

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

Legislative File ID No: 18-1331
Introduction Date: 6/27/18
Enactment No.: 18-1134
Enactment Date: 6/27/18 er

June 27, 2018

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan

Recommendation:

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



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

Legislative File ID No: 18-1331
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Oakland SOL (School of Language)
CDS Code: 1612590135210
Principal: Katherine Carter
Date of this revision: 4/20/2018

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

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

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

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

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

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

- School Site: Oakland SOL (School of Language) Site Number: 217

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- School Improvement Grant (SIG)

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




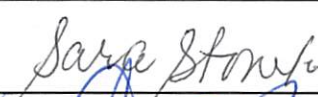
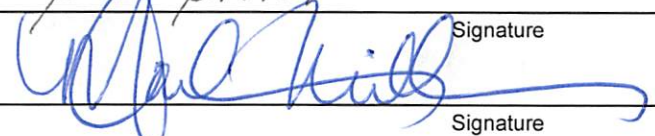
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

Date(s) plan was approved: 5/17/18

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:

			
Katherine Carter, School Principal	Signature	<u>5/17/18</u>	Date
<u>CHE' ABRAHAM</u>		<u>5/17/18</u>	Date
Print name of SSC Chairperson	Signature	<u>5-23-18</u>	Date
<u>Sara Stone</u>		<u>5-31-18</u>	Date
Sara Stone, Network Superintendent	Signature		
<u>Marla Williams</u>			
Marla Williams, Officer, State and Federal Programs	Signature		

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

Date	Stakeholder Group	Engagement Description
Nov. 2017	School Site Council	Conducted a Vision/Gap Analysis to get in put from parents, faculty, staff, and students about our progress towards meeting our vision for studnet achievement and our areas of growth
Nov 2017	Faculty	Reviewd the summary data from the Vision/Gap Analysis
Dec 2017	Parents	Administed a 1:1 parent survey during studnet led conferences to get feedback from parents on the strengths and areas of growth of the school
2/17-18/2018	Faculty	Held a 2-day mid-year retreat with faculty to review our progress to date and draft goals for 2018-19.
Jan 2018	Student Focus Group	Measure G Student Focus Group
2/22/2018	School Site Council	Reviewwd big rocks from the site plan and approved the use of LCFF and Title 1 Funding
3/1/2018	Faculty	Reviewed bg rocks from site plan and staffing plan

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$28,350.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$81,847.22	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$210,197.22	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$11,523.46	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$283.41	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$11,806.87	\$0.00

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

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 of 75 students, eventually growing to a 6th-8th grade middle school of 450 students.

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.

Family & Student Engagement

Oakland SOL implements family engagement structures and practices aligned to the OUSD Family Engagement Standards, including:

A classroom leader structure and ongoing monthly meetings

Student-led conferences (three times a year) and Expositions of student work (twice a year)

Shared decision-making between families and school staff through a robust School Site Council (SSC) that examines data to develop, implement, and evaluate the Site Plan.

Other family engagement practices that are built into the school day include PBIS and restorative justice systems, weekly town halls, and an advisory structure that focuses on peer-to-peer and adult-student relationships and Social-Emotional Learning.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges, Barriers, and Root Causes
<p>LANGUAGE & LITERACY</p>	<p>Language and Literacy are integrated into all content areas. Spanish, Science, and Humanities classes focus on CCSS ELA anchor standards. SOL's Language and Literacy allocation plan indicates the school wide structures and practices for language and literacy.</p>	<p>64% of entering 6th grade students were reading multiple years below grade level as indicated by their lexile level on the SRI</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Science class focuses on NGSS standards as well as CCSS ELA standards, and is taught with the NGSS-aligned FOSS program. Our base math curriculum is Illustrative Math/Open Up resources, which was rated by Ed Reports as the fully aligned to the CCSS standards in Math.</p>	<p>SOL's curricular model includes integrated projects across content areas, however two of the four founding teachers are new classroom teachers and have not been trained in standards-based instruction at their grade level.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>We have developed a tiered discipline system and school culture plan as part of our overall MTSS system. Our grade level teams meet weekly to coordinate instruction and discuss the interventions and progress of Tier 3 students (both academically and socio-emotionally).</p>	<p>Students have a wide range of academic and social emotional needs. 16% of SOL students have identified IEPs, and another 8% have 504 plans. Students enter Oakland SOL from over a dozen elementary school programs with wide variances in culture and climate.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>Oakland SOL was intentionally designed as a late-entry dual language middle school, and curriculum has been designed to support English Language Learners in all stages of English proficiency.</p>	<p>Lack of intervention supports during the school day to provide additional instruction for English Language Learners.</p>

