

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Roosevelt Middle School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Roosevelt Middle School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Roosevelt Middle School
CDS Code: 1612596057087
Principal: Clifford Hong
Date of this revision: 6/6/2017

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: Clifford Hong
Address: 1926 19th Avenue
Oakland, CA 94606

Position: Principal
Telephone: 510-535-2877
Email: clifford.hong@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Roosevelt Middle School

Site Number: 212

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

Date(s) plan was approved: 5/16/17

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:

Clifford Hong

School Principal

Clifford Hong
Signature

5/16/17
Date

Pecolia Manigo
Print name of SSC Chairperson

Pecolia Manigo
Signature

5/16/17
Date

Mark Triplett

Network Superintendent

Mark Triplett
Signature

5.22.17
Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Marcus Silvi
Signature

5/25/17
Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Roosevelt Middle School

Site Number: 212

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

Date	Stakeholder Group	Engagement Description
5/10/2017	Staff	Presented options for the master schedule and requested feedback on it.
5/16/2017	SSC	Reviewed and made adjustments to the SPSA
4/18/2017	ILT	Discussed and made adjustments to instructional plans for next year.
4/21/2017	SSC	Reviewed and made adjustments to the budget

2017-2018 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	\$108,958.70	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$399,256.90	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$215,394.70	TBD
TOTAL:	\$748,610.30	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$82,295.35	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,755.96	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$167,794.72	TBD
TOTAL:	\$252,846.03	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Roosevelt Middle School, located in Oakland's San Antonio neighborhood, was first established in 1923. As a public middle school in the Oakland Unified School District (OUSD), we enroll students in grades 6-8. Currently, our school serves approximately 520 students from multiple racial & ethnic backgrounds: 45% Asian/Pacific Islander, 34% Latino, and 17% African American. 35% percent of our population is classified as English Language Learners, and there are over 20 different home language groups represented within our student body. 96% of our students qualify for the free or reduced-price meal program and 15% of our students have a disability. According to OUSD live/go data, 51% of Roosevelt students live in the immediate neighborhood of the school.

School Mission and Vision

Roosevelt's mission is to empower all students to be creative community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic. We will achieve this vision by creating a vibrant learning experience through personalizing student learning, designing solutions to real-world problems, and by supporting the whole child. We believe that this model will provide students with a strong foundation for success in high school, college, career, and global citizenship.

Our vision for what we want for all RMS students is represented in our graduate student profile, where we articulate what we expect all students to know and be able to demonstrate as a result of a Roosevelt Middle School education. We expect that all Roosevelt Middle School students will:

- Build a strong academic foundation. Students will demonstrate grade level proficiency and/or show significant academic growth in foundational reading, math, and writing skills that will support their high school and college readiness and success.
- Develop and demonstrate 21st Century Skills. Students will be well prepared for high school, college, and career by developing and demonstrating their ability to respectfully collaborate, powerfully communicate, think critically and creatively, and work productively.
- Exemplify the RMS Community Ethic. Students will make positive contributions to our school and Bay Area communities.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

TRANSFORMATION PRIORITY #1: Strong Academic Foundation

SCHOOL GOAL for Strong Academic Foundation:

All students can demonstrate grade level proficiency and/or show significant academic growth in foundational reading, math, and writing skills.

By June 2020, 67 percent of students will meet or exceed grade level standards in literacy as measured by SBAC ELA.

SCHOOL TARGETS for Strong Academic Foundation:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	26.87%	39.87%	52.87%

Other Leading Indicators for Strong Academic Foundation:

F&P, Literator, iReady reading

NEEDS ASSESSMENT for Strong Academic Foundation:

STRENGTHS	CHALLENGES
Roosevelt achieved/exceeded reading growth overall for all students and for low-income students, based on the SRI and SBAC ELA.	Roosevelt did not meet expected reading growth on SBAC and/or SRI: ELs students with disabilities, African American students.
Roosevelt achieved/exceeded math growth on SBAC Math overall for all students and for ELs and low income students.	Roosevelt did not meet expected math growth on SBAC Math for African American students and students with disabilities.

