

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1343  
Introduction Date: 6/27/18  
Enactment No.: 18-1145  
Enactment Date: 6/27/18  
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**To:** Board of Education

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

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

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Roots International Academy.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Roots International Academy.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Roots International Academy  
**CDS Code:** 1612590112805  
**Principal:** Geoff Vu  
**Date of this revision:** 4/20/2018

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

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

<b>Contact:</b> Geoff Vu	<b>Position:</b> Principal
<b>Address:</b> 1390 66th Avenue Oakland, CA 94621	<b>Telephone:</b> 510-639-3226 <b>Email:</b> geoff.vu@ousd.org

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

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

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Roots International Academy

**Site Number:** 226

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

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



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

**Date(s) plan was approved:** 4.25.18

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

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|---|

**Signatures:**

		<u>4.25.18</u>
Geoff Vu, School Principal	Signature	Date
<u>Juan Hernandez</u>		<u>4/25/2018</u>
Print name of SSC Chairperson	Signature	Date
<u>Mark Triplett</u>		<u>5/23/18</u>
Mark Triplett, Network Superintendent	Signature	Date
<u>Marla Williams</u>		<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 SPSA ENGAGEMENT TIMELINE****School Site:** Roots International Academy**Site Number:** 226

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10.25.17	SELLS &SSC	Combined to review ELL trajectory and reality
2. 28.18	SSC	Discussed engaging families of SELLS

**2017-2018 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$62,550.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$196,782.43	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$92,158.62	TBD
<b>TOTAL:</b>	<b>\$451,491.05</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$71,091.98	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,802.97	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$72,894.95</b>	<b>\$0.00</b>

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

### 1A: ABOUT THE SCHOOL

**School:** Roots International Academy

**School ID:** 226

#### School Description

Roots International Academy is a public middle school committed to serving our community by providing the best possible education for our students in an environment that is safe, welcoming, and accessible for all learners. We believe that we are here in service of the "whole child." This means not only nurturing brains, but hearts as well. Our community consists of some of the most amazing young people you will find in Oakland, which is why we're so grateful to witness the extraordinary things they're capable of!

#### School Mission and Vision

We support the development of whole, happy, leaders who are college & career ready critical thinkers and positive change makers in our community & world.

We will engage students in rigorous curriculum and foster evidence-based discussion, thereby empowering critical thinkers who make meaning of the world around them and master grade-level literacy.

We value cultural competency and will build authentic relationships so that students develop community and situational appropriateness.

We will develop efficacious scholars who will continuously reflect through academic and social goal setting and who are able to see challenges as opportunities.

#### Family & Student Engagement

Established C&C team that meets regularly, Two deans of students, 100% teacher retention, 70% student satisfaction met as measured by survey data every marking period, 5 recorded suspensions this year compared to 30 recorded suspensions last year, HeroK12 system being implemented for school events, electives program that offers dance, music, art, spoken word, and martial arts. Attendance is not yet seen as a community challenge, but one that rests on clerical and admin. Messaging has to be to teachers, families, and students at more targeted levels.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	<p>Established ELA PLC that meets regularly</p> <p>Established History/ Science PLC focused on Nonfiction text</p> <p>8 week PD cycle focused on ELL Instructional strategies to increase verbal output, academic conversions and access to complex text</p> <p>Established Independent Reading culture in Advisory</p> <p>Launched reading intervention groups, serving 40 students</p> <p>Approximately 25% of students are reading at or above grade level</p>	<p>At beginning of 17-18 SY, Two-thirds of student body is reading multiple years below grade level</p> <p>In 2017 midterm SRI, only 2% of students showed growth</p> <p>60% of ELLs are LTELs and show stagnated reading growth</p>	<p>School-wide focus on literacy is not clearly defined by key strategies that are consistent across the school</p> <p>Student reading data does not inform day to day instructional decisions</p> <p>Limited skill and training of secondary teachers in teaching reading fundamentals</p> <p>Limited access to reading intervention</p> <p>Lack of ELD instruction</p>