<p>ARTS, MUSIC & WORLD LANGUAGES</p> <p>(Measure G1)</p>	<p>Oakland SOL is an arts-integrated project based learning school; Learning Expeditions integrate arts, music, and world languages throughout core subjects.</p>	<p>Finding and retaining quality bilingual staff that reflect the diversity of the student body and are able to teach in these content areas with both subject area and cultural humility.</p>
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Oakland SOL (School of Language)

School ID: 217

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Schoolwide (Tier 1) Language and Literacy Practices	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.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	n/a	TBD	TBD
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Student Data: Independent reading behavior of students, Teacher Data: Observation of teachers instructional practices in accordance with language and literacy allocation plan.				
Theory of Action for Language & Literacy Priority:	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				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Interactive Read aloud	training in interactive read aloud. Calendar of Interactive read aloud for shared book in library, clear expectation 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.	
1-2	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.	

1-3	Teachers will implement Writers' Workshop, aligned to the writing Common Core State Standards. Teachers will provide differentiated support for all students, and will provide consistent and precise feedback through use of rubrics, and will look for ways to extend learning and project parameters for GATE students and any students who are at or above proficiency in this area.	Professional Development in Writers' workshop, common time for scoring of writing samples, use of common CCSS eligned rubric	Observation of teacher practice facilitating writers' workshop. All students will take at least two pieces of writing fully though the writing process. Students will show an increase on rubric scores from Fall to Winter scoring
1-4	Close Reading & Shared Reading	PD in close reading, observation and coaching, clear expecatations for frequence of clse 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
1-5	Implementation of Tier 2 (Guided Reading, monitoring of Independent Reading) practices to support students who are below grade-level in reading. All students below grade level will be provided Tier 2 interventions; with emphasis on African American and Latino students in order to close the achievement gap for these groups school-wide.	Train Humanities and Spanish teachers on conducting guided reading. Organize leveled libraries in ENglish and Spanish.	All studnets will make at least one year's improvement on reading levels. Students who enter 1-3 years behin will grow at least 1.5 levels a year.
1-6	Implementation of Tier 3 (Morning Boost Intervention) practices to support students multiple years below grade level. Among these students, homeless and foster youth will be identified and supported with these interventions, as well as other supports necessary to increase academic acceleration.	Find funding to pay for this intervention program, and analyze BOY reading data to determine who enters the program (students over 3 years below grade level)	Students in the morning boost program will accelereate at least 2 years of reading levels in one school year.
1-7	The extended day program will provide arts enrichment programming that reinforces langauge and literacy skills	The Principal and Community Schools Manager will identify a lead agency to coordiante 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.)

Priority ("Big Rock"):	JUNE 2021 GOAL
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STANDARDS-BASED INSTRUCTION	Performance tasks and projects	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:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	n/a	TBD	TBD
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>We will also look at SBAC Math as well as our SEL rubrics and surveys because this big-rock and ToA applies across all content areas</p> <p>Student Data: Performance assessment rubric scores in all content areas, student ability to identify areas of growth on standards-based rubric during SLC and bi-weekly goal setting and reflection.</p> <p>Teacher Data: Review of standards-aligned lesson plans for performance assessments/tasks, for each unit. Observation of standards-based lessons for task alignment to standards and student engagement in task. Observation of student and teacher during SLC.</p>				
Theory of Action for Standards-Based Instruction Priority:	If we engage students in rigorous and relevant projects and tasks that are aligned to grade level standards, they will be more engaged in their learning and better able to identify their areas of growth across standards for both academics and SEL.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Performance Assessments and Tasks	Contract with ISSN for coaching support on developing integrated performance tasks		Each teacher will produce at least 2 performance tasks that require students to demonstrate proficiency on CCSS	
2-2	Teachers will support students to share evidence of learning and set future goals at Student Led Conferences 3x a year, and will work with the Community School Manager in order to outreach to families and ensure high levels of family participation in all Student Led Conferences.	Train teachers on how to conduct SLCs. Provide time for teachers to contact families, and translation support when needed		100% of families will attend 2 of 3 SLCs	
2-3	SEL rubrics	Create student friendly rubrics for 5 SEL competencies		Students will refer to SEL rubrics to set goals during SLCs	
2-4	Teachers will support students in individual reflection and goal setting	Calendar PD/Collaboration time for teachers to coordinate goal setting practices		Observation of goal setting lessons in classroom as well as observation of SLCs	