ROOT CAUSE ANALYSIS
At Roosevelt, we have yet to create a school that 1. efficiently and effectively collects/reports individualized data on academic achievement, 2. sufficiently personalizes strategies to individuals 3. gives students enough time to accelerate their learning 4. effectively partners with families to continue the learning outside of school, and 5. effectively motivates students to overcome and accelerate.

TRANSFORMATION PRIORITY #2: 21st Century Skills

SCHOOL GOAL for 21st Century Skills:

Family engagement team will progress monitor attendance.

SCHOOL TARGETS for 21st Century Skills:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
21st Century Skills 360° Assessment	All Students	n/a	TBD	TBD

Other Leading Indicators for 21st Century Skills:

NWEA Maps Math, TTO assignment completion

NEEDS ASSESSMENT for 21st Century Skills:

STRENGTHS	CHALLENGES
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<p>On the 2016 CHKS survey, 78% of students reported that they came to class prepared.</p>	<p>Less than a quarter of our African American students and our students with disabilities were high-school ready in 2016.</p> <p>High school readiness fell by 9% between 2015 and 2016 for all students, and also for low-income students (95% of student population in 2015-16).</p> <p>Many of our students need to grow more than two grade levels each year at Roosevelt in both math and reading in order to catch up and be ready for high school.</p>
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ROOT CAUSE ANALYSIS

We are designing our new school model to meet the demands of the 21st century job market. Our current middle school students will enter the workforce in approximately 10 years and compete for jobs and careers that do not even exist yet. It is predicted that the vast majority of jobs in the U. S. will require a workforce that is able to engage in creative work, such as research, design, product development, marketing and sales, and project management. To ensure our students are ready to complete and lead in this new world economy, we must provide our students with opportunities to develop key 21st century skills, such as critical thinking, communication, creativity, and collaboration.

TRANSFORMATION PRIORITY #3: Community Ethic

SCHOOL GOAL for Community Ethic:

All students will feel they can have positive influences on their communities.

Each year, students will document and reflect on at least one way they contributed to the school community and the greater Bay Area community, and at least one way they worked to improve their community.

More than half of families will attend at least one family engagement event each year.

SCHOOL TARGETS for Community Ethic:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Site-based metric: Percent of students completing annual documentation and reflection	All Students	n/a	n/a	100.00%

Other Leading Indicators for Community Ethic:

Referrals, student responses to internal student satisfaction survey

NEEDS ASSESSMENT for Community Ethic:

STRENGTHS	CHALLENGES
<p>On the 2016 CHKS survey, 73.6% of students reported that there is an adult at Roosevelt who always wants them to do their best.</p> <p>We have a strong set of parents who have been consistently attending our family planning events.</p>	<p>25.4% of students do not feel that there is an adult at Roosevelt who always wants them to do their best.</p> <p>We would like more parents to be part of the planning team.</p>

ROOT CAUSE ANALYSIS

At Roosevelt, we have yet to create a school that 1. efficiently and effectively collects/reports individualized data on student fulfillment, 2. sufficiently personalizes responses to individuals who report being unhappy 3. effectively partners with families to ensure the students' needs are being met inside and outside of school, and 5. effectively motivates students to self-heal and self-regulate.

At Roosevelt, we have yet to create a school that 1. communicates to families about each event in at least three different ways, and 2. communicates to families in their home languages, and 3. has interpreters at the events.

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Strong Academic Foundation:</p>	<p>Students enter Roosevelt with a wide range of reading and math skills. In order to accelerate student growth, by the end of our transformation period in Spring 2020, we will fully integrate a personalized approach to teaching and learning that is dependent on each student's strengths and needs.</p>
<p>SCHOOL THEORY OF ACTION for 21st Century Skills:</p>	<p>All students deserve the opportunity to succeed in our rapidly changing world. In order to help prepare our students to have agency and success in the 21st century economy and communities of the future, we must provide them with opportunities to do authentic work that is culturally relevant and useful to the world outside of school.</p>
<p>SCHOOL THEORY OF ACTION for Community Ethic:</p>	<p>We recognize that adolescence is a period of important and dramatic social and emotional development. As such, our model incorporates numerous layers of social and emotional support for our students to help them develop the skills they will need to navigate middle school and succeed in the future. If we authentically partner with families to support our students by creating open communication channels and hosting engaging events, we will have stronger relationships with students and their families.</p>
<p>#REF!</p>	
<p>#REF!</p>	