<p style="text-align: center;"><b>STANDARDS-BASED INSTRUCTION</b> <i>(including core content beyond language &amp; literacy)</i></p>	<p>strengths: - 4 out of 4 math members are returning members - There is consistent, allocated time for the math team to meet. A culture of learning from each other and a culture of learning is being built -Team is starting to utilize SMI data to assess student understandings and shortcomings per grade level. From this data, teachers will implement a strategy of their choice (3 reads, questioning strategies, number talks) and use SMI data to check for test score growth</p>	<p>challenges: -Student SMI scores have decreased since last year (per SAM report) - There is no data or evidence that online programs like khan academy are pushing forward or effective in students learning math concepts -Math coach is new and is learning on job how to push standards aligned curriculum while building up the team - Allocated PLC time is not sufficient length of time to effectively and deeply discuss learnings and practices</p>	<p>Math team is too new to see changes in student test scores so far. Focus is in order of 1. team building/team identity formation, 2. studying data, 3. inquiry cycles (this is where we hope to see increase in student learning and test scores). In December 2017, we are currently just in the beginnings of phase 3.</p> <p>What are missing instructional strategies? Standards alignment</p>
<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(Culture &amp; Climate, including Measure G1)</i></p>	<p>Strengths: - Weekly meetings of attendance team aggregating chronic absence data - Daily phone call protocol and processes to follow up with absences - Full returning attendance team - Monthly attendance recognition and celebrations</p>	<p>challenges: -CA continues to hover around 18% despite interventions</p>	<p>-Adult toolbox of skills and strategies are shallow and/or do not adequately meet the needs of all students -Mindsets and implicit biases have not been fully surfaced</p>
<p style="text-align: center;"><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS Needs Assessment)</i></p>	<p>Strengths: - Returning ITL who has considerable experience working with reclassification - Start of a newcomer PLC - 4 Teachers teaching a NC cohort</p>	<p>Challenges: - A long term vision for holding NC and LTEL that includes mainstreaming - Reoccurring PD that addresses the over 60% of students who are considered ELLS</p>	<p>- Historic lack of naming or focus of ELL needs - Shallow toolkit of strategies for ELL students - Master schedule has not included space to address NC needs</p>

<p style="text-align: center;"><b>ARTS, MUSIC &amp; WORLD LANGUAGES</b></p> <p style="text-align: center;"><i>(Measure G1)</i></p>	<p>Schedule to Support Programming: .5 and STIP teachers to assist in</p> <ul style="list-style-type: none"> <li>- Art (2)</li> <li>- Music</li> <li>- CS</li> <li>- Spoken Word</li> <li>- Yoga</li> <li>- Dance/Body Percussion</li> </ul> <p>Partnership with ACOE and ILSP program to integrate studio habits of mind across all classrooms.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>-6 Week PD Cycle for all instructional staff diagraming EL practices, strategies, and building common language around how to support.</li> <li>-Institutional knowledge and past success of EL Reclassification</li> <li>-Offering of stipends for Roots staff to administer CELDT exam</li> </ul>	<p>Challenge:</p> <ul style="list-style-type: none"> <li>- Recruiting and developing .5 skilled Arts teachers who are content specialists as well as culture curators and developers.</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>- Transitions and physical movement from electives</li> <li>- Engagement in classes (cutting class, going home early)</li> <li>- Shared identification of students designated as EL</li> <li>- Shared understanding of EL designation, implications, and or learning needs</li> <li>- Depth of toolbox that support EL learners</li> <li>- 34 person Classrooms that diminish participation opportunities for ELs</li> </ul>	<p>Roots Cause Analysis</p> <ul style="list-style-type: none"> <li>- Absence of integrated learning cycle, including measures/goals that address effectiveness.</li> </ul> <p>Lack of engagement in most elective offerings to motivate them to come on time. Lack of relationships built between elective teachers and students. Need to strengthen offerings to be fun and more engaging. Lack of urgency for students to get to class. Less accountability for students to get to elective classes on time.</p>
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**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Roots International Academy