2-5	Teachers will use a common rubric for writing / speaking in performance tasks	Create a common rubric for Speaking and writing in Spanish and English, and provide time for teacher to score work collaboratively	All teachers will bring student work to scoring sessions
2-6	Teachers will provide students with time & feedback to revise work towards mastery	Train teachers in writers' workshop	All students will show an improved rubric score from first to final draft
2-7	Teachers will meet weekly with their grade level team to coordinate instruction and student goal setting	School Leaders will provide grade level teams with a common weekly prep for collaborative planning	Observation of team meetings, review of grade level meeting notes

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Social Emotional Learning	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.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	n/a	TBD after baseline is reviewed	TBD after baseline is reviewed
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Student Level Data: Chronic Absence Rate URF and Suspension Rate Attendance Rate SEL rubrics and surveys Teacher Level Data: Observation of RJ Circles, advisory lesson plans including BIC curriculum, preparation for circle (student leadership, topics, setting up space), and integration of BIC games, Tier 1 practices as indicated on PBIS walkthrough				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we create Tier 1 and 2 systems for social emotional learning, 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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Advisor: 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.	
3-2	Teachers will have consistent responses to level one student behavior	School counselor will observe teachers using PBIS tool and provide aligned coaching and feedback		Reduction of students being sent to the office for level 1 (and level 2) behavior	

3-3	Teachers will use conflict resolution strategies	Train teachers in conflict resolution strategies	Reduction of students being sent to the office for conflict resolution
3-4	Teachers will support individual student behavior plans	Ensure behavioral plans for Tier 3 students have clear actionable student goals and responsibilities for adult(s) on campus to monitor.	Students on behavior plans will meet 80% of their goals
	Teachers will work with Resource Teachers, and all other specialists, in order to provide appropriate accommodation and differentiation for all students with disabilities in their classrooms		
3-5	Teachers will reinforce positive behavior and redirect negative behavior through the use of school norms	Observe teaching practice and provide written feedback on how positive behavior is reinforced and negative behavior is redirected	Norms will be posted and referred to in during observation of classroom instruction. Students will be able to name school norms and reflect on how their behavior does or does not support school norms.
3-6	School counselor will facilitate Tier 2 SEL groups	Administration will create schedule for SEL groups that 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.)
3-7	School counselor will provide targeted 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
3-8	Teachers will facilitate the school wide advisory curriculum	Work with community schools manager to curate the advisory handbook and curriculum	Observation of advisory classes will show that teachers are using the advisory curriculum, and that students are taking leadership in advisory routines
3-9	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.

3-10	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.
3-11	All incoming 6th grade students will be onboarded through a 2-week advisory program 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 transition to middle school.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Spanish Language and Literacy	By June 2021, students at Oakland SOL will have access to targeted instruction in Spanish according to their language and literacy level, Integrated 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.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Progress	All Students	n/a	TBD	TBD
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Student level data: English Learner Reclassification DRA and EDL Reading levels (both proficiency and progress) Avant assessment data (proficiency and progress) Teacher level data: Performance tasks in math, science and humanities that require students to communicate learning in both Spanish and English Implementation of language and literacy practices in Spanish Humanities				
Theory of Action for English Language Learners Priority:	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 due to an improvement in language and literacy in their home language which transfers to English.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

4-1	Teachers will integrate Spanish into their performance tasks and projects at least once a semester.	Contract with ISSN for coaching support on developing integrated performance tasks	Each content area teacher will produce at least 2 performance assessments that require students to integrate Spanish
4-2	Use a school wide CCSS aligned rubric for performance tasks in Spanish, and provide students time to assess their work and improve towards mastery	Create a common rubric for Speaking and writing in Spanish, and provide time for teacher to score work collaboratively	Spanish, ELA, and Humanities teachers will all bring student work to common scoring sessions at least 2x year.
4-3	Administer the AVANT in Fall and Spring	Contract with AVANT, and provide time for data analysis	All students will take the Avant in Fall and Spring
4-4		Use the AVANT to develop proficiency criteria for student to enter Spanish Humanities	Analysis of Avant data will show growth from fall to spring
4-5	Spanish teachers will teach two sections of Spanish Humanities and one section of Spanish 1	Create a master schedule that allows student to take Spanish Humanities OR Spanish 1	All students will be enrolled in Spanish 1 or Spanish Humanities 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.

