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Enactment Date	6/29/19 er



Memo

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

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

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

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

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

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

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

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2019-2020 School Plan for Student Achievement (SPSA)

School: Roosevelt Middle School
CDS Code: 1612596057087
Principal: Clifford Hong
Date of this revision: 5/16/2019

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

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

Contact: Clifford Hong	Position: Principal
Address: 1926 19th Avenue Oakland, CA 94606	Telephone: 510-535-2877
	Email: clifford.hong@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Roosevelt Middle School

Site Number: 212

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

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

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

Date(s) plan was approved: 5/16/19

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

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

Signatures:

Clifford Hong

Principal


Signature

5/16/19
Date

Salomeh Ghorban

SSC Chairperson


Signature

5-16-19
Date

Mark Triplett
Network Superintendent


Signature

5.17.19
Date

Officer, State and Federal Programs


Signature

5/21/19
Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Roosevelt Middle School**Site Number:** 212

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

Date	Stakeholder Group	Engagement Description
1/22/19	School Leadership Team	Discussed our progress on our academic goals in light of the SPSA and planned for the 2019-20 SPSA.
3/21/2019	SSC	Planned out parts of the SPSA.
5/16/2019	SSC	Discussed the SPSA, including a question and answer session.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$307,140.51
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,650,821.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$153,957.88	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$92,250.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,958.73	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$423,720.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$150,223.90	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$235,276.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$244,676.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$307,140.51	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,051,295.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,358,435.51
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

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

1A: ABOUT THE SCHOOL

School: Roosevelt Middle School

School ID: 212

School Description

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

School Mission and Vision

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

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

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

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

Priority Strengths	Root Causes of Strengths
Improvement in chronic absences rates.	Multi-year evolution of our attendance team.
Improvement in suspension rates.	Multi-year evolution of our discipline systems.
Priority Challenges	Root Causes of Challenges
Teacher turnover	Cost of living in the Bay Area.
Bigger DF3 gap for math and ELA.	Teacher turnover.

1C: 19-20 STUDENT GOALS & TARGETS

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

School Goal:	All students build relationships to feel connected and engaged in learning.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	57.92%	Coming soon	66.00%
Suspensions	African-American Students	-2pp	9.52%	7.52%	5.52%
Suspensions	Students with Disabilities	-2pp	9.28%	7.28%	5.28%
Chronic Absence	African-American Students	-2pp	11.96%	9.96%	8.00%

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

School Goal:	All students continuously grow towards meeting or exceeding standards in ELA.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-73.4	-58.4	-43
ELA SBAC	Students with Disabilities	+20 points DF3	-170.1	-150.1	-130
ELA SBAC	African-American Students	+20 points DF3	-117.4	-97.4	-77

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

School Goal:	All students continuously grow towards meeting or exceeding standards in math.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-91.2	-76.2	-71.2
Math SBAC	Students with Disabilities	+20 points DF3	-219.3	-199.3	-179.3
Math SBAC	African-American Students	+20 points DF3	-162.9	-142.9	-122

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

ELL Reclassification	English Learners	16%	14.04%	16.00%	20.00%
LTEL Reclassification	Long-Term English Learners	25%	15.91%	25.00%	20.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	All students grow a year or more in reading each year.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	32.01%	37.01%	32.00%
SRI Multiple Years Below Grade Level	All Students	-5pp	53.68%	48.68%	44.00%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Roosevelt Middle School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Teaching a Rigorous Standards-Based Curriculum			
June 2021 Language & Literacy Goal:		By June 2021, average "distance from met" on SBAC ELA will be -24 points.			
Theory of Action for Language & Literacy:		If we teach a rigorous standards-based curriculum, then students will become better readers and writers, as reflected on the SBAC and other indicators.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		-54	-73.4
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We implemented a new curriculum called Expeditionary Learning.					
What evidence do you see that your practices are effective?					
We are seeing more students engaging in grade level texts and having discussions on those complex texts.					
What are some possible implications for your 2019-20 SPSA?					
We will continue to implement the new curriculum and get better at it.					
18-19 Standards-Based Instruction Priority:		Teaching a Rigorous Standards-Based Curriculum			
June 2021 Standards-Based Instruction Goal:		By June 2021, average "distance from met" on SBAC ELA will be -51 points.			
Theory of Action for Standards-Based Instruction:		If we teach a rigorous standards-based curriculum, then students will become better mathematicians, as reflected on the SBAC and other indicators.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		All Students		-65	-91.2
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We implemented a new curriculum called Open Up.					
What evidence do you see that your practices are effective?					
We are seeing more students engaging in discussions on grade level standards based math problems.					
What are some possible implications for your 2019-20 SPSA?					
We will continue to implement the new curriculum and get better at it.					
18-19 Conditions for Student & Adult Learning Priority:		Roosevelt Attendance Team			

