

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Roots International Middle School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Roots International Middle School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Roots International Academy

0112805

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

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

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

Roots International Academy (RIA) was created from the small schools movement 6 years ago. It is 6-8th grade and shares the Havenscourt campus with Coliseum College Preparatory Academy, a 6-12 school. RIA and CCPA are next door to the Lockwood campus which contains two elementary schools, Futures and Communities United. RIA is a diverse campus of 66% Latino, 27% African American and 7% Other Asian, Cambodian, Samoan, Filipino, Pacific Islander and African students. Havenscourt is located between two low income housing developments and students are challenged by a myriad of social issues such as: depression, anger, PTSD, grief, undocumented immigration status, substance abuse, gang affiliations, single parent households, single grandparent households and sexual exploitation. Over 80% of students qualify for free and reduced lunch. RIA has over 70% of its core academic teachers with less than 3 years of teaching experience. Despite the harsh realities of our current students, 35% of our 336 students have GPA's of 3.0 or higher. Our campus houses a school based health center which opened this year and is run by La Clinica de la Raza. The clinic is providing free health care to all Havenscourt students for the next three years. RIA also has one Counseling Enriched Special Day Class and houses one Severely Handicapped Special Day Class. Educational research clearly states that ALL students, regardless of socio-economic status or ethnicity, can achieve when provided with high expectations, rigorous standards, and exceptional teaching. At RIA there are NO EXCUSES for Scholars for Change (SFC) (RIA student), parents, staff/teacher advocates and school leaders! We are all confident that the potential of our scholar/revolutionaries is unlimited. RIA is at a very critical time in its existence. RIA is in the midst of a major transformation. For the 2013/14 school RIA will enter into year 2 of 3 years of School Improvement Grant (SIG) implementation. SIG will bring over \$1.2 million dollars to the school site each year over the next 3 years. This funding will help to assure that Roots International Academy scholar/revolutionaries are RELENTLESS leaders of positive social

change in their communities and their world. RIA Scholars for Change think critically about their world because they know where they come from and know where they are going. Through the study of ethnic studies, they recognize the connection between education, resistance and the upliftment of oppressed peoples. This knowledge of self and of their peers shared history, encourages pride in their heritage and the heritage of others. For example, speaking more than one language is looked at as an asset not a deficit. RIA youth develop literacy through public speaking, debate, drama and oral interpretation, and social media. They infuse creativity and arts into math, science and all content areas. The RIA SFC is one who understands the connection between a healthy mind, a healthy body, happiness and academic success. As a result, they are physically fit, exhibit self control and self discipline and make conscious decisions around academics and behavior. They learn about and practice empathy, resolve their own conflicts, are skilled in peace making, conflict resolution and utilize mindfulness strategies to cope with PTSD, anger management, stress and conflict. The RIA SFC is the embodiment of ROOTS and knows how to Be ROOTS. Each is Respectful, Organized, Optimistic, Takes ownership and Strives for excellence.

VISION

OUR SCHOOL VISION At Roots International Academy we are empowered as learners. We are committed to make choices that develop our passion for teaching and learning. This passion allows us to excel in all areas. Empowerment allows us to succeed academically, socially, and emotionally. Our empowerment is enriched by an education that: - Encourages us to take responsibility for our learning - Emphasizes our strengths and allows us to explore and discover our interests - Expects us to think critically about our lives and our society - Embraces our cultures, our languages, our families, and our communities Teaches respect for ourselves and others. - We have self-confidence and self-efficacy. We make informed decisions that have a positive impact on our lives, our families, and our world. Ultimately, we are committed to use our knowledge to EMPOWER others

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

The Principal of Roots International Academy (RIA), in conjunction with our Culture Transformation Team (CTT), Instructional Transformation Team (ITT), Student Unity Team (SUT) and School Site Council (SSC) will assure the monitoring and implementation of the CSSSP. Monitoring will occur through frequent review on behalf of the monthly School Site Council meetings and Weekly meetings with the school site Transformation Teams (Instructional Leadership & Culture and Climate Teams and Student Unity Team). The Transformation Team follows through on delegated strategies to monitor per content area to assure implementation

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

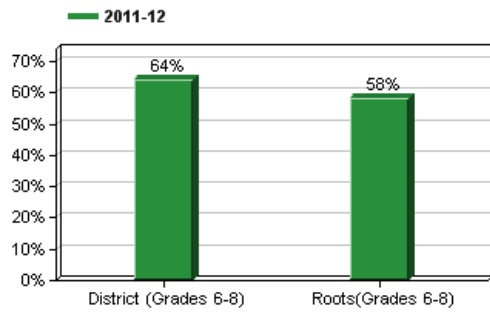
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

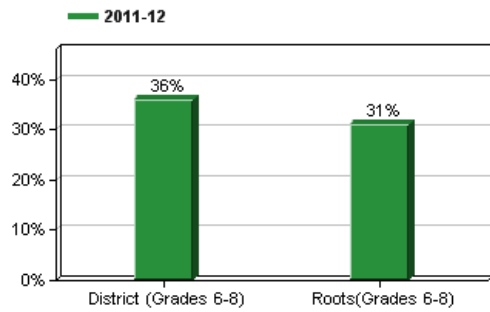
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

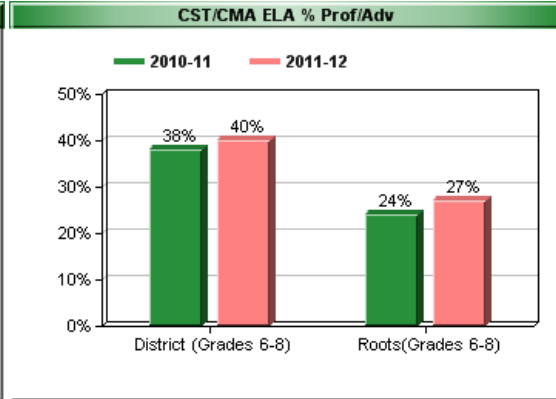
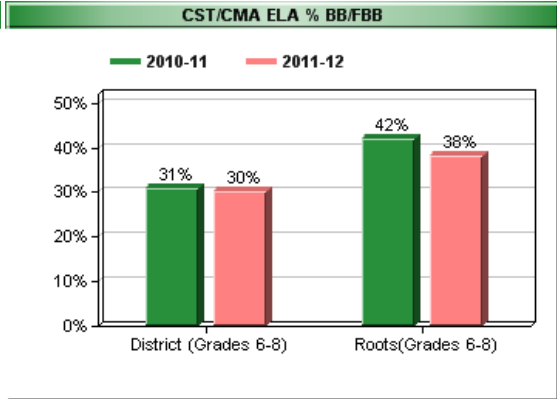
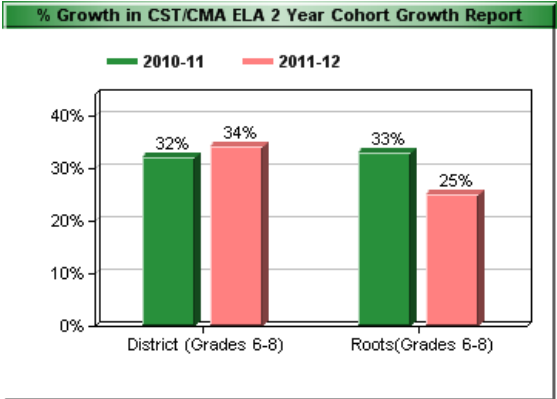


CELDT

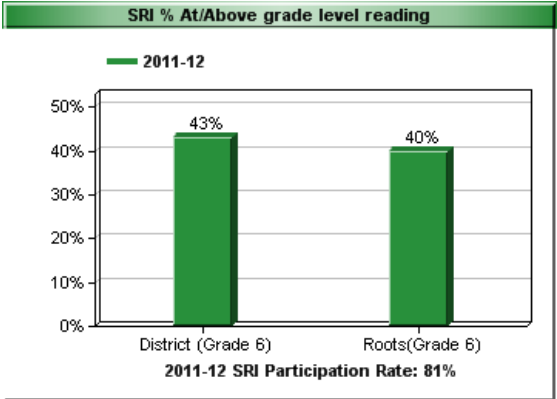
% Growth in CELDT 2 Year Cohort Growth Report



CST



SRI



School Data

- There is minimal growth as 4% more scholars are scoring proficient and 3% less are scoring bb & fbb.
- 60% of our scholars are not reading on grade level.

Data Analysis

- Approximately 1 out of 4 students are scoring Below and Far Below Basic in ELA

Theory of Action

- If we create standardized curriculum where teachers prioritize the use of academic discourse and data, teach reading strategies and cooperative learning strategies across content areas.
- AND students use academic discourse AND we create a PLC system where teachers are collecting and analyzing data,

- AND students utilize academic discourse, data and reading strategies to understand texts, participate in school-wide progress monitoring assessments and attend intervention classes,
- AND we continue with implementing College Board's Springboard ELA curriculum, then our college readiness charge is supported, curriculum is better aligned with common core, scholars engage in college prep courses
- Then our students will make 2 years of reading growth each year, they will think critically, work collaboratively and be college eligible.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students and families will be informed of data results through weekly goal setting via homeroom where portfolios are developed to utilize in student led conferences every marking period.	Grades/GPA	All Students	Every Marking Period	Grade level team	4/18/2013	226SQI1A4581	Teachers lead students in data analysis in preparation for Student Led conferences	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$25,000.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading and writing strategies to be used across content areas.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/24/2013	226SQI1A4904	Collaboration time/ extended contract: Provide funding for teachers to collaborate, analyze data, and plan for strategic lessons across content areas.	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$80,000.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading and writing strategies to be used across content areas.	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/24/2013	226SQI1A5448	Fund a Literacy teacher on special assignment to support and facilitate teacher planning and learning with a focus on literacy across content areas.	3180-SIG - ORIGINAL - 2008		C11TSA9999	1	\$74,653.96
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	Local assessments (benchmarks, PWA)	FBB, BB	Monthly	Principal	4/24/2013	226SQI1A5459	Create a master schedule that aligns with the data for students who most need intervention; as well as provide a schedule that allows for students to move in/out of intervention	7090-EIA - SCE		K12TCH2133	0.15	\$7,654.23
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	CELDT	English Learners	Weekly	Principal	4/24/2013	226SQI1A5460	Fund an intervention teacher focused on reading literacy	7091-EIA - LEP		K12TCH2133	0.15	\$7,654.23
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Principal	4/24/2013	226SQI1A5462	Fund an intervention teacher focused on mathematics literacy	3180-SIG - ORIGINAL - 2008		K12TCH9999	1	\$76,506.58
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	SRI	FBB, BB	Monthly	Principal	4/24/2013	226SQI1A5728	Fund a class that targets interventions for students who are Below and Far Below Basic	3010-Title I		K12TCH2133	0.05	\$2,551.41
Principal, Coaches, Lead Teachers &												