**School ID:** 226

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	By the final administration of the SRI in 2019, 65% or more of students will advance by at least 150 points on the SRI or will be on or above grade level.  30% of students will be proficient and an additional 20% will be nearly proficient in ELA as measured by the SBAC.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	All Students	19.0%	24.0%	29.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>					
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If we restructure advisories so that students are grouped by reading levels and EL designations, then our teachers can specialize in providing reading instruction targeted to the specific needs of their students, thus resulting in acceleration of reading growth. Using our EL curriculum as a common core standards aligned foundation ...increasing our accessibility through direct reading strategies via Notice and Note and a focus on Integrated ELD for the 40% ELLs will help improve overall proficiency in Reading as measured by SRI and ELA SBAC. PDs and PLCs will be the vehicles in which these two strategies (N&N and ELD) will be explored, implemented, and monitored. 10% growth in SRI & ___ in SBAC ELA.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	Advisories are grouped by reading and language level so that students receive reading instruction target to their specific reading level. This addresses both low performing and advanced readers. 40 students reading multiple years below grade level receive small group reading intervention instruction instead of traditional advisory.	Bi-weekly observation debrief with each advisor to monitor data. Bi-weekly curriculum planning sessions with CCTL focused on reading advisory groups.		Student SRI Score improve by one band or 100 pts.	

1-2	History and Science teachers implement informational text reading, writing, and/or discussion lessons at least once per week and routinely monitor students' progress towards English Language Arts Proficiency and Literacy in History/Social Studies, Science, and Technical Subjects Common Core Standards.	(September) AP compares student SRI lexile score with level set lexile score to make sure lexiles are correct. History and Science teacher leaders look at data bi-weekly (college and career readiness data) Maintain on-going PLC for history and science teachers to support collaboration and data-driven instruction	Student SRI Score improve by one band or 100 pts.
1-3	All English teachers implement close reading and complex text strategies-across grade level within each unit. Students will read grade level content.	Provide PD to ILT on close reading and complex text strategies. Provide PD and PLC for English/SS teachers on close reading, complex text strategies (September)	Student SRI Score improve by one band or 100 pts.
1-4	Advisors identify year long word goal for each student in advisory. Monitor "independent reading" time during advisory. Support students in choosing appropriate independent reading novel. Monitor student goals on student tracker. Implement structures for student to take AR tests. Monitor AR data, provide feedback to students.	Create accountability structures (within ILT) to monitor teacher implementation of close reading strategies and provide school-wide feedback Weekly observation and feedback on the implementation of strategies.	Student SRI Score improve by one band or 100 pts.
1-5	EL PD Strand incorporates EL strategies for newcomers and language learners	Perform bi-weekly observations that focus on EL and Newcomer implementation and track student/teacher talk-time Create calendared time and bi-weekly observations that focus on EL implementation and track student/teacher talk-time	Use talk rubric for teachers and students
1-6	ELD course is designed and implemented to support the language needs of students who are in the beginning or intermediate stages of English language acquisition.	Identify strong ELD teacher Provide weekly coaching around data and student learning to support to support ELD teacher in monitoring and adjusting for student progress Create calendared time for observations and coaching	Use talk rubric for teachers and students