PART D: 17-18 STRATEGIES & KEY PRACTICES

Transformation Strategy #1: Personalized Instruction

#	Transformation Practices	Implementing Actions
1-1	Learner Profiles through Digital Portfolios	- Students will create a digital portfolio to keep track of their strengths, interests, and needs; they will present their work to peers, families, and school staff.
1-2	Personalized Learning Paths	<p>- Through adaptive instruction, each student will have his/her own personalized plan that lays out his/her learning path to achieve high academic and social outcomes.</p> <p>- Students who are behind in their math and reading skills will receive targeted attention to bring those skills up to grade level. Students will help design their own paths.</p> <p>- Our teachers will use a variety of formative data sources to personalize student instruction:</p> <ul style="list-style-type: none"> • i-Ready diagnostic and progress monitoring will be used to determine a personalized path in ELA content for each student. • Daily exit slips in math will be used to measure student progress and determine their personalized pace. • Student input, including interests and learning preferences, will shape the development of projects. • Attendance and discipline data will support the implementation of tier-based interventions based on student needs. <p>- Implement Personalized Learning Stations: Students in humanities cores will learn in stations; some students will be on computers, some will be discussing in small groups, some will work with the teacher.</p> <p>- Professional development: train teachers in personalized learning techniques.</p>
1-3	Competency-Based Progression	- Instead of generic letter-based grades, each standard will be assessed separately so students, families, and school staff will know which skills a student has mastered, which s/he is beginning to master, and which s/he is yet to master.
1-4	Flexible Learning Environments	- Students will have the opportunity to work in a variety of settings (classroom, library, outside, makerspace) and instructional groups (peer-led small group, independently, with a teacher in a small group).
1-5	Student Ownership	- Students will drive much of their own education, selecting topics for projects, setting their own learning goals, monitoring their own progress, and learning to ask for appropriate help.
1-6	Advisory	- Students will monitor their progress on their learning path through guided reflection and goal-setting on a bi-weekly basis.
1-7	Implement Expeditionary Learning Curriculum	

1-8	Implement a Schoolwide Reading Campaign	<ul style="list-style-type: none"> - Manage a book room to provide high interest books to students. - Purchase novels. - Book Club: Students will read a book at their reading level for 20 min between 3-5 times a week. - ILT will track SRI data and other formative assessment data to see how well our students are progressing with their reading and make adjustments accordingly.
1-9	Ensure that staff and resources to support literacy are in place.	<ul style="list-style-type: none"> - Hire a Literacy Coordinator. - Purchase licenses for iReady (online reading software) and other online tools. - Refresh Chromebooks. - Hire an Instructional Facilitator.
1-10	Provide specialized courses and other learning supports for English Language Learners and Newcomers.	<ul style="list-style-type: none"> - We will establish a special humanities core class and a special sheltered math/science core class for newcomers, a Tier II strategy. - The RMS leadership worked with OUSD to bring on another class of newcomer students, of whom there are many in Oakland. - Since we will have two ELD teachers (one humanities and one math/sci) they will form a natural team. They will also be able to work with their content area departments.
1-11	Teach to One Math Program	<ul style="list-style-type: none"> - Math will be taught using an adaptive program called Teach to One, where students are placed in groups based on their ability levels, not age. Students take an assessment at the end of each day, and that data is used to regroup them for the next day. This allows for differentiated instruction to support the needs of our GATE students as well as our low-performing students.

Transformation Strategy #2: Real-World Application

#	Transformation Practices	Implementing Actions
2-1	Design Thinking	<ul style="list-style-type: none"> - Core classes and extracurricular activities will integrate design thinking. - Students will be taught the design thinking process and then challenged to apply it in order to create solutions to a variety of contexts and problems.