TSA to assist in development, monitoring weekly content area PLC's/common planning time where teacher's analyze student work, weekly assessments, etc to inform planning, when to reteach	Grades/GPA	All Students	Every Marking Period	Grade level team	4/17/2013	226SQI1A4207	Fund an elective teacher to provide additional time for teacher collaboration	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	\$77,000.00
Principal, Coaches, Lead Teachers & TSA to assist in development, monitoring weekly content area PLC's/common planning time where teacher's analyze student work, weekly assessments, etc to inform planning, when to reteach	State tests (CST/STAR, PFT)	All Students		Principal	4/17/2013	226SQI1A4229	Fund an instructional coach to support data analysis	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	\$41,000.00
Teachers,coaches, TSA and Intervention Teacher and support staff will disaggregate data daily, weekly and monthly and use it to determine how to differentiate, form small groups, plan, intervention placements.	State tests (CST/STAR, PFT)	Far Below Basic	Weekly	Principal	4/16/2013	226SQI1A4582	Fund an intervention position to support small groups of students who have been identified for extra support	3180-SIG - ORIGINAL - 2008		INTSPC0122	1	\$56,346.06
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQI1A1799	Intervention Class	7090-EIA - SCE		K12TCH1458	0.2	\$11,380.84
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	5/20/2013	226SQI1A1800	Intervention Class	7091-EIA - LEP		K12TCH1513	0.2	\$12,212.67
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQI1A1804	Intervention Class	7090-EIA - SCE		K12TCH1514	0.2	\$13,768.32
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQI1A1807	Intervention Class	7090-EIA - SCE		K12TCH1908	0.2	\$12,969.37
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQI1A1808	Intervention Class	3010-Title I		TCSTIP0241	1	\$31,519.54
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	5/20/2013	226SQI1A3308	Intervention Class Materials	7091-EIA - LEP	4310-SUPPLIES		0	\$4,433.24
Teachers to provide instruction/intervention/tutorial/academic							Fund supplementary					

support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	Grades/GPA	Far Below Basic	Weekly	Principal	5/20/2013	226SQ11A4210	supplies that supports our intervention students	7090-EIA - SCE	4310-SUPPLIES		0	\$2,767.24
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Principal	5/20/2013	226SQ11A5825	Fund supplementary supplies that supports visual learning for our intervention students.	3010-Title I	4410-Equipment \$500-4,999		0	\$4,174.33
To allow for professional development and develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area.	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/18/2013	226SQ11A4208	Support conferences aligned to focus areas to build expertise and allow for professional development	3010-Title I	5200-TRAVEL AND CONFERENCES		0	\$15,000.00
To allow for professional development and develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area.	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/18/2013	226SQ11A4209	Provide sub coverage for conference attendance to provide professional development	3010-Title I	1150-TEACHERS SUBSTITUTES		0	\$3,000.00
To allow for professional development and develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area.	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/18/2013	226SQ11A5814	Fund mileage and reimbursement for conferences	3010-Title I	5210-MILEAGE/PERSONAL EXP REIMB		0	\$1,425.91
To allow for professional development and develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	4/18/2013	226SQ11A5815	Provide teacher planning time outside of school to meet alignment of core standards measurement	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$8,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

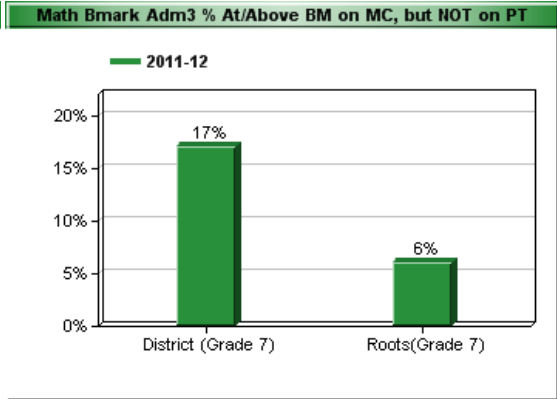
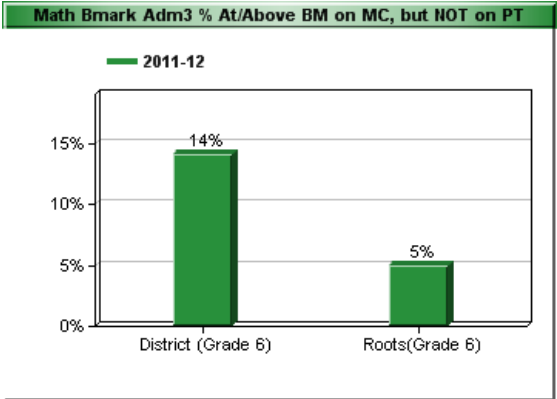
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

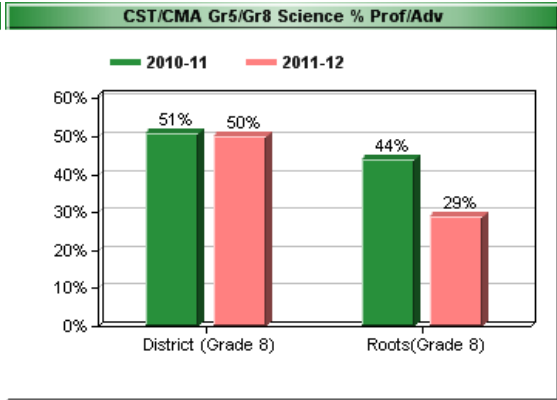
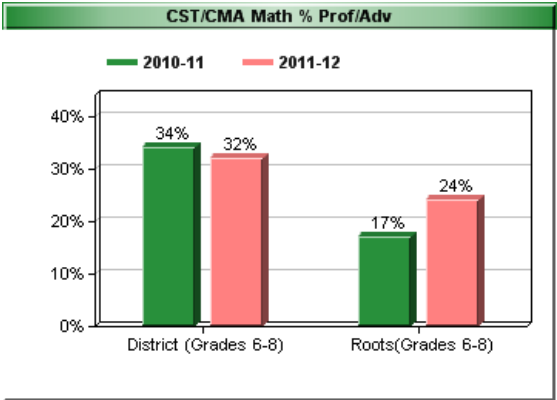
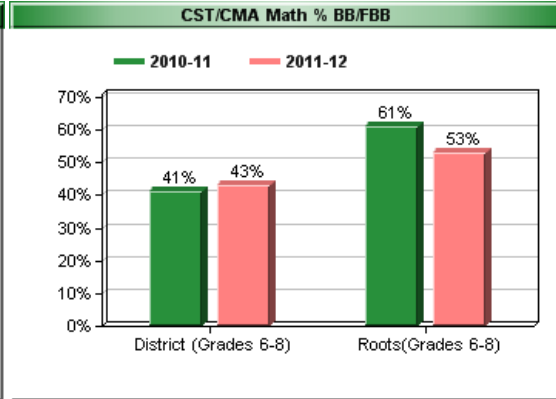
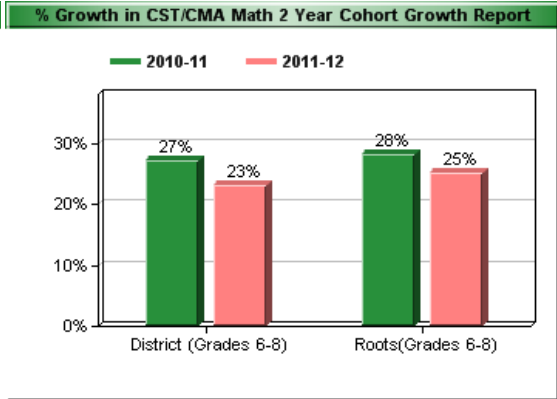
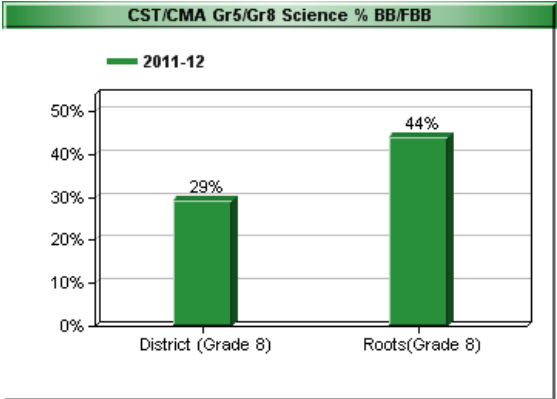
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST



School Data

- Only 44% of RIA scholar/revolutionaries are reaching proficiency in science. This percentage is below the district average.

Data Analysis

- This data indicates that there is lack of rigor in classes, lack of engagement and interest in STEM. RIA serves a population that is historically undeserved in STEM.

Theory of Action

- If RIA uses a project based and learning inquiry model in Math & Science, then academic rigor and relevance will increase student engagement, academic success and college readiness.
- If RIA integrates visual and performing arts in the content areas, then understanding of academic concepts is demonstrated in diverse, creative ways thus honoring multiple intelligences.
- If RIA Scholars are engaged in quality STEM programs, lessons, and guest speakers then interest in school is piqued and academic performance improves.
- If RIA continues implementation College Board's Springboard Math then scholar/revs are better prepared for success with Common Core shift

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	Local assessments (benchmarks, PWA)	FBB, BB	Monthly	Principal	4/24/2013	226SQ11B5459	Create a master schedule that aligns with the data for students who most need intervention; as well as provide a schedule that allows for students to move in/out of intervention	7090-EIA - SCE		K12TCH2133	0.15	\$7,654.23
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	CELDT	English Learners	Weekly	Principal	4/24/2013	226SQ11B5460	Fund an intervention teacher focused on reading literacy	7091-EIA - LEP		K12TCH2133	0.15	\$7,654.23
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Principal	4/24/2013	226SQ11B5462	Fund an intervention teacher focused on mathematics literacy	3180-SIG - ORIGINAL - 2008		K12TCH9999	1	\$76,506.58
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	SRI	FBB, BB	Monthly	Principal	4/24/2013	226SQ11B5728	Fund a class that targets interventions for students who are Below and Far Below Basic	3010-Title I		K12TCH2133	0.05	\$2,551.41
Teachers to provide instruction/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	Grades/GPA	All Students	Weekly	Grade level team	4/24/2013	226SQ11B2542	Acceleration/Academic Spoport	3010-Title I		K12TCH1365	0.05	\$2,695.95
Teachers to provide instruction/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	Grades/GPA	FBB, BB	Monthly	Principal	4/24/2013	226SQ11B2544	Academic Support	7090-EIA - SCE		K12TCH1365	0.2	\$10,783.78
Teachers to provide instruction/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day	Grades/GPA	English Learners	Every Marking Period	Principal	4/24/2013	226SQ11B2545	Academic Support for English Language Learners	7091-EIA - LEP		K12TCH1365	0.2	\$10,783.78

class structure												
Teachers to provide instruction/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	English Learners	End of Year	Leadership Team	4/24/2013	226SQI1B3323	Academic Support for English Language Learners	7091-EIA - LEP		K12TCH1767	0.1	\$6,288.96
Teachers to provide instruction/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	4/24/2013	226SQI1B4211	Academic Support for students who are have free and reduced lunch and scoring at Far Below Basic level	7090-EIA - SCE		K12TCH1767	0.1	\$6,288.96
Students at Roots will use 21st century learning tools and be taught computer skills that is needed for high school and college.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/18/2013	226SQI1B4767	Fund digital appliances (computer and digital cameras, green screen, IPAD, microphones, projectors w/stand.)	3180-SIG - ORIGINAL - 2008	4315-COMPUTER SUPPLIES		0	\$32,896.25