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Mathematics	Upon administration of 2019 SBAC, students will score > 26% on ELA and > 14% on math as a result of standards aligned planning and teaching.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	African American Students	-159.5	-149.5	-139.5
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>					
<b>Theory of Action for Standards-Based Instruction Priority:</b>	<p>If the math team continues to have weekly PLC time, then they will continue to make sense of the instructional core (teacher, student, content, task) and how it effects specific subgroups of students. Questions consistently investigated will include: How do these questions provide access for students who are English learners? How does this task provide access for foster youth who have had negative classroom experiences or do not trust other students? How is the task culturally responsive to low-income students? Continuously reflecting on lesson plans and doing the math as a team will strengthen the maths experiences for our students and over time, solidify a math program that focuses on and pushes for critical thinking, perseverance, and numeracy over speed and getting correct answers without reasoning.</p> <p>If the math team focuses on questioning strategies 'to and for students,' then students will be better positioned to approach math sets from critical perspectives rather than singular ones. If we create space and time for acceleration through BluePrint, then students who are currently below grade level will have access to targeted math support to supplement their current gaps.</p>				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Creation and incorporation of at least ONE project-based learning unit for each math class.	Giving teachers paid space and time to meet outside of school hours to plan and brainstorm. Give teachers paid day of professional leave to observe other middle school teachers implement project-based unit or see students work on projects in real-time Math Team (5 people) 1 -2x a semester off-site observation 1-2x a semester off-site planning day	Expo rubric and attendance
2-2	Weekly analysis, investigation, and reflection on upcoming lesson for math teachers. Questions asked to fortify math learning experience for all students include: How does this task provide access for english learning students? How is this task inclusive of low-income students and foster youth?	Holding regular and weekly PLC meeting times for teachers to normlize the process of investigating and improving upon a lesson Math Team (5 people) Once a week PLC meeting time and space	Agendas, improved student talk in classrooms in frequency and quality (use of rubric)
2-3	Incorporation of Regular Number Talks. In order to improve numeracy, teachers will incorporate semi-regular number talks for students to practice mathematical flexibility and numeracy. We will use the SMI as a datapoint to analyze.	Watching videos of number talks to gain understanding and confidence. Sharing results, wow and wonders during PLC time to improve and share best practices on number talks. Math Team (5 people) Occasionally during PLC meeting time	Agendas, improved student talk in classrooms in frequency and quality (use of rubric)
2-4	Teachers will utilize the district benchmark test or create their own mid and end-of-year asesement to gauge student learning and progress in order to guide adjustments to items in the instructional core (teacher, student, task, content). Teachers may attend the district math PD which provides overview to the benchmark	Giving teachers paid space and time to meet outside of school hours to plan and brainstorm an assessmet or time to take and analyze the district benchmark Math Team (5 people) Department time during PD Off-site hours, paid professional development PLC meeting time	Agendas, improved student talk in classrooms in frequency and quality (use of rubric)
2-5	Teachers will engage in 1-2x a semester peer observations followed by peer discussion to gain better understanding of our mathematical values and ways to do/teach math	Providing paid subs or having stip sub for easy coverage. Math Team (5 people)	Agendas, improved student talk in classrooms in frequency and quality (use of rubric)

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING (including Measure G1)</b>		<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
		Suspensions	Our goal is 96% attendance. Reduce chronic absentee rate annually until we reach this goal.			
		<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
		Suspension Rate	Students with Disabilities	7.6%	6.8%	6.2%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>						
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>		Teachers need more hands-on training around RJ practices and de-escalation in order to build more healing-responsive spaces throughout classrooms. This is first predicated on mindset work that prepares teachers to approach student behavior from a frame of wellness over punitive or deficit frames. With the help of integral C&C personnel (deans and RJs) students will receive training alongside adult staff members and community partners. With an ongoing practice and emphasis on recognizing our own limitations understanding students and student experiences, teachers will be much more equipped to build instructional practices to support the continued engagement and achievement of our populace.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>		
3-1	Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in.	Attendance Field trips for students with 100% attendance Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners - PBIS & Culture and Climate Committee		Decreased chronic absence rates (below 16%)		
3-2	Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in.	Gift Cards from community partners for students with 95% attendance during a targeted time period. Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners		Decreased chronic absence rates (below 16%)		
3-3	Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in.	Positive attendance posters through-out campus. Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners - PBIS & Culture and Climate Committee		Decreased chronic absence rates (below 16%)		