2-2	Project-Based Learning	- Across the curriculum, students will collaborate on meaningful projects that provoke critical thinking and require them to acquire and apply new knowledge in a problem-solving context.
2-3	Field Work: All work connects to the real world in some way.	- Over the next three years, RMS will prototype and iterate on a number of approaches, from one time field trips to more extensive long-term internships, that provide students with opportunities to learn and develop both academic and interpersonal skills from and in real-world contexts.
2-4	Interdisciplinary and Collaborative Curriculum	- Teachers will work in teams to develop deep and engaging interdisciplinary, project based units. Throughout the transformation period, we will build our staff's skills in how to develop these units in a way that utilizes student and family input and/or participation to ensure that our curriculum is meaningfully connected to the student, other subjects, and is relevant to and reflective of our student/community's real world experiences.
2-5	Academic Language Development and Discourse	- We will ensure that each unit of work in every class includes an essay, a speech/debate, or other language-intensive product.
2-6	Exhibitions of Student Work	- Students will design and present their ideas to authentic audiences.

Transformation Strategy #3: Whole Child Approach

#	Transformation Practices	Implementing Actions
3-1	Habits of Mind	- Through lessons in advisory classes and practice in all classes, we will focus on supporting students to develop a range of “soft skills,” such as curiosity, grit, and self-control, that they can leverage to excel in the classroom and in life.
3-2	Positive Behavior Intervention and Supports (PBIS) and Restorative Practices	<p>- Teachers will implement Restorative Justice based community circles in class, a Tier I strategy, such that each grade level of students and each non-severe SDC class will be in reflective circles at least once a month.</p> <p>- Our Restorative Justice Coordinator and PBIS Coordinator will work with our School Leadership team to train teachers on how to facilitate community circles.</p> <p>- Mentorship: Certain students who are struggling with positive behavior will be assigned to select staff members for a daily check in. A PBIS Tier III strategy.</p> <p>- We will continue to build a positive school climate by implementing a robust tiered system of behavioral interventions that support our students’ diverse social and emotional needs. Our systems will support students to solve problems with peers and community members via restorative justice skills.</p>
3-3	Student Jobs	- Our students will take an active role in the operation of our school by fulfilling meaningful jobs such as working in the office, facilitating assemblies, leading tours, and running our student store.

3-4	Advisory System	<ul style="list-style-type: none"> - We will build our a robust advisory program that supports students in developing social and emotional learning (SEL) skills, monitoring academic progress, and goal-setting. - Most staff members, including all teachers, will be advisors for no more than 16 students. - Advisors will do academic advising for each student and will teach them socio-emotional lessons during advisories, a Tier I strategy. - Advisors will also monitor their advisees' academics and attendance and counsel students who are struggling in either areas. This specialized attention will also be impactful for homeless and foster youth, who will have an adult know them more personally. - Our Restorative Justice Coordinator will work with teachers. - Our ILT will progress monitor how the community circles are functioning.
3-5	Campus Aesthetics	<ul style="list-style-type: none"> - High-quality student-designed work will be displayed everywhere in the school. Students will take ownership over the school grounds by taking care of their personal workspaces and common areas.
3-6	Inclusion: For students who have mild/moderate learning disabilities, our plan is to include approximately 30%-50% in general education classes, en route to full inclusion.	<ul style="list-style-type: none"> - School administrators and members of our teaching staff, including special education and general education teachers, will be meeting to design what inclusion might look like at Roosevelt and how we transition to full inclusion over three years.
3-7	Afterschool Program	<ul style="list-style-type: none"> - Our School Leadership Team will help design an afternoon academic program for students who need help. - Afternoon Flex: Select students will attend a special tutoring session for an hour after the regular school day for targeted reading instruction. This session will run for six weeks, after which time students may choose to continue for another session or not. Students will be organized into small groups based on the skills they need help with. This program will specifically help support our English Learners by providing scaffolded instruction. - Teacher leaders will select students for Afternoon Flex based on data that reveals their needs. Administration will create an incentive structure in order for students to be motivated to join and stick with the program.
3-8	Authentically partner with families to support our students by creating open communication channels and hosting engaging events.	<ul style="list-style-type: none"> - Incentivize students to bring their parents through contests and prizes. - Produce and distribute a parent handbook. - Purchase JupiterGrades licenses to share grades - Provide interpreters for family engagement events to ensure that all families can participate. - Provide stipends for family engagement team teachers.