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

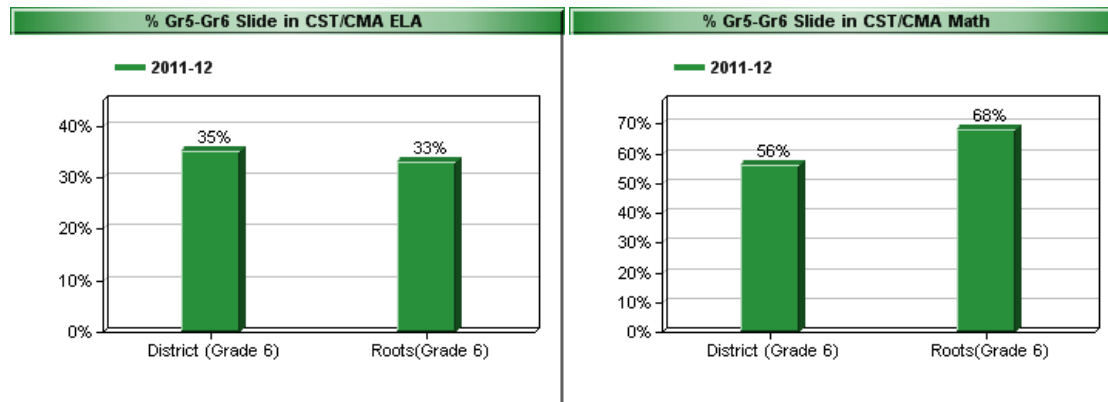
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

CST



School Data

- Scholars at RIA experience a decrease in success on standardized tests. The slide in scores is more prevalent at RIA than OUSD

Theory of Action

- If rising 6th graders and families have orientation before June 15th, then expectations are set early so culture, climate and commitments to excellence are established in advance.

- If rising 6th graders' 5th and 6th grade teachers meet to review SRI, CST and assessment data from neighboring schools then teachers can begin to plan targeted & differentiated instruction.
- If all rising 6th graders enter RIA summer school and grant funded enrichment(6 hour day) then learning is accelerated, and instructional time is not lost at the beginning of the school year to learning policies, etc.
- If rising 7,8,9 with below 2.0 GPAs are offered summer intervention, then a culture of high expectations for all is supported

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Principal, Coaches, Lead Teachers & TSA to assist in development, monitoring weekly content area PLC's/common planning time where teacher's analyze student work, weekly assessments, etc to inform planning, when to reteach	Grades/GPA	All Students	Every Marking Period	Grade level team	4/17/2013	226SQ11C4207	Fund an elective teacher to provide additional time for teacher collaboration	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	\$77,000.00
Principal, Coaches, Lead Teachers & TSA to assist in development, monitoring weekly content area PLC's/common planning time where teacher's analyze student work, weekly assessments, etc to inform planning, when to reteach	State tests (CST/STAR, PFT)	All Students		Principal	4/17/2013	226SQ11C4229	Fund an instructional coach to support data analysis	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	\$41,000.00
Summer Intervention					5/18/2012	226SQ11C4768		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

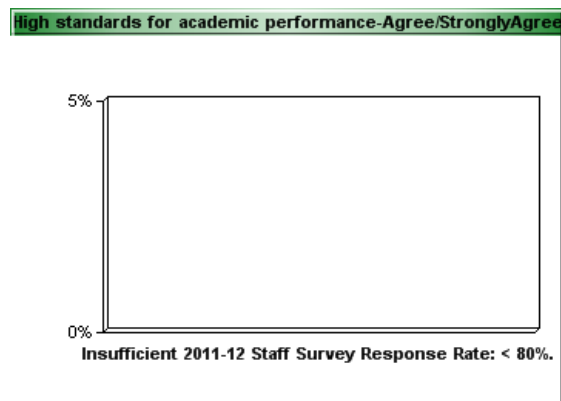
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

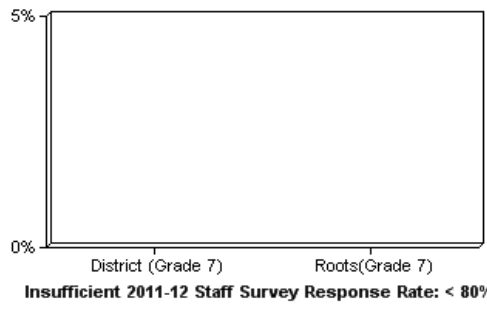
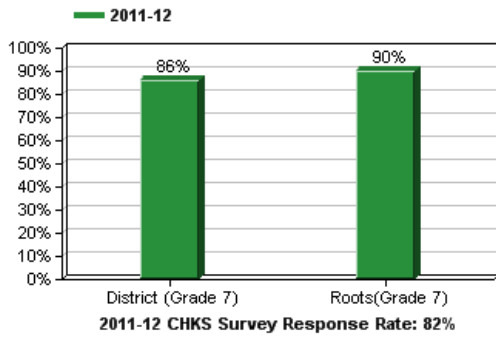
Survey - High Standards



Survey - Success

Plan to go to college after high schools-Very/Pretty Much True

School promotes academic success. ___% Agree/Strongly Agree



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School initiative designed to create and maintain positive school climate & culture.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/24/2013	226SQ1D5449	Fund a community engagement person to create systems that support climate & culture, discipline, rewards and coordinate family engagement	3180-SIG - ORIGINAL - 2008		PMGCRT9999	1	\$99,645.60
School initiative designed to create and maintain positive school climate & culture.	Attendance	All Students	Every Marking Period	Grade level team	4/24/2013	226SQ1D5973	Provide field trips to universities and colleges to promote college readiness; provide field trips connected to curriculum (SF MOMA; Marin Headlands, Yosemite)	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$2,979.70

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

School Data

- Almost 1/2 of all RIA African American Males & Female scholar/revolutionaries are scoring below and far below basic in English Language Arts
- Almost 3/4 of all RIA African American Male & Female scholar/revolutionaries are scoring below and far below basic in Math

Data Analysis

- At RIA our scholar/revolutionaries of African decent are about 30% of our school population. This group of children are in need of culturally relevant curriculum, consistency, rigor, and a sense of pride and awareness.
- There are some historical and current day implications that are impacting and hindering the academic progress of Af Am males..
- Our African descent scholar/revolutionaries must have teachers, staff, administration that are conscious and knowledgeable of the children's specific development, families, culture, and historical and current trends.
- The advocates who want to see this group succeed will find it necessary to build and repair relationships and hold high expectations through high rigorous, engaging, data driven curriculum.

Theory of Action

- If we create standardized curriculum where teachers prioritize the use of academic discourse and data, partner with OUSD's African American Male Achievement Initiative
- AND students use academic AND we create a PLC system where teachers are collecting and analyzing data
- AND students utilize reading strategies to understand texts, participate in school-wide progress monitoring assessments and attend intervention classes,
- AND we continue with implementing College Board's Springboard ELA curriculum, then our college readiness charge is supported, curriculum is better aligned with common core
- Then our students will make 2 years of reading growth and make growth in becoming a proficient on CST.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	Local assessments (benchmarks, PWA)	FBB, BB	Monthly	Principal	4/24/2013	226SQ11E5459	Create a master schedule that aligns with the data for students who most need intervention; as well as provide a schedule that allows for students to move in/out of intervention	7090-EIA - SCE		K12TCH2133	0.15	\$7,654.23
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	CELDT	English Learners	Weekly	Principal	4/24/2013	226SQ11E5460	Fund an intervention teacher focused on reading literacy	7091-EIA - LEP		K12TCH2133	0.15	\$7,654.23
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Principal	4/24/2013	226SQ11E5462	Fund an intervention teacher focused on mathematics literacy	3180-SIG - ORIGINAL - 2008		K12TCH9999	1	\$76,506.58
Use data to create an intervention program to support students in reading comprehension, English Language acquisition, and mathematics literacy.	SRI	FBB, BB	Monthly	Principal	4/24/2013	226SQ11E5728	Fund a class that targets interventions for students who are Below and Far Below Basic	3010-Title I		K12TCH2133	0.05	\$2,551.41
Teachers, coaches, TSA and Intervention Teacher and support staff will disaggregate data daily, weekly and monthly and use it to determine how to differentiate, form small groups, plan, intervention placements.	State tests (CST/STAR, PFT)	Far Below Basic	Weekly	Principal	4/16/2013	226SQ11E4582	Fund an intervention position to support small groups of students who have been identified for extra support	3180-SIG - ORIGINAL - 2008		INTSPC0122	1	\$56,346.06
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQ11E1799	Intervention Class	7090-EIA - SCE		K12TCH1458	0.2	\$11,380.84
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	5/20/2013	226SQ11E1800	Intervention Class	7091-EIA - LEP		K12TCH1513	0.2	\$12,212.67
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQ11E1804	Intervention Class	7090-EIA - SCE		K12TCH1514	0.2	\$13,768.32
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQ11E1807	Intervention Class	7090-EIA - SCE		K12TCH1908	0.2	\$12,969.37
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an	State tests (CST/STAR,	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQ11E1808	Intervention Class	3010-Title I		TCSTIP0241	1	\$31,519.54

extension of duties beyond core day class structure	PFT)											
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	5/20/2013	226SQI1E3308	Intervention Class Materials	7091-EIA - LEP	4310-SUPPLIES		0	\$4,433.24
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	Grades/GPA	Far Below Basic	Weekly	Principal	5/20/2013	226SQI1E4210	Fund supplementary supplies that supports our intervention students	7090-EIA - SCE	4310-SUPPLIES		0	\$2,767.24
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Principal	5/20/2013	226SQI1E5825	Fund supplementary supplies that supports visual learning for our intervention students.	3010-Title I	4410-Equipment \$500-4,999		0	\$4,174.33
Use data to identify GATE students and create differentiated lessons which embed varied questioning techniques to allow for academic discourse.	State tests (CST/STAR, PFT)	GATE			5/20/2013	226SQI1E6151	Teachers will plan differentiated lessons that provide GATE Identified students with more academic challenges.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

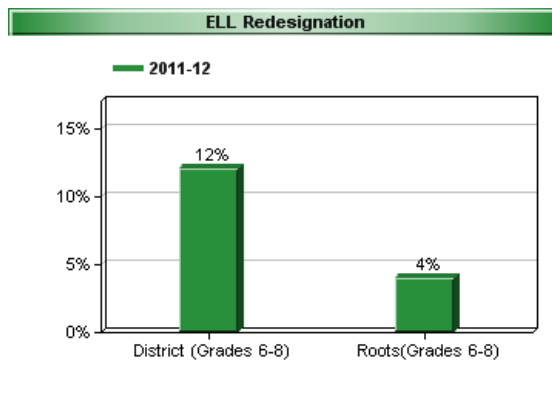
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