3-4	Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in.	Positive attendance list posted in hallway Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners - PBIS & Culture and Climate Committee	Decreased chronic absence rates (below 16%)
3-5	Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in.	SART-SARB meetings for those families who do not comply or respond to measures. Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners	Decreased chronic absence rates (below 16%)
3-6	RJ Partnership built right into classrooms, where teachers can solicit the aid of RJC to support in holding circles	RJ coordinator facilitates restorative practices with students, families, teachers, and greater roots community to enhance relationships in and out of classrooms. C&C Team - Deans, AP, P, once a week	Reduced suspensions and incident reports
3-7	STIP Dean of Students	Dean of students helps support think tank wellness room and student intervention. Assists RJC to extend communication and community to family and staff C&C Team - Deans, AP, P, once a week	Reduced suspensions and incident reports
3-8	RJ Training	RJ tier 1,2,3 training for full staff, including SSO, clerical, and family leaders Full staff, C&C Team - Deans, AP, P, once a week	Reduced suspensions and incident reports
3-9	Reading Book Club	Ongoing staff book-series to engage in relevant topics regarding race, identity, and power that happens once a week with core staff members Core staff C&C Team - Deans, AP, P, once a week	Improved staff retention, reduced suspensions and incident reports
3-10	Future Center FTE	FTE supports 'College-going culture' by building programs that bridge 5-6 transition and 8-9 transitions Future Center FTE	Increased recruitment and first chooser rates

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Reclassification	By June 2019, 50% of students who have SRI as the remaining barrier will reclassify.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	6.0%	9.0%	12.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	SRI reading progress				
<b>Theory of Action for English Language Learners Priority:</b>	If we can create a robust Newcomer and EL trajectory, we can support more students to reclassify within the 3 years at Roots				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
4-1	EL PD Strand incorporates EL strategies for newcomers and language learners	Perform bi-weekly observations that focus on EL and Newcomer implementation and track student/teacher talk-time Create calendared time and bi-weekly observations that focus on EL implementation and track student/teacher talk-time		Use talk rubric for teachers and students	
4-2	ELD course is designed and implemented to support the language needs of students who are in the beginning or intermediate stages of English language acquisition.	Identify strong ELD teacher Provide weekly coaching around data and student learning to support to support ELD teacher in monitoring and adjusting for student progress Create calendared time for observations and coaching		Use talk rubric for teachers and students	

<b>ARTS, MUSIC &amp; WORLD LANGUAGES</b>  <i>(Measure G1)</i>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Quality Art Offerings	Provide high quality arts electives options for 100% of students. Increase average daily attendance by 5% and reduce suspensions to under 50 a year.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Attendance Rate	All Students	93.3%	94.2%	95.2%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>					

<p><b>Theory of Action for Arts, Music &amp; World Languages Priority:</b></p>		<p>Multiple methods are needed to address attendance issues. There are typically several reasons why a student ends up in the truancy process. If the attendance team is able to convene weekly to identify, strategize, and intervene with students who are have below 95% attendance, then we will see marked increases in numbers of families and students who attend Roots with more regularity. The attendance team uses both incentives and disciplinary measures to improve student attendance. We have used our relationships with community partners to reward students with positive attendance (100%) with field trips. We also acknowledge those students who have improved their attendance, maintaining 95% or higher for a specific period. Our attendance clerks monitor how many students are in the chronically absent or at risk categories. We then work with those families to determine the obstacle to good attendance.</p>	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
5-1	<p>Advisory is a space for teachers to develop community in a much more intentional way than with other classrooms and groups of students. Advisory is where teachers foster relationships with students, families, and all other stakeholders pertinent to their student's success. Advisors hold data, act as mentors, and are advocates for students inside and outside of the classroom.</p>	<p>PD: Leaders are responsible for developing the strategic plan of advisory outlining the central components of an advisor's role and responsibilities.          Timeline: Leaders need to backwards map a timeline and/or cycle of advisory practices that advisors, students, and families can observe throughout the year.          Time: Leaders need to create and plan for time - time for planning, action, and reflection on behalf of advisors and advisories. At least 1 PD a month with all advisors. Common spaces/meeting places for advisories.          Class sizes no greater than 20.</p>	<p>Decreased chronic absences</p>
5-2	<p>Teachers engage in BOY home visits for each advisory student or in grade level teams. Teachers travel to build asset-based support plans for students and families. Teachers sit down and review school policies, calendar, and communication agreements.</p>	<p>PD: Leaders are responsible for modeling components of a home visit, providing time for teachers to role-play.          Time: Leaders need to plan minimum days for staff to complete home visits of students. BOY PD to for home visits</p>	<p>Decreased suspensions and incidences of violence, improved attendance</p>
5-3	<p>In advisories, teachers support students in their preparation for SLCs. Teachers are responsible for teacher and family outreach and scheduling of all SLCs.</p>	<p>PD: Leaders are responsible for developing an SLC cycle and timeline for students and advisors to prepare, practice, and implement with families.          Time: Leaders need to plan minimum days to accommodate SLCs. PD cycle during the month of SLCs. Minimum days for students to present SLCs.</p>	<p>Decreased suspensions and incidences of violence, improved attendance</p>



