>			

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

School: Oakland SOL (School of Language)

School ID: 217

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority:	Social Emotional Learning
School Theory of Action:	If we create Tier 1 and 2 systems for social emotional learning, including advisory and RJ practices, provide aligned coaching and support to teachers, coordinate mental health partnerships, and deliver counseling services to students in need of direct support, have the support, safety, and systems needed to develop their Social Emotional Competencies.
Related School Goal(s):	All students build relationships to feel connected and engaged in learning
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Advisory: Tier 1 Community Building RJ circles	School Leaders will provide time for new teachers to attend RJ training. Community Schools Manager and Counselor will co-facilitate and observe RJ Circles.	Advisors will facilitate Tier 1 Community Building RJ circles at least twice a week with their advisories. Students will take leadership roles in facilitating the RJ Circles.
1-2	Advisory: SEL Curriculum	School Leadership will facilitate the development and implementation of a schoolwide SEL curriculum. The principal will create a master schedule that provides time for the SEL curriculum weekly	Advisors will implement school wide SEL curriculum weekly. Students will demonstrate increased proficiency in SEL competencies
1-3	Advisory: Home School Engagement and SLCs The advisory will support students to reflect and share goals two student led conferences per year. The advisor will maintain regular communication with students' families and ensure attendance off all families at SLCs	School Leader will create a master schedule that includes two weeks of minimum days to support SLCs School Leader and will provide professional development for all teachers in how to support student goal setting and SLCs	All students will participate in SLCs twice a year. 95% of families will attend both SLCs. For families that are not able to attend an SLC, as school staff member will sit in as a student advocate.

1-4	Advisory: Home school Engagement In June, teachers will meet to create clear guidelines for how the advisor supports home school communication to all families, including strategies for homeless and foster youth	School Leaders will work with teachers in June to create clear guidelines for how the advisor supports home school communication to all families, including homeless and foster youth	All advisors will maintain regular communication with families
1-5	Teachers will support individual student behavior plans	Ensure behavioral plans for Tier 3 students have clear acitonable student goals and responsabiliteis for adult(s) on campus to monitor.	Students on behavior plans will meet 80% of their goals
1-6	School counselor will facilitate Tier 2 SEL groups	Administration will create schedule for SEL groups than minimizes interruption of instruction. School Leaders and Counselor will create referral system for SEL groups.	Students referred to Tier 2 SEL groups will demonstrate improvement in their SEL skills (evidenced by self assessment, teacher assessment, and decrease in negative behaviors.)
1-7	School counselor will provide targetted 1:1 support for Tier 3 students and families.	Work with community schools manager to create referral system for tier 3 services	Students and families referred to tier 3 services will show improvement in key indicators such as attendance, grades, and SEL assessments
1-8	Teachers will ensure full access to curriculum and materials for economically disadvantaged students, by ensuring that all assignments and homework are doable regardless of ability to buy materials, or access the Internet at home.	Principal and Community Schools Manager will provide professional development and reinforce in all school spaces the importance of creating school activities and lessons that do not presuppose access to certain economic privileges.	Observation of all classes, and review of weekly lesson plans will show that teachers, and all personnel at the school are aware of and take into account the needs of economically disadvantaged students.
1-9	EDP: The extended day program will use SOL's PBIS model and school culture practices	Principal and Community Schools Manager will work with our Extended Day Program partner to ensure they incorporate SOL's PBIS systems and culture plan into staff training for EDP employees	All extended day program staff will consistently follow the PBIS system including levels of behavior and progressive discipline.
1-10	Advisory: All teachers will help lead a 2-week advisory program to onboard new 6th grade students as part of their transition from 5th grade to middle school.	The Principal and Community Schools Manager will create advisory programming for the first two weeks that supports students to have a positive transition to middle school and establish a positive school culture.	100% of Oakland SOL's incoming 6th grade class will participate in the advisory onboarding and experience a positive traistion to middle school.