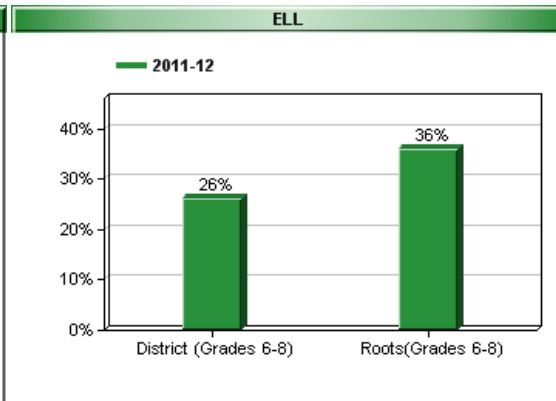
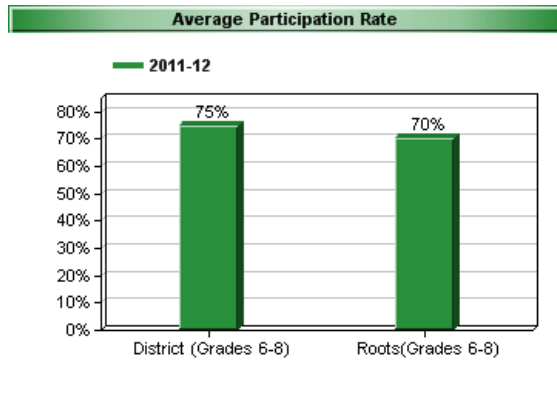
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

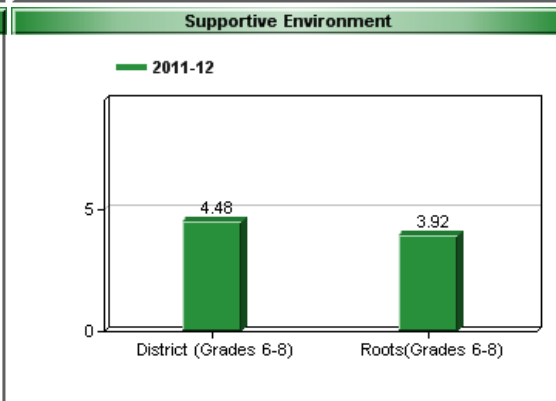
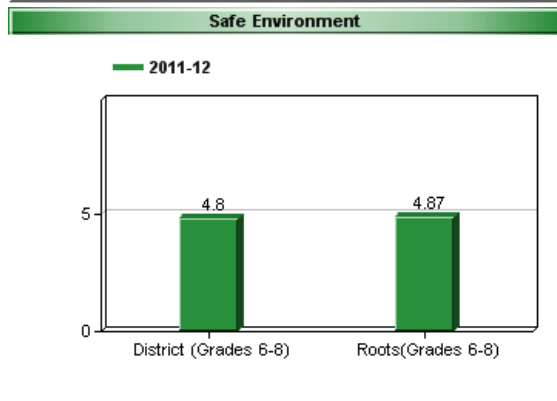
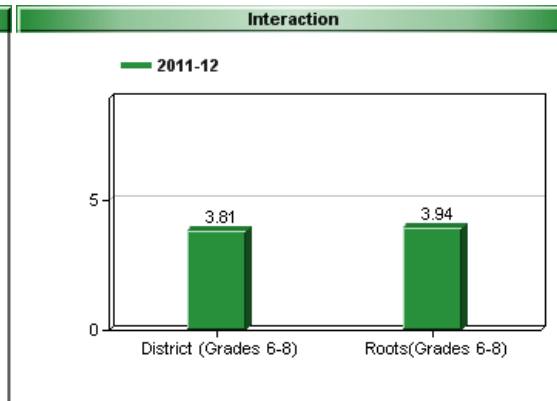
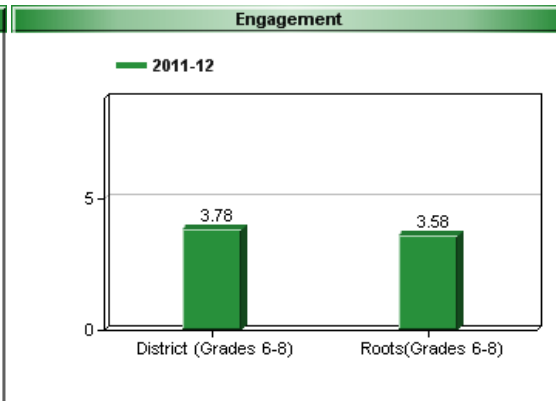
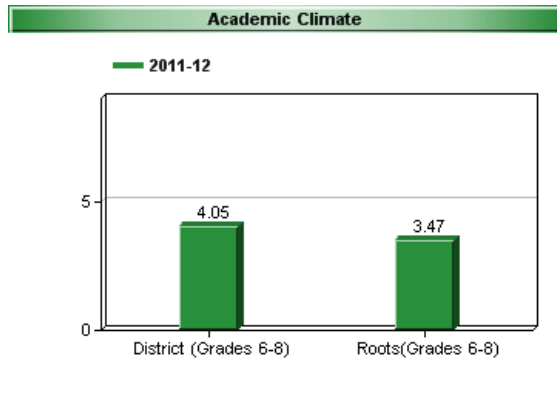
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- While only 6% of our 7th graders are at home without an adult after school, it is higher than the district's 3%.
- Although scholars are reporting at RIA that they feel safer at school compared to the middle school district average, scholars report that they do not feel safe walking to and from school and on the yard

Data Analysis

- Although the percentage of Scholars who are at home alone after school is minimal; we contend that more of our students are being impacted by the lack of supervision when they go home.
- In addition, the scholars who may be at home with a parent, may not receive the academic assistance or the access to enrichment opportunities that is highly needed.

Theory of Action

- If RIA develops a new after school academy that uses data such as SRI to address the needs of the scholars, then core day expectations are reinforced, academic assistance & enrichment is easily accessible and learning time increased
- If all parent advocates and staff advocates at RIA are trained in restorative justice, all engage in RJ talking circles at least one hour each week then discipline becomes less punitive & RIA becomes a more caring space
- If after school academy is mandatory for all scholars who do not meet the minimum 2.0 academic GPA, then promotion eligibility and adult expectation will increase.
- If new experiences are created for our scholars through extended learning time, mandatory After School Academy, then scholars are active and healthy, creative and open to diversity, supported and safe.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQ11F1799	Intervention Class	7090-EIA - SCE		K12TCH1458	0.2	\$11,380.84
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	5/20/2013	226SQ11F1800	Intervention Class	7091-EIA - LEP		K12TCH1513	0.2	\$12,212.67
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQ11F1804	Intervention Class	7090-EIA - SCE		K12TCH1514	0.2	\$13,768.32
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQ11F1807	Intervention Class	7090-EIA - SCE		K12TCH1908	0.2	\$12,969.37
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/20/2013	226SQ11F1808	Intervention Class	3010-Title I		TCSTIP0241	1	\$31,519.54
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	5/20/2013	226SQ11F3308	Intervention Class Materials	7091-EIA - LEP	4310-SUPPLIES		0	\$4,433.24
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	Grades/GPA	Far Below Basic	Weekly	Principal	5/20/2013	226SQ11F4210	Fund supplementary supplies that supports our intervention students	7090-EIA - SCE	4310-SUPPLIES		0	\$2,767.24
Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Principal	5/20/2013	226SQ11F5825	Fund supplementary supplies that supports visual learning for our intervention students.	3010-Title I	4410-Equipment \$500-4,999		0	\$4,174.33
To allow for professional development and develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/18/2013	226SQ11F4208	Support conferences aligned to focus areas to build expertise and allow for	3010-Title I	5200-TRAVEL AND CONFERENCES		0	\$15,000.00

replicated across the curriculum and in every content area.							professional development					
To allow for professional development and develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area.	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/18/2013	226SQ11F4209	Provide sub coverage for conference attendance to provide professional development	3010-Title I	1150-TEACHERS SUBSTITUTES		0	\$3,000.00
To allow for professional development and develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area.	State tests (CST/STAR, PFT)	All Students	Every Semester	Principal	4/18/2013	226SQ11F5814	Fund mileage and reimbursement for conferences	3010-Title I	5210-MILEAGE/PERSONAL EXP REIMB		0	\$1,425.91
To allow for professional development and develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	4/18/2013	226SQ11F5815	Provide teacher planning time outside of school to meet alignment of core standards measurement	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$8,000.00
Provide summer programming for students to provide academic intervention					5/4/2012	226SQ11F4219	Fund teacher salaries for summer intervention	N/A			0	\$0.00
Provide summer programming for students to provide academic intervention					5/4/2012	226SQ11F4220	fund admin for summer intervention programming	N/A			0	\$0.00
Provide summer programming for students to provide academic intervention					5/4/2012	226SQ11F4221	fund clerical staff for summer intervention	N/A			0	\$0.00
Provide summer programming for students to provide academic intervention					5/4/2012	226SQ11F4222	fund materials for summer intervention	N/A			0	\$0.00

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

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Reduce the number of suspensions due student-to-student conflict that results in disruption or physical violence by 50%

- Strategy 1.1: Train all staff in Restorative Justice. Elect Scholar Representatives from homerooms to serve on advisory council to the Principal on discipline and activities. Representatives to be trained as restorative justice circle keepers and peer conflict mediators by on site Restorative Justice Coordinators.
- Strategy 1.2: Utilize parent, and Americorp volunteers to supervise on the yard during lunch and PE which are when incidents occur most often. Each volunteer to be trained in de-escalation strategies, as RJ circle keepers and conflict mediation

Goal 2: Decrease the number of chronic absences by 20% each school year

- Strategy 2.1: Engage in weekly SART meetings via our FRC. As a result of SART meetings, chronically absent scholars may be partnered with OPD via COPS grant to provide one-on-one mentorship to chronically absent scholars.
- Strategy 2.2: Engage scholars, family advocates in community building and relationship building activities through our FRC to assist RIA with its "listening campaign" with families.

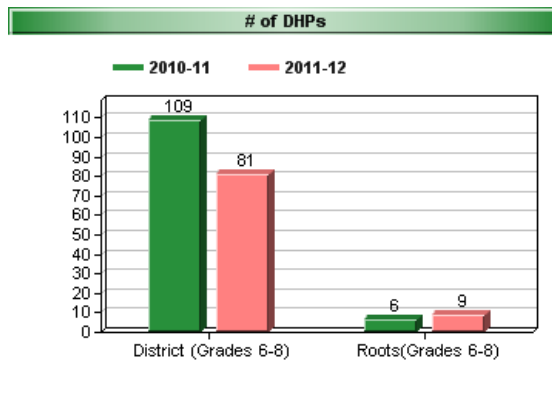
School Quality Standards relevant to this Strategic Priority

A quality school...