5-4	Teachers use restorative practices in the classroom to develop relationships with teachers.	RJ practices are used during professional development. PD: leaders provide professional development around restorative justice. Provide an RJ Coordinator who implements school-wide practices. Supports teachers and leaders in developing professional development for students and staff.	Decreased suspensions and incidences of violence, improved attendance
5-5	Teachers will learn and implement best practices in their classrooms around supporting students with trauma. PD provided by Mental Health Clinicians (EBAC)	Leaders will implement strategies in PD to address teaching and supporting students with trauma. PD will be developed and supported by Mental Health Clinicians (EBAC). Mental Health services will be provided through EBAC to support students without medical.	Decreased suspensions and incidences of violence, improved attendance
5-6	Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically.	Responsible for hiring and finding professional development opportunities for elective instructors. Creating room in the master schedule for all elective courses to transpire in the afternoon.	Decreased suspensions and incidences of violence, improved attendance
5-7		TSA of Culture & Climate who is trained in PBIS and RJ practices to train and support implementation of school wide systems Afterschool programing will be used to supplement learning from the classroom and provide recreational and enrichment activities to increase student success and build positive SEL	Decreased suspensions and incidences of violence, improved attendance
5-8		Family Resource Coordinator to lead PD strand to train teachers around family relationship building and communication. Assist in home visits and support of homeless/foster youth student population.	Decreased suspensions and incidences of violence, improved attendance

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 226

**School:** Roots International Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$92,158.62	After School Education & Safety (ASES)	Consultants	Literacy	A1.6 After School Programs	5825				226-1
\$11,842.00	General Purpose Discretionary	Supplies for Humanities departments	Literacy	A2.3 Standards-Aligned Learning Materials	4310				226-2
\$6,000.00	General Purpose Discretionary	Uniforms	Quality Art Offerings	A5.1 School Culture & Climate (Safe & Supportive Schools)	4380				226-3
\$3,288.87	General Purpose Discretionary	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				226-4
\$8,000.00	General Purpose Discretionary	Copier Maintenance	Mathematics	A2.3 Standards-Aligned Learning Materials	5610				226-5
\$1,500.00	General Purpose Discretionary	SEL Coordinator	Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				226-6
\$1,000.00	General Purpose Discretionary	Postage	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	5910				226-7
\$10,711.12	General Purpose Discretionary	Attendance Clerk	Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	2205	SPECIALIST, ATTENDANCE BILINGU	SPATBL0009	0.20	226-8
\$20,208.01	General Purpose Discretionary	STIP	Mathematics	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0711	0.50	226-9
\$6,191.85	LCFF Concentration	Extended Contracts for instructional leadership team members	Literacy	A2.10 Extended Time for Teachers	1120			0.20	226-10
\$1,896.66	LCFF Concentration	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				226-11