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

School Priority:	Fieldwork and Service Learning		
School Theory of Action:	If all students participate in field work and service learning related to their learning in school that exposes them to a variety of role models across cultural, racial, gender, sexual, and religious identities, they will be more engaged in their classwork and also develop an increased awareness of opportunities for college and career		
Related School Goal(s):	All students will participate in a yearly trip with their grade level as well as monthly opportunities for field work and service learning		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	6th grade teachers will support their students at the UC Berkeley Ropes Course	Leader will allocate G1 funding for Ropes course and schedule during Advisory onboarding	All 6th grade students will participate in the UC Berkeley Ropes Course
2-2	7th grade teachers will support their students at the Headwaters Institute or another overnight learning experience	Leader will provide time in August for teachers to plan and confirm trips, and also indicate the budget available	All 7th grade students will participate in the 7th grade Headwaters Institute Trip
2-3	8th grade teachers will plan for an overnight trip for 8th grade students	Leader will provide time in August for teachers to plan and confirm trips, and also indicate the budget available	All 8th grade students will participate in the 8th grade overnight trip
2-4	Each advisor will plan at least one excursion per semester for their advisory class	Leader will provide time in August for teachers to plan and confirm trips, and also indicate the budget available	All students will participate in at least one excursion per semester with their advisory
2-5	Each content teacher will plan at least one excursion per semester that provides a real world connection to the content they are learning	Leader will provide time in August for teachers to plan and confirm trips, and also indicate the budget available	All students will participate in at least one excursion per semester with their advisory
2-6	Teachers will plan field work and service learning that expose students to a wide range of role models	Principal and Community School manager will create a year long calendar of field work and excursions that promotes positive identity development and college and career awareness, with special attention to the needs of Black and Latino students.	Students will be exposed to community leaders, professionals, role models from a variety of racial, cultural, gender, sexual, and religious identities
2-7		Principal and Community Schools Manager will work with AC transit to get free clipper cards for all students	All students will have AC transit passes or clipper cards that can be used for school fieldwork and excursions

2-8		Family Coordinator and Community School manager will create a year long calendar of field work and excursions and distribute it to families at back to school night with all relevant permission slips	At back to school night, families will receive a calendar of field work and excursions and all relevant permission slips
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Schoolwide (Tier 1) Language and Literacy Practices
School Theory of Action:	If we strengthen our Tier 1 Literacy practices and integrate standard-based literacy instruction across the curriculum, students will increase their reading comprehension levels, as indicated by their lexile level on the SRI and proficiency levels on the SBAC ELA
Related School Goal(s):	All students continuously grow towards meeting or exceeding standards in ELA All students (who are below or at grade level) grow a year or more in reading each year
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Interactive Read Aloud: Teachers will integrate Interactive Read aloud into Science, ELA, and Spanish classes	training in interactive read aloud. clear expectations for IR across content areas	observation of teacher practices. Monitoring of student reading levels on the SRI. Observation of student behavior during Interactive read aloud. Student interest surveys.
3-2	SLPS: Structured Language Practices to support all students, with emphasis on English Language Learners, Newcomers, and other students who need support to access and master academic language in English.	Clear set of schoolwide SLPS that are modeled in weekly town hall, with follow up time in PD for teachers to debrief and create anchor chart.	Teachers will provide positive feedback about PD loop on SLPS, teachers will be observed using schoolwide SLP practices, classrooms will display anchor charts for SLPS, 100% of students will participate in SLPS in classroom observations.
3-3	Writing: All teachers will incorporate the ACE (Answer, Claim, Evidence) strategy for writing	Professional Development in the writing process common time for scoring of writing samples, use of common CCSS aligned rubric	Observation of teacher practice teaching and referring to ACE strategy. Student writing samples on performance tasks will show use of ACE strategy. Students will show an increase on rubric scores from Fall to Winter scoring.
3-4	Close Reading: Science Teachers will implement Close reading at least 1x/week with students to ensure exposure to grade level text and vocabulary	PD in close reading, observation and coaching, clear expectations for frequency of close reading outlines in language and literacy plan	Observation of teacher practice, observation of student engagement during close read, student increase on SRI and reading comprehension SBAC questions