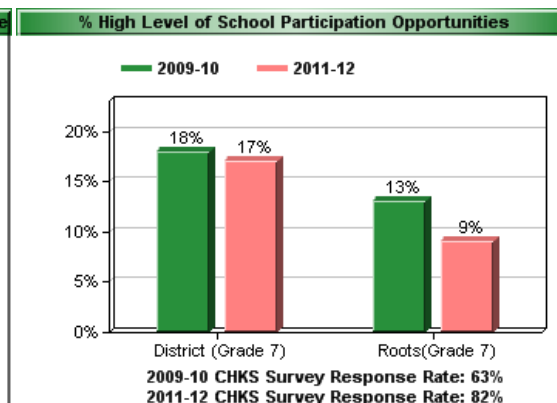
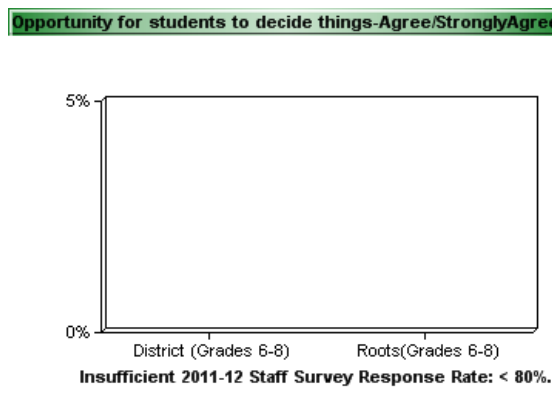
- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

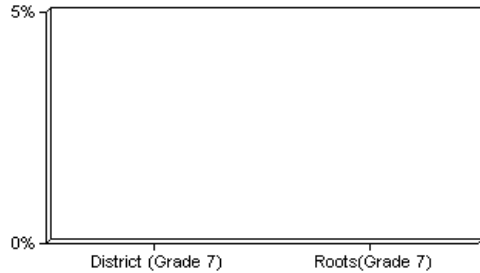


Survey - Engagement



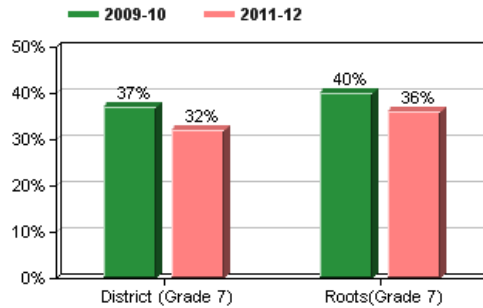
Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

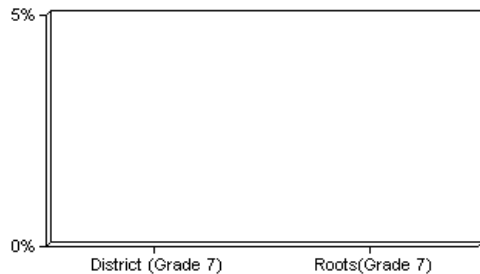
% High Level of Caring Relationships with Adults at School



2009-10 CHKS Survey Response Rate: 63%
2011-12 CHKS Survey Response Rate: 82%

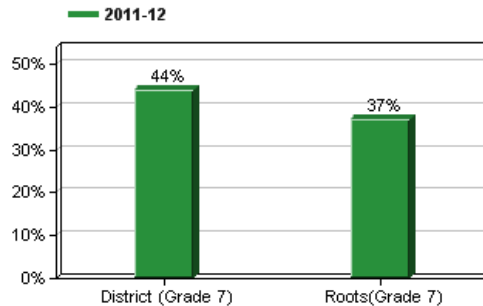
Survey - Safety

This school is a safe place for students.%Agree/Strongly Agree



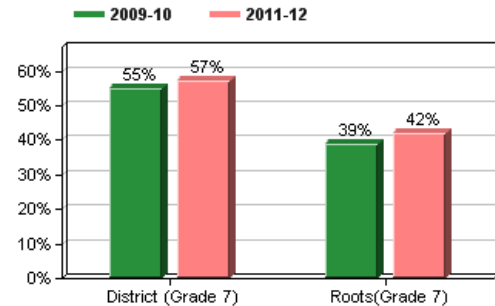
Insufficient 2011-12 Staff Survey Response Rate: < 80%.

Bullied for more than once on school property.



2011-12 CHKS Survey Response Rate: 82%

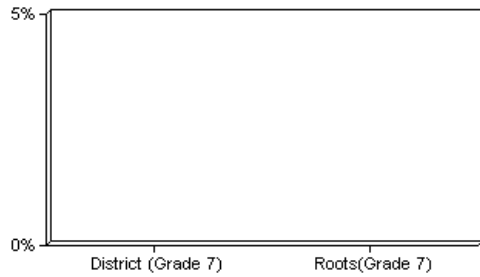
% Feeling Safe/Very Safe at School



2009-10 CHKS Survey Response Rate: 63%
2011-12 CHKS Survey Response Rate: 82%

Survey - Welcoming

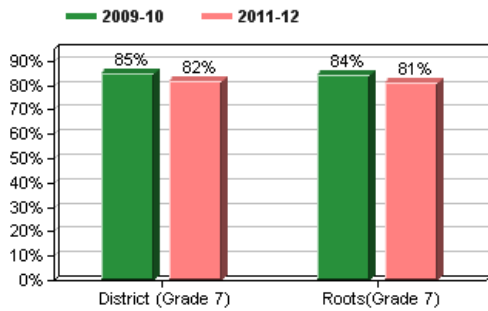
School is a supportive and inviting place. Agree/Strongly Agree



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

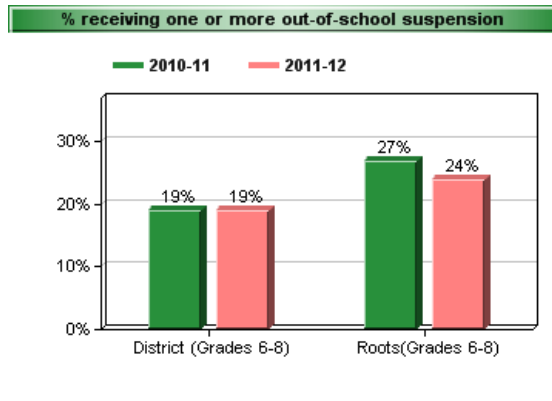
Survey- Beliefs

Teacher wants me to do my best. % Very/Pretty much true



2009-10 CHKS Survey Response Rate: 63%
2011-12 CHKS Survey Response Rate: 82%

Suspensions



School Data

- The majority of teacher discipline referrals are for defiance and disrespect, verbal conflicts arise in the classrooms during instruction and most COST referrals are related to anger management
- Over 40% of current 8th graders have below 2.0 GPAs

Data Analysis

- Few students report having meaningful relationships with adults which could be the result of high teacher turnover and lack of structures for building community
- The lack of relationships between adults and youth increases the likelihood of conflict. Thus the the high suspension rate that exceeds the district's rate
- If students do not feel safe, the likelihood of academic success decreases. Increased relational trust can can improve safety on campus

Theory of Action

- At RIA we strive to have Respect for ourselves and for others. Our scholar/revolutionaries have a moral code of conduct, and a common respect for self and others.
- RIA scholar/revolutionaries make no excuses and have high expectations of self and others as reflected through conduct which is clearly defined & measurable.
- RIA staff advocates support a culture of ROOTS - Respect, Organized, Optimistic, Taking Ownership & Striving for Excellence, through a range of formal and intrinsic rewards and consequences for academic performance and behavior.
- Teacher/Staff Advocates have relational trust with students creating a safe space for learning and risk taking to happen.
- RIA will train our scholars to become leaders by giving them leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School initiative designed to create and maintain positive school climate & culture.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/24/2013	226SQI2A5449	Fund a community engagement person to create systems that support climate & culture, discipline, rewards and coordinate family engagement	3180-SIG - ORIGINAL - 2008		PMGCRT9999	1	\$99,645.60
School initiative designed to create and maintain positive school climate & culture.	Attendance	All Students	Every Marking Period	Grade level team	4/24/2013	226SQI2A5973	Provide field trips to universities and colleges to promote college readiness; provide field trips connected to curriculum (SF MOMA; Marin Headlands, Yosemite)	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$2,979.70
Term assemblies celebrating achievements in academic and behavior and culture					5/18/2012	226SQI2A1889		N/A			0	\$0.00
Establish homeroom structure where scholar/revs are led by their teacher advocates through a metacognitive process of self assessment through data collection, portfolio creation and student led conferences.	Attendance	All Students	Monthly	Principal	4/12/2013	226SQI2A2329	Fund a TSA to lead develop of structure and support school climate	3180-SIG - ORIGINAL - 2008		C11TSA9999	1	\$74,653.96

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

Strategic Priority B. Health & Wellness

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

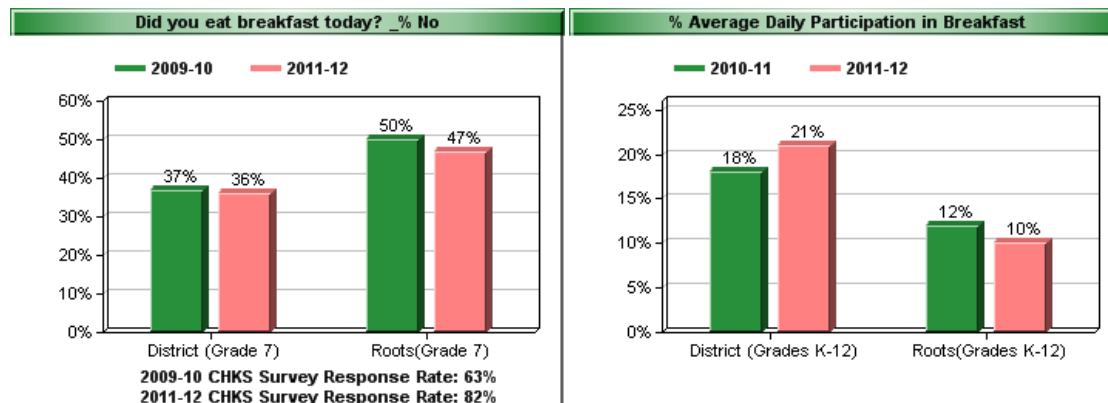
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

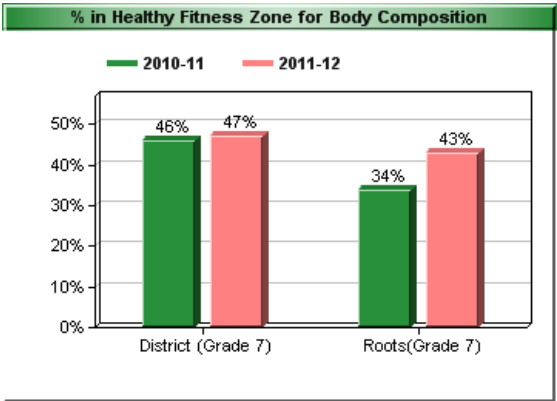
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