June 2021 Conditions for Student & Adult Learning Goal:	By June 2021, we will have under 5% chronic absence, including for all statistically significant subgroups.		
Theory of Action for Conditions for Student & Adult Learning:	If students enjoy school and feel successful, and adults are checking in with students and families of students who are chronically absent to problem-solve, then we will have a low chronic absence rate.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	8.8%	5.30%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We continued to run our Roosevelt attendance team where we looked at specific students' attendance data.			
What evidence do you see that your practices are effective?			
We met and exceeded our goal.			
What are some possible implications for your 2019-20 SPSA?			
We will continued to run our Roosevelt attendance team where we looked at specific students' attendance data.			
18-19 Conditions for English Language Learners Priority:	Teaching a Rigorous Standards-Based Curriculum		
June 2021 Conditions for English Language Learners Goal:	By June 2021, Roosevelt will reclassify at least 20% of its LTELs each year.		
Theory of Action for Conditions for English Language Learners:	If we teach a rigorous standards-based curriculum, and provide effective scaffoldsm then students will become better readers and be reclassified at greater rates.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Long-Term English Learner Reclassification	All Students	17.0%	21.60%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We implemented a schoolwide PD on LTEL practices.			
What evidence do you see that your practices are effective?			
We already saw that our practices were effective even before the PD because we met our reclassification goal.			
What are some possible implications for your 2019-20 SPSA?			
We will continue with last year's practices and new ones from this year's PD.			
18-19 Arts, Music & World Languages Priority:	Increase off campus real-world application opportunities for our performance groups.		
June 2021 Conditions for English Language Learners Goal:	By 2021, at least 80% of students will have the opportunity to perform or present in an off campus event through one of our arts or music classes.		

Theory of Action for Conditions for English Language Learners:	If we provide ample opportunity to perform or present, then more students will present or perform in an off campus event.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Participation	All Students	50.0%	55%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We increased musical offerings and presentations by our maker class to feeder elementary schools.			
What evidence do you see that your practices are effective?			
We met our goal.			
What are some possible implications for your 2019-20 SPSA?			
We will increas our musical offerings and presentations by our maker class to feeder elementary schools.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
We are going to shift more funds to teacher stipends for additional PD. This is because we had salary savings from the position we funded from Title I.			

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

School: Roosevelt Middle School

School ID: 212

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority:	Roosevelt Attendance Team		
School Theory of Action:	If students enjoy school and feel successful, and adults are checking in with students and families of students who are chronically absent to problem-solve, then we will have a low chronic absence rate.		
Related School Goal(s):	All students build relationships to feel connected and engaged in learning.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped students with disabilities.	We will hire the Achievement Network to coach and to provide standards-based performance data of students.	Students will attend school more because they feel successful. Especially and including students with disabilities.
1-2	Teachers will teach from the OpenUp curriculum, which is standards-based.	Some Roosevelt math teachers and admins will attend the OUSD curriculum audit of Open Up, to become familiar with the curriculum.	Students will attend school more because they feel successful.
1-3	We will continue with our Roosevelt Attendance team to give personalized attention to students who are in danger of chronic absence.	Help to facilitate the meetings.	Students and families who are given special attention when they are in need will be more engaged in school. Will especially impact homeless students and students who are in Foster care.

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

School Priority:	Teaching a Rigorous Standards-Based Curriculum		
School Theory of Action:	If we teach a rigorous standards-based curriculum, then students will become better mathematicians, as reflected on the SBAC and other indicators.		
Related School Goal(s):	All students continuously grow towards meeting or exceeding standards in math.		

Students to be Served by these Practices		All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION	
2-1	Teachers will teach from the OpenUp curriculum, which is standards-based, giving students feedback and/or them giving peer feedback. Research says that this curriculum has helped low-income students.	Some Roosevelt math teachers and admins will attend the OUSD curriculum audit of Open Up, to become familiar with the curriculum.	We will see improvement on the SMI and the MAP assessments. Especially and including low-income students. Will strengthen the core academic program.	
2-2	A teacher's aide will be in every general math class to do pull outs for struggling students.	Progress monitor the math unit tests and SMI scores to determine effectiveness of the aides.	Aides will be working all day every day in the math classes.	
2-3	Our science teachers will focus on standards-based lessons through a project-based approach,	Roosevelt science teachers and admins will become familiar with the new science curriculum.	Improvement on the Science CST.	
2-4	We will revamp the after school program to help build and/or strengthen foundational math skills. Extended learning time.	School leaders and lead math teachers will create the curriculum for the after school program and will train after school staff to teach students math.	We will see improvement on the SMI and the MAP assessments.	