3-5	EDP: The extended day program will provide arts enrichment programming that reinforces language and literacy skills	The Principal and Community Schools Manager will identify a lead agency to coordinate the extended day program and train staff.	Students in the extended day program will complete at least 30 minutes of independent reading or other literacy activities daily (script reading and writing, choral reading, etc.)
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	Targeted Language and Literacy Instruction in English and Spanish		
School Theory of Action:	If all students receive targeted Language and Literacy instruction in both English and Spanish according to their levels they will improve their language proficiency across the four domains of reading, writing, speaking, and listening as measured by the Scholastic Reading Inventory (SRI) in English, Performance Task Rubrics for writing and speaking in both languages, and the AVANT assessment in Spanish. In addition, Spanish-speaking English Learners will increase their reclassification rates due to an improvement in language and literacy in their home language which transfers to English.		
Related School Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be Served by these Practices	English Language Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will provide small group reading instruction to provide targeted literacy instruction in English and Spanish to all students, including accelerated classes for GATE students and others reading above grade level	Create a master schedule and purchase reading materials to support 3-4 levels of literacy instruction in English and Spanish, including GATE students and others reading above grade level	All students will be placed in an English and Spanish reading class according to their language and literacy level
4-2	Assessment: Spanish teachers will Administer the AVANT in Fall and Spring appropriately place students and monitor student progress	Contract with AVANT, and provide time for data analysis	All students will take the Avant in Fall and Spring
		Use the AVANT to develop proficiency criteria for student to enter Spanish Humanities	Analysis of Avant data will show growth from fall to spring
4-3	Teachers will conduct the Spanish classes entirely in Spanish using an immersion model	Create a master schedule that allows for three levels of Spanish classes	All students will be enrolled in Spanish WITHOUT tracking the cohort by language proficiency level for the rest of the schedule

4-6	Newcomer students and Long Term English Learners will be recruited and prioritized for extended day program classes.	Principal will provide EDP Staff and advisors with the list of ELs to be prioritized for the Extended Day Program	80% of ELs will participate in Extended Day Program offerings.
4-7	Assessment: ELA/Reading teachers will administer the SRI in Fall, Winter, and Spring to appropriately place students and monitor student progress	Principal will create master schedule that allows for 4 levels of English reading based on student levels	All Students will be placed in an English reading class according to their level. Students progress will be monitored using the SRI
4-8	Teachers will use Lexia and guided reading strategies to provide reading intervention English to students who are reading below grade level, including African-american and Latino students	Contract with LEXIA to provide reading intervention to students who are below grade level, including African american and Latino students	On average, students will grow at least 100 lexile points a year as measured by the SRI

ARTS, MUSIC & WORLD LANGUAGES

School Priority:	Music Enrichment		
School Theory of Action:	If all students participate in high quality arts and music enrichment classes, they will develop a confidence, a positive self-identity and as well as growth mindset about learning new skills.		
Related School Goal(s):	All students continuously grow towards meeting or exceeding standards in ELA All students (who are below or at grade level) grow a year or more in reading each year		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1		Contract with Oakland Public Conservatory to provide music programming	at least 50% of students will enroll in music classes
5-2		Create master schedule that provides students access to music classes	at least 50% of students will enroll in music classes

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 217

School: Oakland SOL (School of Language)

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$0.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	217-1
\$19,450.00	General Purpose Discretionary	Surplus (for CSM once we know other funding)	n/a	4399	Surplus		n/a		n/a	217-2
\$2,000.00	General Purpose Discretionary	Copier Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	217-3
\$3,677.00	LCFF Concentration	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teachers will provide small group reading instruction to provide targetted literacy instruction in English and Spanish to all students, including accelerated classes for GATE students and others reading above grade level	217-4
\$96,322.42	LCFF Concentration	Community School Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.75	Work with community schools manager to create referral system for tier 3 services	217-5
\$2,320.88	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.04	Teachers will provide small group reading instruction to provide targetted literacy instruction in English and Spanish to all students, including accelerated classes for GATE students and others reading above grade level	217-6
\$21,255.39	LCFF Supplemental	Teacher- Intervention for Literacy	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.30	Teachers will provide small group reading instruction to provide targetted literacy instruction in English and Spanish to all students, including accelerated classes for GATE students and others reading above grade level	217-7