3-9	Hold regular family engagement meetings and events.	<ul style="list-style-type: none"> - The family engagement team will plan at least one event per month and will advertise events through flyers, newsletter, robocalls and texts. - Hold a Back to School Potluck to help students transition into RMS and return from summer break. - Hold an End of Year Potluck.
3-10	Host student-led conferences.	- The Family Engagement Team will organize and facilitate the student-led conferences.
3-11	Add Measure G1 practice here (or in #2): what approach is guiding this work?	Hire a "student advisor" whose job is to help create a school culture that is positive through events.
3-12	Create a safe and supportive school climate	<ul style="list-style-type: none"> - Create a school that provides students with a safe and supportive environment where they can explore their own identity and establish a strong sense of self while also developing empathy for others and an understanding of the world around them. - Offer Bridge the Chasm life skills coaching to help students navigate the additional social and emotional demands of growing up in a low-income, urban environment.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

212

School:

Roosevelt Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$167,794.72	21st Century Community Learning Centers	After School Program - East Bay Asian Youth Center (EBAYC)	Ensure that staff and resources to support literacy are in place.	A1.6: After School Programs	5825				212-1
\$215,394.70	After School Education & Safety (ASES)	After School Program - East Bay Asian Youth Center (EBAYC)	Ensure that staff and resources to support literacy are in place.	A1.6: After School Programs	5825				212-2
\$800.00	General Purpose Discretionary	Clerical Salary Stipends - Interpreters	Ensure that staff and resources to support literacy are in place.	A6.5: Academic Parent-Teacher Communication & Workshops	2420				212-3
\$11,500.00	General Purpose Discretionary	Clerical Overtime - Front Office and Custodial	Interdisciplinary and Collaborative Curriculum	A2.1: Implementation of CCSS & NGSS	2425				212-4
\$3,000.00	General Purpose Discretionary	Postage through direct mail	Advisory	A6.5: Academic Parent-Teacher Communication & Workshops	5724				212-5
\$500.00	General Purpose Discretionary	Stamps	Advisory	A6.5: Academic Parent-Teacher Communication & Workshops	5910				212-6
\$22,850.00	General Purpose Discretionary	Extended Contracts	Personalized Learning Paths	A2.5: Teacher Professional Development for CCSS & NGSS	1120				212-7
\$10,944.93	General Purpose Discretionary	Supplies	Flexible Learning Environments	A2.1: Implementation of CCSS & NGSS	4310				212-8
\$6,060.00	General Purpose Discretionary	Meeting Refreshments - Parents and Staff	Create a safe and supportive school climate	A3.3: Family Engagement focused on Literacy Development	4311				212-9
\$17.31	General Purpose Discretionary	Paper	Competency-Based Progression	A2.1: Implementation of CCSS & NGSS	4350				212-10
\$4,212.00	General Purpose Discretionary	Copier maintenance agreement	Teach to One Math Program	A2.1: Implementation of CCSS & NGSS	5610				212-11
\$4,555.08	General Purpose Discretionary	7th Grade Humanities	Project-Based Learning	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.05	212-12
\$44,519.38	General Purpose Discretionary	STIP sub	Interdisciplinary and Collaborative Curriculum	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0655	1.00	212-13
\$25,000.00	LCFF Concentration	Surplus to be used for Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Personalized Learning Paths		4399				212-14
\$21,016.73	LCFF Supplemental	Family engagement, incentives, and awards focused on reading campaigns and achievement	Authentically partner with families to support our students by creating open communication channels and hosting engaging events.	A5.4: Root Causes of Chronic Absence	5825				212-15
\$60,000.00	LCFF Supplemental	TTO Mentors	Teach to One Math Program	A2.1: Implementation of CCSS & NGSS	5825				212-16
\$63,547.26	LCFF Supplemental	Class size reduction in support of ELLs	Personalized Learning Paths	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH1276	1.00	212-17