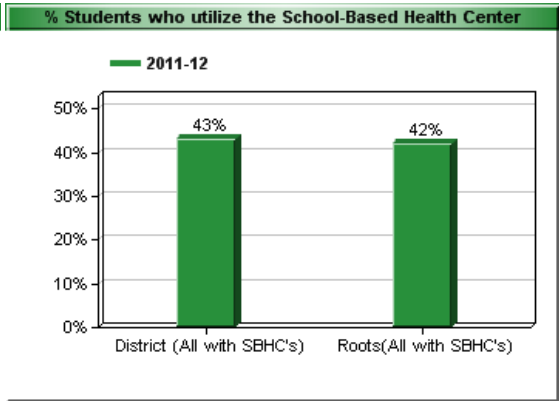
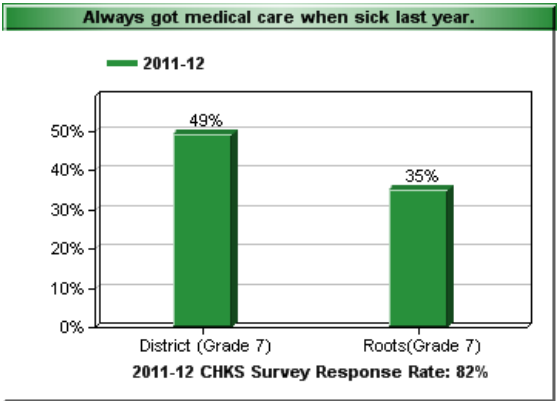
Breakfast



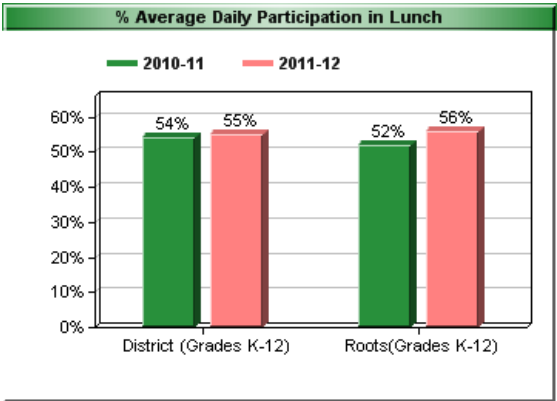
Fitness



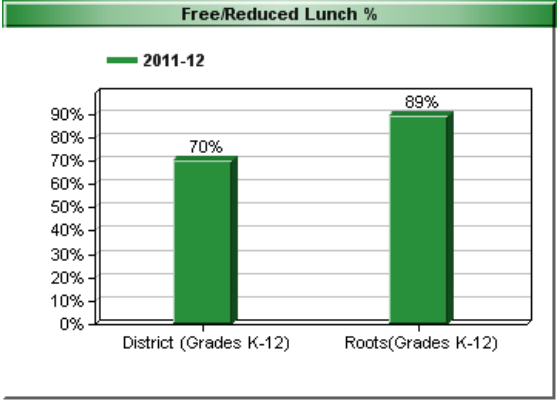
Health Access



Lunch

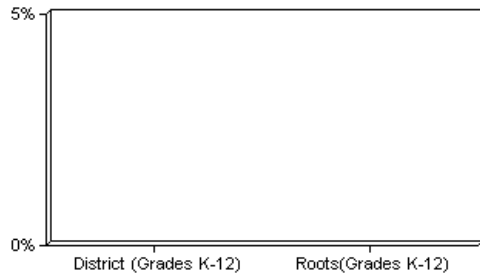


Socio Economics



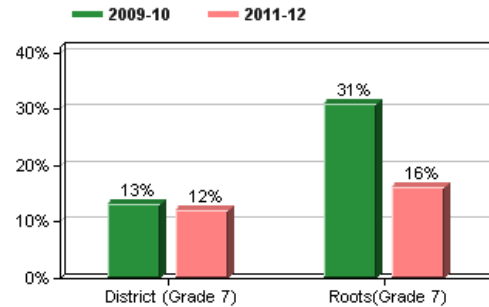
Survey - Drugs / Alcohol

Student alcohol&drug use is a severe problem at this school.



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

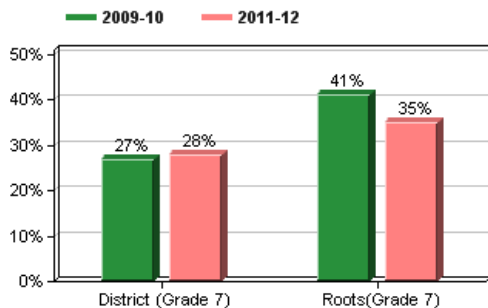
of days of alcohol use during past 30 days: one day or more



2009-10 CHKS Survey Response Rate: 63%
2011-12 CHKS Survey Response Rate: 82%

Survey - Mental Health

feeling sad or hopeless almost every day for 2 weeks or more



2009-10 CHKS Survey Response Rate: 63%
2011-12 CHKS Survey Response Rate: 82%

School Data

- Many RIA scholar/revolutionaries do not eat during the school day. Only 1/2 are eating breakfast and only 1/2 of the student body eats lunch
- RIA kids are depressed and angry so they act out and/or disengage in academics, etc

Theory of Action

- If the RIA scholar/revolutionary understands the connection between a healthy mind and body then s/he is happier and experiences more academic and behavioral success
- If the RIA scholar/revolutionary utilizes mindfulness strategies to cope with PTSD, anger management, stress and conflict the s/he is happier and experiences more academic and behavioral success
- If the RIA scholar/revolutionary & teacher/staff advocate practices restorative justice, then alternatives to suspension are created so instruction time is not lost, and the RIA community begins to develop genuine relational trust.

- If scholar/revs increase intake of healthy breakfasts, snack and lunch then conflict and referrals will decrease and academic success will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
In collaboration with the district nurse, the Havenscourt Health Clinic and La Clinica de la Raza, RIA will implement and enforce a campus wide no junk food policy					5/18/2012	226SQI2B1955		N/A			0	\$0.00
In collaboration with Havenscourt Health Clinic and La Clinica de la Raza, RIA will provide health awareness as part of our family literacy component and homeroom/advisory structure					5/18/2012	226SQI2B1956		N/A			0	\$0.00
Mind/Body Awareness campaign that involves students in mindfulness plus intense physical activity through sports, cultural dance, martial arts, etc both during the school day and as part of a revamped after school program structure.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/16/2013	226SQI2B1954	Fund contract with East Bay Agency for Children for additional mental health services	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$60,000.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

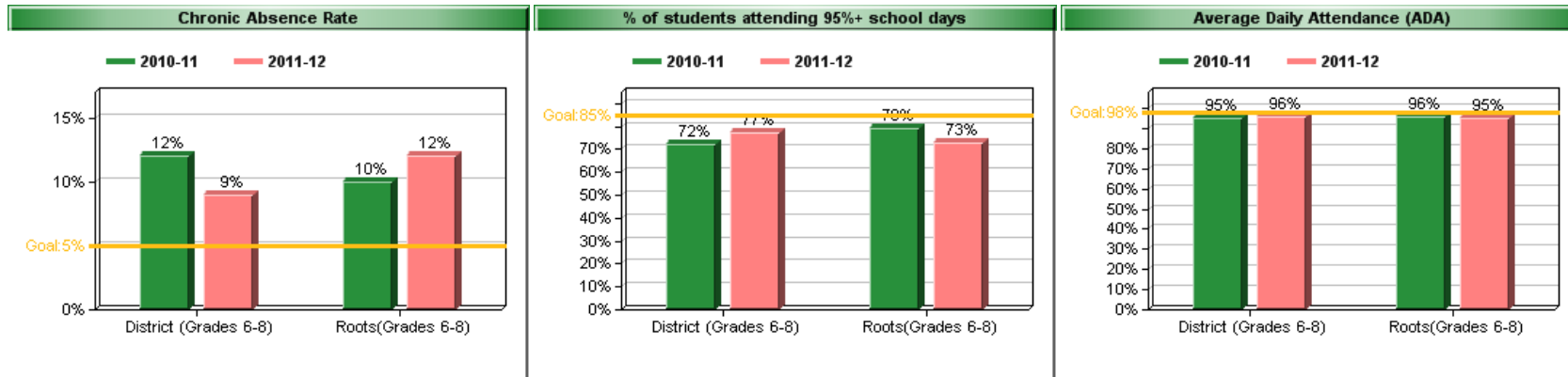
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future



School Data

- 44 scholar/revolutionaries are chronically absent--- 9.4 %

Data Analysis

- Scholar/revolutionary absences are due to various factors: transportation, unstable homes, lack of seeing school as priority, and lack of quality

relationships with staff

Theory of Action

- If RIA's new SART team includes COST team members, office staff, teachers and family advocate then regular assessment of root causes will lead to support and increased attendance and academic outcomes.
- If access to support increases and all relevant stakeholders are united in efforts to engage families and students in school, then RIA will be a place where kids can learn, grow, be safe, be creative, excel and be happy.
- If all RIA stakeholders have a shared understanding of the commitment to excellence, then RIA community will have a sense of urgency around academic success, and will be on time daily.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
RIA will build a culture of recognition for daily attendance	Attendance	All Students	Every Marking Period	Attendance Team	5/6/2013	226SQI2C2026	RIA will have term recognition and assembly for perfect attendance, and improved attendance.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$850.75
Develop a PARENT LEADERSHIP TEAM and Family Resource Center to inform the transformation of ROOTS through regular opportunities to participate in the school be viewed and esteemed members of the community.	Attendance	All Students	Weekly	After school program coordinator	4/18/2013	226SQI2C3461	Fund contract with Oakland Schools Foundation to support FamELI program	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$125,000.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

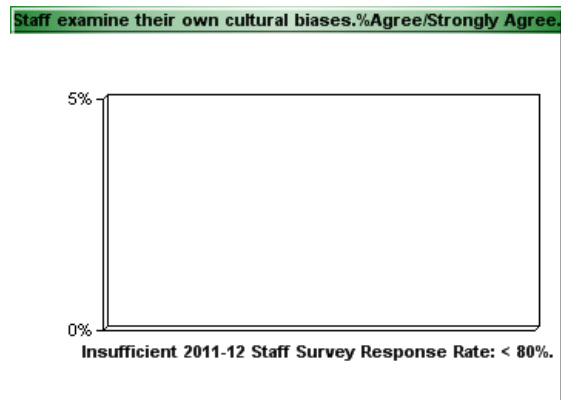
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning



Theory of Action

1. If we increase leadership and collaboration and function as a professional learning community, and we get differentiated professional development, and we focus on student learning,

- 2. and time for collaborations is structured into the school day, then we will develop shared leadership, structures and routines that enable us to run an effective program