ARTS, MUSIC & WORLD LANGUAGES (Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Music Enrichment	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. 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.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		All Students	N/A		

<p>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</p>	<p>Music Program:</p> <ul style="list-style-type: none"> - Student enrollment in music classes - Student participation in music performances - # of students who advance to intermediate level classes. - Observation of music classes. <p>Climate indicators:</p> <ul style="list-style-type: none"> - overall student enrollment and attendnace - CHKS data - Suspension and URF rates 		
<p>Theory of Action for Arts, Music & World Languages Priority:</p>	<p><i>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.</i></p>		
<p>#</p>	<p>TEACHING PRACTICES & PROGRAMS</p>	<p>LEADERSHIP ACTIONS</p>	<p>EVIDENCE OF IMPLEMENTATION</p>
<p>5-1</p>		<p>Contract with Oakland Public Conservatory to provide music programming</p>	<p>at least 25% of students will enroll in music classes</p>
<p>5-2</p>		<p>Create master schedule that provides students access to music classes</p>	<p>at least 25% of students will enroll in music classes</p>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 217

School: Oakland SOL (School of Language)

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$7,058.71	General Purpose Discretionary	Extra Time	Performance tasks and projects	A2.10 Extended Time for Teachers	1120				217-1
\$4,944.46	General Purpose Discretionary	Supplies	Schoolwide (Tier 1) Language and Literacy Practices	A2.3 Standards-Aligned Learning Materials	4310				217-2
\$10,000.00	General Purpose Discretionary	Copier	Schoolwide (Tier 1) Language and Literacy Practices	A2.3 Standards-Aligned Learning Materials	5610				217-3
\$6,346.83	General Purpose Discretionary	Teacher	Schoolwide (Tier 1) Language and Literacy Practices	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	0.07	217-4
\$2,087.78	LCFF Concentration	Supplies to support academic acceleration	Spanish Language and Literacy	A4.2 Dual Language Programs	4310				217-5
\$22,667.25	LCFF Concentration	Teacher (science)	Schoolwide (Tier 1) Language and Literacy Practices	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	0.25	217-6
\$75,244.97	LCFF Concentration	Program Manager-Community Schools	Social Emotional Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	2305	PROGRAM MANAGER COMMUNITY SCHOOLS	PMCMSC9999	0.60	217-7
\$245.11	LCFF Supplemental	Supplies to support academic acceleration	Schoolwide (Tier 1) Language and Literacy Practices	A2.3 Standards-Aligned Learning Materials	4310				217-8
\$22,667.25	LCFF Supplemental	PE Teacher	Social Emotional Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	0.25	217-9
\$58,934.86	LCFF Supplemental	Teacher (science)	Schoolwide (Tier 1) Language and Literacy Practices	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	0.65	217-10
\$8,963.09	Measure G1	Surplus	n/a	n/a	4399				217-11
\$2,456.56	Title I: Basic	Surplus, to be allocated to Supplies	Performance tasks and projects	A2.3 Standards-Aligned Learning Materials	4399				217-12

\$9,066.90	Title I: Basic	Surplus, to be allocated to a .10 FTE science teacher	Schoolwide (Tier 1) Language and Literacy Practices	A2.5 Teacher Professional Development for CCSS & NGSS	1105				217-13
\$200.00	Title I: Parent Participation	Surplus, to be allocated to Extra Time Clerical	Schoolwide (Tier 1) Language and Literacy Practices	A6.5 Academic Parent-Teacher Communication & Workshops	4399				217-14
\$83.41	Title I: Parent Participation	Surplus, to be allocated to Supplies	Schoolwide (Tier 1) Language and Literacy Practices	A2.3 Standards-Aligned Learning Materials	4399				217-15



2017-2018
School Site Council Membership Roster – Middle School

School Name: _____

Chairperson :
Vice Chairperson:
Secretary:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule (day/month/time)	
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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