\$64,299.29	LCFF Supplemental	Class size reduction in support of ELLs	Provide specialized courses and other learning supports for English Language Learners and Newcomers.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH0299	1.00	212-18
\$68,155.62	LCFF Supplemental	Class size reduction in support of ELLs	Provide specialized courses and other learning supports for English Language Learners and Newcomers.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH2449	1.00	212-19
\$21,220.00	Measure G: TGDS	Stipends	Personalized Learning Paths	A2.6: Teacher Evaluation	1120				212-20
\$11.31	Measure G: TGDS	Surplus to be allocated in Fall 2017	n/a	n/a	4399				212-21
\$545.02	Salesforce.Org	Supplies	Personalized Learning Paths	A2.1: Implementation of CCSS & NGSS	4310				212-22
\$19,289.79	Salesforce.Org	Newcomer teacher	Provide specialized courses and other learning supports for English Language Learners and Newcomers.	A4.3: Newcomer Programs		TEACHER STRUCTURED ENG IMMERSN	K12TCH2355	0.30	212-23
\$19,788.46	Salesforce.Org	Class Size Reduction: 7th Grade Math	Personalized Learning Paths	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH0135	0.30	212-24
\$56,996.17	Salesforce.Org	Class Size Reduction: Humanities	Personalized Learning Paths	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH2450	0.88	212-25
\$69,376.73	Salesforce.Org	8th Grade Science Teacher	Personalized Learning Paths	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH0695	1.00	212-26
\$2,500.00	Supplemental Program Investment	Novels	Competency-Based Progression	A2.1: Implementation of CCSS & NGSS	4200				212-27
\$6,228.89	Supplemental Program Investment	Supplies to support academic acceleration	Academic Language Development and Discourse	A2.1: Implementation of CCSS & NGSS	4310				212-28
\$47.90	Supplemental Program Investment	Surplus to be allocated in Fall 2017.	Competency-Based Progression	n/a	4399				212-29
\$3,000.00	Supplemental Program Investment	Buses for Field Trips	Field Work: All work connects to the real world in some way.	A2.1: Implementation of CCSS & NGSS	5825				212-30
\$11,000.00	Supplemental Program Investment	Life Coaching for Students - SEL	Create a school that provides students with a safe and supportive environment where they can explore their own identity and establish a strong sense of self while also developing empathy for others and an understanding of the world around them.	A2.2: Social Emotional Learning	5825				212-31
\$788.25	Supplemental Program Investment	Literacy Coordinator (TSA)	Personalized Learning Paths	A3.2: Reading Intervention		10 MONTH CLASSROOM TSA	C10TSA0201	0.01	212-32
\$6,162.75	Supplemental Program Investment	7th Grade Humanities	Personalized Learning Paths	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.07	212-33
\$7,772.20	Supplemental Program Investment	Class Size Reduction: Humanities	Student Ownership	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH2450	0.12	212-34
\$11,122.27	Title I Basic	Supplies	Personalized Learning Paths	A2.1: Implementation of CCSS & NGSS	4310				212-35
\$25,000.00	Title I Basic	Surplus to be used for Restorative Justice Coordinator	Positive Behavior Intervention and Supports (PBIS) and Restorative Practices	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399				212-36

\$46,173.08	Title I Basic	Class Size Reduction: Math	Personalized Learning Paths	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH0135	0.70	212-37
\$1,105.96	Title I Parent Participation	Family Handbook Printing Costs	Authentically partner with families to support our students by creating open communication channels and hosting engaging events.	A6.5: Academic Parent-Teacher Communication & Workshops	4310				212-38
\$1,650.00	Title I Parent Participation	JupiterGrades: Family Communications	Authentically partner with families to support our students by creating open communication channels and hosting engaging events.	A6.5: Academic Parent-Teacher Communication & Workshops	4310				212-39

Roosevelt Middle School
Title I School Parental Involvement Policy 2016-17

Roosevelt Middle School (Roosevelt) has developed a written Title I parental involvement policy with input from Title I parents, who met during a session of the School Site Council to discuss and officially adopt this document. Roosevelt has distributed the policy to parents of Title I students by sending a copy home with students. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Roosevelt, the following practices have been established:

- The school convenes an annual meeting in September or October to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This occurs at the monthly School Site Council meetings, which are open meetings.
- The school provides parents of Title I students with timely information about Title I programs through a newsletter every marking period.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet, through an annual "data night".