\$15,839.65	LCFF Concentration	Additional PE teacher to support student engagement	Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1458	0.20	226-12
\$18,114.57	LCFF Concentration	STIP to support academic acceleration	Literacy	A2.8 Data & Assessment	1105	TEACHER STIP	TCSTIP0679	0.40	226-13
\$25,203.23	LCFF Concentration	Additional arts teacher to support student engagement	Quality Art Offerings	A2.2 Social Emotional Learning	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2563	0.30	226-14
\$32,754.04	LCFF Concentration	Additional U.S. history teacher to support	Literacy	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2010	0.50	226-15
\$16,802.16	LCFF Supplemental	Additional arts teacher to support student engagement	Quality Art Offerings	A2.2 Social Emotional Learning	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2563	0.20	226-16
\$15,000.00	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	4310				226-17
\$2,840.57	LCFF Supplemental	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				226-18
\$20,000.00	LCFF Supplemental	Consultants for arts and dance elective to support student engagement	Quality Art Offerings	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				226-19
\$8,000.00	LCFF Supplemental	Licensing Agreements for software to support academic acceleration	Literacy	A3.2 Reading Intervention	5846			0.40	226-20
\$6,820.84	LCFF Supplemental	Additional math/science teacher to support academic acceleration	Mathematics	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2496	0.10	226-21
\$7,919.83	LCFF Supplemental	Additional PE teacher to support student engagement	Suspensions	A2.2 Social Emotional Learning	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1458	0.10	226-22
\$32,754.04	LCFF Supplemental	Additional U.S. history teacher to support academic acceleration and programmatic s	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2010	0.50	226-23
\$66,436.98	LCFF Supplemental	Additional science teacher	Mathematics	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0871	1.00	226-24

\$20,208.01	LCFF Supplemental	STIP to support academic acceleration	Mathematics	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0711	0.50	226-25
\$63,729.10	Measure G1	Consultants	Quality Art Offerings	A2.2 Social Emotional Learning	5825				226-26
\$9,300.00	Title I: Basic	Extended Contracts	Mathematics	A2.10 Extended Time for Teachers	1120				226-27
\$204.28	Title I: Basic	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				226-28
\$2,500.00	Title I: Basic	Licensing Agreements	Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	5846				226-29
\$27,171.85	Title I: Basic	STIP	Literacy	A2.7 Class Size Reduction	1105	TEACHER STIP	TCSTIP0679	0.60	226-30
\$31,915.85	Title I: Basic	Math TSA	Mathematics	A2.1 Implementation of the CCSS & NGSS	1119	11 MONTH CLASSROOM TSA	C11TSA9999	0.30	226-31
\$1,802.97	Title I: Parent Participation	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				226-32



## **Title I School Parental Involvement Policy 2017-18**

(Blue fonts indicate an area that needs to be completed)

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**

\_\_\_\_\_ agrees to implement the following statutory requirements:

(Name of school)

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

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

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



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

### School-Parent Compact

(Name of school)\_\_\_\_\_:

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



## Building Parent Capacity for Involvement

(Name of school) \_\_\_\_\_:

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

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

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

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

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

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



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

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

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

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

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

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

### Accessibility

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

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





## 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

This policy was adopted by the (Name of School) Roots International Academy School Site Council on (Date) 9/23/17 and will be in effect for the 2017-18 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 (Name of school) \_\_\_\_\_'s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

\_\_\_\_\_  
(Principal's Signature)

9/23/17  
(Date)

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School Name

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

### Student Pledge:

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

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

---

Student signature

### Parent/Guardian or Family Member Pledge:

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

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

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Parent/Guardian or Family member signature

## Teacher Pledge:

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

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

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Teacher signature

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

Signed on this 23rd day of Sept., 2017.



**2017-2018**

**School Site Council Membership Roster – Middle School**

School Name: RootsInternationalAcademy

<b>Chairperson :</b> JuanHernandez
<b>Vice Chairperson:</b> AdalaidaRios
<b>Secretary:</b> SilviaOrnelas

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
JuanHernandez				X	
AdalaidaRios				X	
SilviaOrnelas				X	
MariaMojica				X	
RosalbaMaldonado				X	
CelesteCampos					X
FranciscaGatica			X		
GeoffVu	X				
QuinnRanahan		X			
KaylaLee		X			
ElizabethChadak		X			
MatthewTerrizzi			X		

Meeting Schedule (day/month/time)	4thWednesday,4:30-6:00pm
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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