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School initiative designed to create and maintain positive school climate & culture.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/24/2013	226SQI3A5449	Fund a community engagement person to create systems that support climate & culture, discipline, rewards and coordinate family engagement	3180-SIG - ORIGINAL - 2008		PMGCRT9999	1	\$99,645.60
School initiative designed to create and maintain positive school climate & culture.	Attendance	All Students	Every Marking Period	Grade level team	4/24/2013	226SQI3A5973	Provide field trips to universities and colleges to promote college readiness; provide field trips connected to curriculum (SF MOMA; Marin Headlands, Yosemite)	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$2,979.70
All leaders (administrator and teachers) will be learners and engage in professional development to build their capacity to lead, increase rigor in classrooms and create a staff climate of support and learning.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/24/2013	226SQI3A2134	Fund school improvement coach to provide leadership coaching	3180-SIG - ORIGINAL - 2008		SCHICH0014	1	\$135,366.60
All leaders (administrator and teachers) will be learners and engage in professional development to build their capacity to lead, increase rigor in classrooms and create a staff climate of support and learning.	SRI	All Students	Monthly	Principal	4/24/2013	226SQI3A5389	Fund a teacher leader professional developer to lead a cohort of other TLs to increase their capacity and knowledge	3180-SIG - ORIGINAL - 2008		TC111F0097	1	\$81,701.61
All leaders (administrator and teachers) will be learners and engage in professional development to build their capacity to lead, increase rigor in classrooms and create a staff climate of support and learning.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/24/2013	226SQI3A5721	Fund school improvement coach to provide coach for Mathematics	3180-SIG - ORIGINAL - 2008		TC111F0097	1	\$72,650.35
All leaders (administrator and teachers) will be learners and engage in professional development to build their capacity to lead, increase rigor in	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/24/2013	226SQI3A5823	Teacher leaders will have monthly professional development with a cohort of other TLs to increase their capacity	3180-SIG - ORIGINAL - 2008	1120-TEACHERS SALARIES STIPENDS		0	\$10,500.00

classrooms and create a staff climate of support and learning.							and knowledge to lead					
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School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

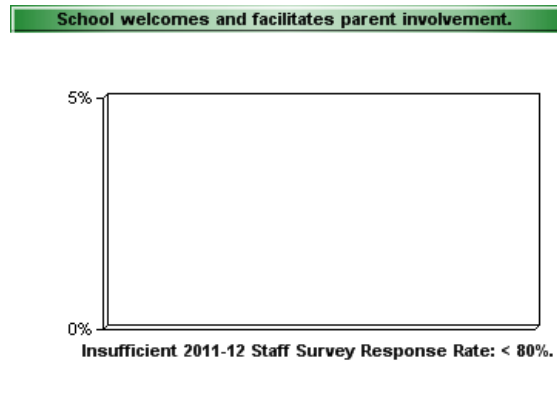
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming



Data Analysis

- More than 80% of RIA families qualify for free and reduced lunch.
- RIA is predominantly Latino, native spanish speakers.

Theory of Action

- RIA families are valuable & esteemed members of the community who assure the academic & behavioral success of all scholar/ revolutionaries. The PARENT LEADERSHIP TEAM informs transformation.
- Development of SOCIAL CAPITAL for parents through meaningful engagement towards understanding and navigating the school's system. Parent will have opportunities to learn how do read all the data and metrics used
- The RIA community practices the belief - one love one world. All races, ethnicities, socio-economic statuses, etc work together
- RIA is data driven. Thus, there is partnership alignment to schools theory of action through development of rubric with METRICS of attendance and achievement
- When making the choice to attend RIA, scholar/revolutionaries are also making a commitment to the upliftment of the pillars and the expectations of our school. We want you to be here. We want to be apart of your success in middle school, high school

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School initiative designed to create and maintain positive school climate & culture.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/24/2013	226SQI4A5449	Fund a community engagement person to create systems that support climate & culture, discipline, rewards and coordinate family engagement	3180-SIG - ORIGINAL - 2008		PMGCRT9999	1	\$99,645.60
School initiative designed to create and maintain positive school climate & culture.	Attendance	All Students	Every Marking Period	Grade level team	4/24/2013	226SQI4A5973	Provide field trips to universities and colleges to promote college readiness; provide field trips connected to curriculum (SF MOMA; Marin Headlands, Yosemite)	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$2,979.70
Develop a PARENT LEADERSHIP TEAM and Family Resource Center to inform the transformation of ROOTS through regular opportunities to participate in the school be viewed and esteemed members of the community.	Attendance	All Students	Weekly	After school program coordinator	4/18/2013	226SQI4A3461	Fund contract with Oakland Schools Foundation to support FamELI program	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$125,000.00
Develop authentic relationships with parent through listening campaigns	Survey data (CHKS, etc.)	All Students	Monthly		4/17/2013	226SQI4A1933	Provide refreshments for parent meetings and workshops	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,667.08

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Roots International Academy

Principal: LAVERNE WATKINS

From OUSD Strategic Plan:

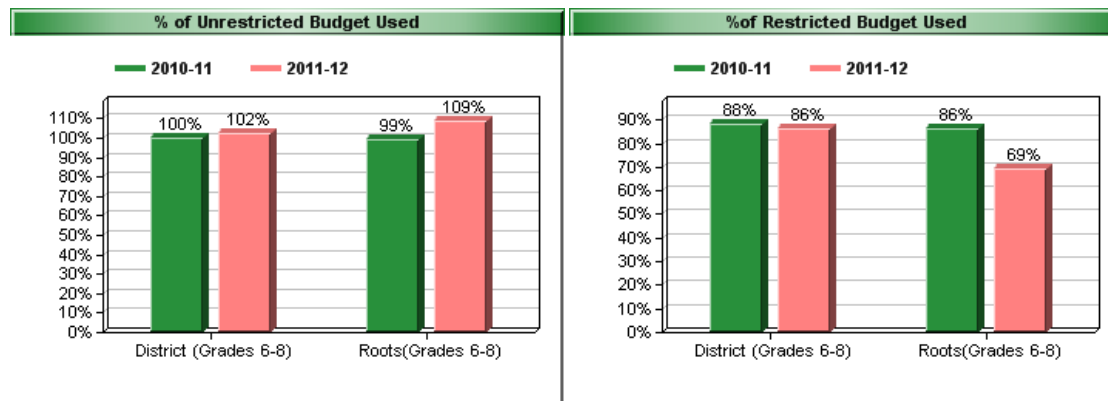
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

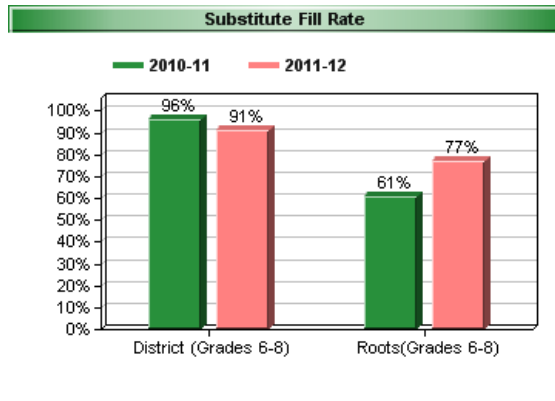
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget



Sub Fill Rate



School Data

- The substitute fill rate at RIA is much lower than the district's which leaves students missing out on valuable instruction time
- RIA utilized less than 90% of its restricted budget which is consistent with district practice

Data Analysis

- RIA, a high needs campus, can plan more strategically how to better allocate restricted funds.

Theory of Action



- If RIA can plan deliberately to reclimate all staff and orient them to the FSCS model/mindset, then RIA students, families, teachers and staff will have an improved public school experience..
- If RIA administrators are coached in community engagement, quality instructional leadership, and leading for equity, then RIA culture and climate will improve and academic achievement of every child will increase.
- If Roots International Academy opens its own Family Resource Center & director, and is strategic about identifying family assets and need, then RIA can holistically support each student's academic goals
- If RIA can establish a quality Transformation/Leadership Team with relevant stakeholders involved, then a shared vision in service of student achievement will emerge and become reality.
- If RIA can develop quality PLCs with school day imbedded time for data driven collaboration, then instruction will become more focused and thus student academic needs met.




;

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$65,612.74	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$41,372.88	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$106,985.62	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$70,192.81	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,667.08	
 School Improvement Grant Purpose: Address the needs of schools in improvement, corrective action, and restructuring to improve student achievement ...SIG RESOURCE #3180	\$1,145,921.00	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$1,217,780.89	

Appendices

- Engagement Timeline
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Roots International Academy
Site Number: 226

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on .
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on May 2, 2013.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

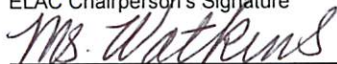
Attested:



SSC Chairperson's Signature

Lucia Arenal
SSC Chairperson's Name (printed)

5/2/2013
Date

ELAC Chairperson's Signature

Principal Signature

Lucia Arenal
ELAC Chairperson's Name (printed)
LaVerne Watkins
Principal's Name (printed)

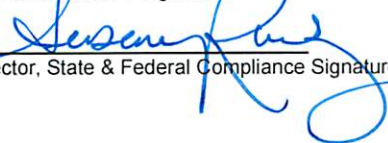
Date
5/2/2013
Date



Executive Officer's Signature

Kimi Kean
Executive Officer's Name (printed)

5-15-13
Date



Director, State & Federal Compliance Signature


Director, State & Federal's Name (printed)

6/5/13
Date



ROOTS International Academy

School Site Council Membership Roster

School Name: Roots International Academy

School Year: 2012-2013

Chairperson : Lucial Arena	Vice Chairperson: Maria Lopez
Secretary: Emma DeGuzman	DAC Representative: Hector Lopez

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Arenal, Lucia	1434 52 nd Avenue, Oak. 94601				X	
Bennett, Shannon	1390 66 th Ave., Oak., 94621		X			
Brown, Jacqueline	1390 66 th Ave., Oak., 94621		X			
Burgos, Ana	3369 Shawn Way, Hay., 94541			X		
Alexander, Christina	6503 Eastlawn St., Oak., 94621				X	
Clemon, Ka'Shiim	1390 66 th Ave., Oak., 94621		X			
DeGuzman, Emma	1390 66 th Ave., Oak., 94621		X			
Watkins, Laverne	1390 66 th Ave., Oak., 94621	X				
Lopez, Hector	6134 Harmon Ave #B, Oak., 94621				X	
Lopez, Maria	6134 Harmon Ave #B, Oak., 94621				X	
Ramirez, Georgina	1717 Seminary Ave., Oak., 94621				X	
Mendoza, Mercedes	1227 78 th Ave., Oak., 94621				X	
DAC Representative	Lopez, Hector					
Home Ph. (510) 282-1271	Email:					

Meeting Schedule	May 2, 2013
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SSC Legal Requirements:

- 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 not required to be members of the Middle School SSC**
- 5 **Parent/community members cannot be employees at the site.**

1-Principal
4-Classroom Teachers
1-Other Staff

Or

6-Parent /Community
3 -Parent/Community
And 3 - students



Title I School Parental Involvement Policy 2013 - 2014

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Roots International Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 - Inform parents of their schools participation in the Title I Program.
 - Explain the requirements of the Title 1 Program.
 - 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.
 - The parents' right to participate in the development of the District's Title 1 Plan.

Roots International Academy's Family Recourse Center will be in charge of making sure the Title I meeting happens on September 18, 2013. The Family Engagement Director and support staff is responsible for:

- **The meeting will happen in the School's Auditorium**
 - **Conducting the meeting and sharing the Title 1 details with parents**
-
- Offer a flexible number of meetings for parents.