School-Parent Compact

Roosevelt distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement as well as school culture/climate. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on

student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities. *Roosevelt* developed the School-Parent Compact with input from Title I parents, who met during a session of the School Site Council to discuss and officially adopt it.

Building Capacity for Involvement

Roosevelt engages Title I 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, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens at the annual Data Night and Student Led Conferences.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement, through an annual Math Night and ELA Night.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Staff are trained to engage with parents for the Back to School Potluck, Student Led Conferences, and the End of Year Potluck.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. *Roosevelt* actively identifies parent leaders and trains them to be involved in school decision-making.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. *Roosevelt* translates all documents into English, Spanish, and Vietnamese.

Accessibility

Roosevelt provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Interpreters will be made available, all written notices will be published in English, Spanish, and Vietnamese, and all meetings are accessible to any parents with mobility-challenges or disabilities.

Adoption

This policy was adopted by the Roosevelt Middle School Site Council on September 27, 2016 and will be in effect for the period of ONE YEAR. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 30, 2016. It will be made available to the local community on or before October 30, 2016. Roosevelt'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.

Clifford H.
(principal's signature)

9/27/16
(date)

2016-17
Roosevelt Middle School
Family/School Compact

Roosevelt Middle School and the parents agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards. This School-Parent Compact is in effect during the 2016-17 school year.

Part I - School Responsibilities

Roosevelt Middle School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

1. Create clear learning goals in each subject area.
2. Assess each student's progress towards mastery of content in those areas several times a year.
3. Provide interventions when students show that they are not showing adequate progress towards mastering material.
4. Send parents their child's grades weekly through text, if parents opt-in to this feature.
5. Hold a student-led parent conference annually to inform parents of student progress.
6. Provide teachers will planning time at least twice a month to review and improve their academic program.
7. Participate in the Oakland Unified School District's teacher evaluation and development system.

Part II – Parent/Guardian Responsibilities

We, as parents will support our children's learning in the following ways:

1. When phone numbers or addresses change, inform the school immediately by calling us at 510-535-2877.

2. Make sure students come to school every day and on time (by 845am so students are on time for an 855am start).
3. Provide a quiet space for students to do their work each night.
4. Model reading. Let them see you reading daily, and make sure they read for 20 to 30 minutes a day.
5. Each night, check students' homework assignments in their agenda book and make sure they have completed the work.
6. Check students' grades weekly on Jupitergrades. If there is a problem, contact the teacher.
7. If there are concerns about a student's safety, success or satisfaction, immediately contact the teacher or an administrator.
8. Attend parent/teacher conferences, whether student-led conferences, IEPs, attendance meetings, or other meetings with teachers and administrators.
9. Model good social and work habits - setting goals and monitoring them.
10. If your child is absent from school, please send a note or call 510-535-2877 x225 and let our attendance clerk know the reason.
11. Teach students that we use peace and words to resolve conflict, and that they should ask a staff member for help.
12. Teach students to keep cell phones off and put away during the day.
13. When visiting teachers, make an appointment and when arriving at school, sign in at the front office and get a visitor's pass.
14. Cybersafety: Do not let them use Instagram, Facebook, Kik or any other social media once they have demonstrated that they cannot be safe, respectful, or responsible with them.

Part III – Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

1. Be safe, responsible, and respectful.
2. Set goals and work hard until I reach them.
3. Try to complete the work on my own first, then ask for help when needed.
4. For each class, bring a backpack, two pencils, two pens, a pencil sharpener, a novel and anything else the teacher has asked. If I cannot get these items, I will let a teacher or administrator know BEFORE CLASS.
5. Each day, write down homework for each class in my agenda book.
6. Complete my homework each day.
7. Be in class by the time the bell rings. Includes coming to school on time and not being tardy.