\$74,509.69	LCFF Supplemental	Teacher- Spanish	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries		n/a	1.00	Teachers will provide small group reading instruction to provide targeted literacy instruction in English and Spanish to all students, including accelerated classes for GATE students and others reading above grade level	217-8
\$5.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Create a master schedule and purchase reading materials to support 3-4 levels of literacy instruction in English and Spanish, including GATE students and others reading above grade level	217-9
\$20,282.00	Measure G	Chromebooks	Goal 3: Students are reading at or above grade level.	4420	Computer < \$5,000		n/a		Teachers will provide small group reading instruction to provide targeted literacy instruction in English and Spanish to all students, including accelerated classes for GATE students and others reading above grade level	217-10
\$2,353.00	Measure G1	Supplies for arts	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Create master schedule that provides students access to music classes	217-11
\$35,000.00	Measure G1	Contract- Oakland Public Conservatory	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Contract with Oakland Public Conservatory to provide music programming	217-12
\$2,000.00	Measure G1	Ropes Course field trip	Goal 5: Students are engaged in school every day.	5829	Admission Fees		n/a		All students will participate in a yearly trip with their grade level as well as monthly opportunities for field work and service learning	217-13
\$38,805.13	Salesforce	Community School Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.25	School Leaders will provide time for new teachers to attend RJ training. Community Schools Manager and Counselor will co-facilitate and observe RJ Circles.	217-14

\$21,255.39	Title I: Basic	Teacher- Intervention for Literacy	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.30	Teachers will use Lexia and guided reading strategies to provide reading intervention English to students who are reading below grade level, including African-american and Latino students	217-15
\$2,407.00	Title I: Basic	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teachers will use Lexia and guided reading strategies to provide reading intervention English to students who are reading below grade level, including African-american and Latino students	217-16
\$455.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		The Principal and Community Schools Manager will identify a lead agency to coordiante the extended day program and train staff.	217-17



Title I School Parental Involvement Policy 2018-19

Oakland SOL agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

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

The Title I Parent Involvement policy is reviewed annually by our school site council. Meetings are open to all parents and community members. In addition, families may give input to their advisory room leader parent.

Offer a flexible number of meetings for parents.

The SSC meets monthly on the first Monday of the month from 5:00-7:00 p.m.

The room leaders meet monthly on the third Thursday of the month from 4:30-6:00 p.m.

Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Provides parents of Title I students with timely information about Title I programs.

The Title 1 program is developed by our School Site Council as part of our School Site Plan. The council is elected each fall, and meets monthly on the first Monday of the month.

The School Site Council hosts the Annual Title 1 meeting each Fall to provide parents of Title 1 students with information about Title 1 programs.



Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

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

Back to school night presentations by each content teacher.

Student Led-conferences two times a year

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

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

All parents attend student led conferences two times a year. Parents can also request an additional conference following each 6-week grading period by contacting the student's advisor. At that time, the parent and/or teacher can also request a follow up SST if additional support is needed for student success in academic or social emotional skills.

School-Parent Compact

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



Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's common core content standards
 2. The State of California's and Oakland Unified School District's academic assessments, including the SBAC (Smarter Balanced Achievement Consortium) and SRI (Scholastic Reading Inventory)
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

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

At student-led conferences twice a year the student, parent, and advisor review student progress towards standards and set future goals.

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

Staff are trained on how to support students and parents to engage in authentic goal setting at SLCs. Trainings happen during faculty professional development.



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

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

All family involvement activities are integrated with our Title I plan, as we are schoolwide Title 1 with 85% of our students qualifying for Free or Reduced Lunch.

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

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

Newsletters are distributed weekly and sent home in Spanish and English. Text blasts are sent as reminders of important events.

Accessibility

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

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

All school events provide translation in English and Spanish. Translation to Mam and Arabic are provided upon request and when needed.

Information about school events is posted in the office and distributed in weekly newsletters.



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

School Site Council Meeting 3/7/19 - Reviewed

School Site Council Meeting 5/2/19 - Adopted

This policy was adopted by the Oakland SOL School Site Council on (5/2/19) and will be in effect until modified by the School Site Council. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before Back to School Night. It will be made available to the local community on or before Back to School Night. The Oakland SOL Middle School's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

KM Carbon
Principal's Signature

5/2/19
Date

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

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

Signed on this _____ day of _____, 20_____.



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Middle School

School Name: Oakland SOL Middle School

Chairperson : Che Abram
Vice Chairperson: Simone Delucchi
Secretary: Katherine Carter

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Katherine Carter	X				
Simone Delucchi			X		
Kavitha Kasargod-Staub		x			
Fatimah Guienze		x			
Chloe Rutter-Jensen		x			
Zachary Bell		x			
Jose Borjas				x	
Che Abram				x	
Lamont Snaer				x	
Jesus Borjas					x
Ajene Snaer					x
Ashley Campechano					x

Meeting Schedule (day/month/time)	First Thursday of the month, 5-7 p.m.
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SSC Legal Requirements: (Ed. Code 52852)

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

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