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

School Priority:	Teaching a Rigorous Standards-Based Curriculum			
School Theory of Action:	If we teach a rigorous standards-based curriculum, then students will become better readers and writers, as reflected on the SBAC and other indicators.			
Related School Goal(s):	All students continuously grow towards meeting or exceeding standards in ELA. All students grow a year or more in reading each year.			
Students to be Served by these Practices	All Students			
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION	
3-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped low-income students.	We will hire the Achievement Network to coach and to provide standards-based performance data of students. Professional development for teaching staff to improve classroom instruction.	We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students. Will assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects. And will strengthen core academic program.	

3-2	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	Observations and feedback will be given to teachers at least every two weeks.	We will see improvement on the SRI and the A-Net assessments. Especially and including African-American students.
3-3	We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	Our literacy coach will plan and implement the reading campaign.	We will see improvement on the SRI and the A-Net assessments. Especially and including GATE students.
3-4	Teachers will not just plan each lesson, but will engage in intellectual preparation before each lesson. Teachers will think specifically about how to meet needs of low-income students.	Our literacy coach will facilitate the intellectual preparation for each lesson.	We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students.
3-5	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	Our literacy coach will facilitate the family reading night.	We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	Teaching a Rigorous Standards-Based Curriculum
School Theory of Action:	If we teach a rigorous standards-based curriculum, and provide effective scaffolds then students will become better readers and be reclassified at greater rates.
Related School Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped ELL students.	We will hire the Achievement Network to coach and to provide standards-based performance data of students, including long-term English Language Learners	We will see improvement on the SRI and the A-Net assessments. Especially and including ELLs.
4-2	Teachers will teach all students grade-level complex texts.	Observations and feedback will be given to teachers at least every two weeks.	We will see improvement on the SRI and the A-Net assessments.

4-3	We will implement a school-wide reading campaign to encourage reading. Will especially support the learning of newcomers, who need even more exposure to text.	Our literacy coach will plan and implement the reading campaign.	We will see improvement on the SRI and the A-Net assessments. Including for newcomers.
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ARTS, MUSIC & WORLD LANGUAGES

School Priority:	Increase off campus real-world application opportunities for our performance groups.		
School Theory of Action:	If we provide ample opportunity to perform or present, then more students will present or perform in an off campus event.		
Related School Goal(s):	All students build relationships to feel connected and engaged in learning.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1	Organize a trip to an off campus maker faire.	Fundraise in order to provide these trips.	More students will perform or present in an off campus event than in the previous year.
5-2	Organize at least three music-performance based trips in the year.	Fundraise in order to provide these trips.	More students will perform or present in an off campus event than in the previous year. Students transitioning from elementary school to middle school will find the change more exciting with these trips.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 212

School: Roosevelt Middle School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$150,224.00	21st Century Community Learning Centers	After School - EBAYC	Goal 2: Students are proficient in state academic standards.	5826	External Work Order Services		n/a		We will revamp the after school program to help build and/or strengthen foundational math skills. Extended learning time.	212-1
\$235,276.00	After School Education & Safety (ASES)	After School	Goal 3: Students are reading at or above grade level.	5826	External Work Order Services		n/a		School leaders and lead math teachers will create the curriculum for the after school program and will train after school staff to teach students math.	212-2
\$500.00	General Purpose Discretionary	Stamps	Goal 3: Students are reading at or above grade level.	5910	Postage		n/a		We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	212-3
\$918.00	General Purpose Discretionary	Bus passes	Goal 3: Students are reading at or above grade level.	5826	External Work Order Services		n/a		Increase off campus real-world application opportunities for our performance groups.	212-4
\$2,000.00	General Purpose Discretionary	classified OT (benefits incl)	Goal 3: Students are reading at or above grade level.	2225	Classified Support Salaries: Overtime		n/a		Overall support for academic and social-emotional practices	212-5
\$2,000.00	General Purpose Discretionary	Tech upgrades	Goal 3: Students are reading at or above grade level.	4430	Educational Technology		n/a			212-6
\$5,091.00	General Purpose Discretionary	5% salary increases	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a		Professional development for teaching staff to improve classroom instruction.	212-7
\$6,000.00	General Purpose Discretionary	subs (incl benefits)	Goal 3: Students are reading at or above grade level.	1150	Certificated Teachers: Substitutes		n/a		Professional development for teaching staff to improve classroom instruction.	212-8
\$6,600.00	General Purpose Discretionary	food for meetings	Goal 3: Students are reading at or above grade level.	4311	Meeting Refreshments		n/a		We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	212-9
\$8,500.00	General Purpose Discretionary	Copier maintenance contract	Goal 3: Students are reading at or above grade level.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	212-10