This meeting will take place on September 18, 2013 @9:00am and 4:00pm to accommodate both employed and unemployed parents.
 - 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.
 - **Contacting each parent by phone to extend a personal invitation to the meeting**
 - **Executing a robo call to every parent in the school**
 - **Compose and distribute letters to the students to give to their parents informing them about the meeting**
 - Provides parents of Title I students with timely information about Title I programs. **RIA will provide families with an annual family engagement calendar with monthly family engagement events.**
 - Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - **Principal and content area coaches will review curriculum, assessments, and proficiency levels with parent and community during the Title 1 annual meeting held on September**

18, 2013. The Family Resource Center will support Principal with CST awards for students who have shown academic improvement based on ELA and Math scores.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- **During the Title 1 meeting, invitation/information will be provided to parents with opportunities to participate in SSC, ELAC, and Family Resource Center (FRC) Parent Leadership Team.**

School-Parent Compact

Roots International Academy 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.

Building Parent Capacity for Involvement

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

- **Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - 1) **The State of California's academic content standards**
 - 2) **The State of California's student academic achievement standards**
 - 3) **The State of California's and Oakland Unified School District's academic assessments, including alternate assessments**
 - 4) **Academic proficiency levels students are expected to achieve**
 - 5) **How to monitor their child's progress**
- **Principal and content area coaches will review curriculum, assessments, content standards, and proficiency levels with parents and community during the Title 1 annual meeting and regular meetings with parents after quarterly benchmarks scores are released. The Family Resource Center will educate families on a monthly with use of online grading software and reading instruction intervention software (such as Achieve3000 and EnGrade) .**
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- *Monthly Engrade training for parents*
- *Monthly Achieve3000 training for parents*
- *Quarterly High School/College readiness trainings for parents*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- **FRC holds quarterly workshops for Teacher on Home Visits and builds capacity of staff with regards to knowing the RIA context and Cultural Competence.**

- **FRC holds Parent Trainings on how parents can engage teachers in *Parent Teacher Conferences* and what academic markers: SRI, Benchmark Assessments, Goal Setting are to drive the conversation.**
- 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.
 - **Title I program parental involvement activities are integrated with the overall school vision of parent involvement which is the development of *Social Capital* for all parents and creating a *welcoming* environment that is *inclusive* of all parents.**
- 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.
- **The Annual Family Engagement and Title 1 meeting Calendar will be distributed to parents in August and information will also be communicated via electronic Robo call in English and Spanish. All Languages to parents will be in both languages at all times. FRC staff a bilingual and support parents in all information relating to School activities and meetings.**

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
- **The RIA staff is composed of individuals who speak many languages including English, Spanish, and Arabic. RIA will utilize electronic translation devices and translators to accommodate languages not mentioned. The FRC and Main Office are fully bilingual (English and Spanish) and translate all documents in both languages. The grounds on campus can accommodate students and families with disabilities (such as elevators, wheelchair ramps).**

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:

August 29, 2012, students, parents staff panel meeting Improving Communications Between Schools and Families.”

September 6, 2012, Back To School Night

October 10, 2012, Family Engagement Activity, “Parents Involved in Academics”

November 7, 2012, Family Engagement Activity “Nutrition/Health Night”

This policy was adopted by the (Roots International Academy) School Site Council on (mm/dd/yy) and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The *Roots International Academy*’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.

Gina Maria Hill

(Principal’s Signature)

November 7, 2012

(Date)



RIA Parents/Families Striving for Excellence Agreements

We fully commit to Roots International Academy in the following ways:

1. We will make sure our child arrives at Roots International Academy everyday no later than 7:40 am (Monday – Friday).
2. We will make arrangements so our child can remain at Roots International Academy up to and beyond dismissal doing whatever it takes to ensure your scholar for change for change for change for changes for change success.
3. We will expect our child to earn a minimum 80% and a 3.0 GPA in all classes.
4. We will make arrangements for our child to come to Roots International Academy on appropriate Saturdays.
5. We commit to volunteering at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, school events, office/classroom support, donations etc).
6. If our child needs to stay for Roots detention (Grade level, Non social Lunch, After School Detention or Friday Night Blues) more than 5 times consecutively, I will attend a scholar for change for change for change for change Success Team meeting to design goals to support my child's success.
7. We give permission for our child to participate in supplemental instruction as needed (for example, field trips, Weekend Wake Up, Before/After school program and Saturday Academy).
8. We will partner with the teacher advocates and staff of Roots International Academy to help our child excel in school, both academically and behaviorally.
9. We will insure our child completes homework every night. We will make sure homework is of the best quality. We will sign agenda, contract, progress report, and Boomerang folder daily/weekly.
10. We will always make ourselves available to our children and the school and respectfully address any concerns they may have. We will meet regularly with teacher advocates to discuss our child's progress.
11. If our child is going to miss school, we will call the office the morning of the absence. If the scholar for change is going to be tardy we will immediately contact the office.
12. We will support our child in his or her commitment to excellence and understand that the following means no participation in promotion exercises and possibly grade retention - a below 2.0 GPA; more than 5 referrals / year; more than 1 suspension / year.
13. We will make sure our child follows the ROOTS International Academy dress code.
14. We understand that our child needs to respect the rights and interests of everyone at Roots International Academy regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
15. We will always act in a professional manner when speaking with all people in our school community: Roots International Academy staff members, fellow parents, and scholar for change for change for change for changes for change (i.e. use of profanity, shouting, threatening or demeaning language of any kind).
16. We will help our child prepare for high school, college and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
17. We are responsible for our own behavior, as well as our child's. If a mistake is made we will take responsibility and I will OWN it, by telling the truth, and fixing the behavior.

Print RIA Scholar for Change Name Parent/Guardian Name

RIA Parent/Guardian Signature

Date

RIA Parents/Families Striving for Excellence Agreements

RIA Staff Advocates Striving for Excellence Agreements

We fully commit to Roots International Academy in the following ways:

1. We will be present and on time daily. This means being at my post to actively supervise transitions in mornings, afternoons, etc. I will be ready to work before the first and/or dismissal bell rings, during transitions, returning from breaks, lunch, conference period, etc.
2. We will remain at Roots International Academy everyday to be present to support the extended day when necessary, and to constructively engage in extended days for professional development , RJ circles, SST's, parent meetings etc.
3. We will commit to not letting failure be an option for each Scholar for Change. We will expect each Scholar for Change to reach a minimum of 80% or higher in all classes. We are committed to results (both academic and personal).
4. We will always teach and serve the community in the best way we know how, and we will do whatever it takes for every single Scholar for Change to learn. This means building relationships between adult and child so that we minimize the out of class referral process thus supporting each Scholar for Change in making the goal of no more than 3 referral and 1 suspension for the year; and we will increase the amount of positive interactions between adult and child every day..
5. We will value the families and the cultural backgrounds of our Scholars for Change families and let it be an asset to our classrooms and school community.
6. We will use regular data analysis to plan and execute rigorous lessons and to evaluate our Scholars' progress academically, behaviorally, socially and emotionally. This will help prepare our Scholars for Change for success in high school, college and in life.
7. We will hold *all* of Roots International Academy's Scholars for Change, parents/families, fellow staff members, community partners and selves to high expectations.
8. We will reflect, collaborate and plan transparently with colleagues on a regular basis. We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.
9. We will make ourselves available to our Scholars for Change, parents/guardians/families, and fellow staff members via phone, email, or in person with consistent and timely communication, within 24-48 hrs of a family calling.
10. We will regularly provide parents/guardians/families with updates on their children's progress via school wide monitoring, progress reports, and report cards.
11. We will respect the rights and interests of everyone at ROOTS regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
12. We will always act in a professional manner when speaking with all people in our school community: fellow colleagues, parents/guardians/families, and Scholars for Change.
13. We will strive to be the best staff advocates that we can be by modeling excellence and taking no shortcuts in preparing our Scholars for Change for success in high school, college, and career and in life.
14. We will work tirelessly to ensure the safety of all Scholars for Change under our supervision and care.
15. We are responsible for our own behavior. If we make a mistake, we will take responsibility and we will OWN it, by telling the truth, and fixing the behavior.
16. All adults in the ROOTS International Academy community will advocate tirelessly for equitable outcomes for all of our Scholars for Change on a local, state, national and global level.
17. We will uphold the RIA Core Values and 7 Branches.

Print RIA Staff Advocate Name

RIA Staff Advocate Signature

Date

RIA Staff Advocates Striving for Excellence Agreements

RIA Scholar Striving for Excellence Agreements

RIA Scholars for Change Striving for Excellence Agreements

I fully commit to Roots International Academy in the following ways:

1. I will come to school every day prepared to learn (examples: supplies ready, well-rested, positive attitude, being ROOTS). I will strive for a minimum of 80% and a 3.0 GPA in all classes.
2. I will arrive at Roots International Academy on time (7:40a.m.) everyday and attend for the duration of the academic and enrichment program.
3. I will come to Roots International Academy on appropriate Saturdays.
4. I will not take shortcuts. I will give 100% everyday - work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow teammates and I to learn. Everyday, I will be the best Scholar for Change and person I can be.
5. I will take charge of my own learning by following the principle of **STAR**: **S**itting up straight, **T**racking the speaker, **A**sking and answering questions, **R**especting myself and ALL others.
6. I will complete all my homework every night. I will make sure my homework is of the best quality and that my parent/guardian signs my agenda, contract, progress report, and Boomerang folder daily/weekly.
7. If I am assigned a detention (Grade level, Non social Lunch, Daily Detention, Friday Night Blues, Weekend Wake Up) I will stay. If I receive more than 5 detentions, I will attend a Scholar for Change Success Team meeting designed to set goals to support my success.
8. I will receive no more than 3 referrals and no more than 1 suspension for the entire school year. I am committed to excellence and understand that the following means no participation in promotion exercises and possibly grade retention - a below 2.0 GPA; more than 5 referrals / year; more than 1 suspension / year.
9. I will ask my Staff Advocate for help when I need it both in class and outside of class.
10. I am responsible for my own behavior. If I make a mistake, I will take responsibility and I will OWN it, by telling the truth, and fixing the behavior.
11. I will always follow Staff Advocates' directions and school rules. If I disagree with something, I will follow the directive, and, at an appropriate time, I will meet with that staff advocate to discuss my concerns.
12. I will take pride in my culture and respect the cultures of others. I will respect the rights and interests of all members of the Roots International Academy community regardless of race, color, gender, disability, age, religion, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment. I will always use appropriate tone and body language when speaking with someone at Roots International Academy. I will address all people by their name and with respect.
13. I will follow the Roots International Academy dress code everyday.
14. I will leave an area better than how I found it, by not littering, not tagging, cleaning up after myself and others and keeping our campus clean and beautiful.
15. I will show pride in self and give of myself by providing 10 hours of community service to my school and broader community annually.
16. I will uphold the high expectations of Roots International Academy at all school related events on and off campus.
17. I will uphold the RIA Core Values and the 7 branches.

Print RIA Scholar for Change Name

RIA Scholar for Change Signature

Date