\$15,581.00	General Purpose Discretionary	supplies	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	212-11
\$16,235.00	General Purpose Discretionary	classified OT (incl benefits)	Goal 3: Students are reading at or above grade level.	2425	Clerical Salaries Overtime		n/a		Overall support for academic and social-emotional practices	212-12
\$41,537.00	General Purpose Discretionary	.4 TSA, including 10%	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	6103	10-Month Classroom TSA	0.40	Our literacy coach will plan and implement the reading campaign.	212-13
\$50,000.00	General Purpose Discretionary	(hold for RJ - but only if we get the 50% match)	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		All students build relationships to feel connected and engaged in learning.	212-14
\$51,673.00	General Purpose Discretionary	.6 TSA, including 10%	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	4325	10-Month Classroom TSA	0.60	Our literacy coach will plan and implement the reading campaign.	212-15
\$3,000.00	General Purpose Discretionary	Postage (bulk, not stamps)	Goal 6: Parents and families are engaged in school activities.	5724	Mail Services/Postage		n/a		Overall support for academic and social-emotional practices	212-16
\$25,000.00	LCFF Concentration	extended contracts	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		n/a		Professional development for teaching staff to improve classroom instruction.	212-17
\$23,425.19	LCFF Supplemental	Computer science teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	3654	Teacher, Structured English Immersion	0.25	Professional development for teaching staff to improve classroom instruction.	212-18
\$33,000.00	LCFF Supplemental	PE Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.45	Professional development for teaching staff to improve classroom instruction.	212-19
\$38,766.52	LCFF Supplemental	STIP Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	6715	STIP Teacher	1.00	Professional development for teaching staff to improve classroom instruction.	212-20
\$44,246.00	LCFF Supplemental	Humanities teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	2619	Teacher, Structured English Immersion	0.60	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	212-21
\$67,039.43	LCFF Supplemental	Math teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	1924	Teacher, Structured English Immersion	1.00	Progress monitor the math unit tests and SMI scores to determine effectiveness of the aides.	212-22
\$92,506.00	LCFF Supplemental	Reading Intervention Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	6889	n/a	1.00	We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-23

\$15,134.86	LCFF Supplemental	5% salary increase	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-24
\$9,056.00	LCFF Supplemental	Software licenses		5846	Licensing Agreements		n/a		We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-25
\$28,046.00	LCFF Supplemental	Supplies		4310	School Office Supplies		n/a		We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-26
\$72,500.00	LCFF Supplemental	Consultants		5825	Consultants		n/a		We will hire the Achievement Network to coach and to provide standards-based performance data of students. Professional development for teaching staff to improve classroom instruction.	212-27
\$10,000.00	Measure G	Chromebooks for library	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		n/a		We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-28
\$12,547.00	Measure G	Software licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-29
\$600.00	Measure G	Library equipment (bar code scanner and book cart)	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		n/a		We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-30
\$7,226.00	Measure G	Library books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-31
\$5,000.00	Measure G1	Travel for music field trips	Goal 3: Students are reading at or above grade level.	5826	External Work Order Services		n/a		Organize at least three music-performance based trips in the year.	212-32
\$17,065.00	Measure G1	World language class materials and supplies	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		n/a		English Learner students continuously develop their language, reaching English fluency in six years or less.	212-33

\$17,142.00	Measure G1	Supplies for maker and music programs	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		n/a		Increase off campus real-world application opportunities for our performance groups.	212-34
\$200,023.00	Measure G1	Student advisor TSA (incl 10%)	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	6890	n/a		All students build relationships to feel connected and engaged in learning.	212-35
\$5,446.00	Measure G1	Extended contracts - \$2500 music teacher after school jazz, 2700 stipend for world language teacher mentor	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends		n/a		Increase off campus real-world application opportunities for our performance groups.	212-36
\$33,000.00	Principal Innovation Fund	Achievement Network - ELA Coaching	Goal 3: Students are reading at or above grade level.	5826	External Work Order Services		n/a		We will hire the Achievement Network to coach and to provide standards-based performance data of students, including long-term English Language Learners	212-37
\$62,000.00	Principal Innovation Fund	TSA - Math Coach / Data Analyst (Attiyeh)	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	6592	10-Month Classroom TSA	0.60	We will hire the Achievement Network to coach and to provide standards-based performance data of students. Professional development for teaching staff to improve classroom instruction.	212-38
\$80,000.00	Principal Innovation Fund	Math mentors - teachers aides	Goal 3: Students are reading at or above grade level.	5826	External Work Order Services		n/a		Teachers will teach from the OpenUp curriculum, which is standards-based, giving students feedback and/or them giving peer feedback. Research says that this curriculum has helped low-income students.	212-39
\$6,203.00	Title I: Basic	5% salary setaside	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		A teacher's aide will be in every general math class to do pull outs for struggling students.	212-40
\$22,280.00	Title I: Basic	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Teachers will teach from the OpenUp curriculum, which is standards-based, giving students feedback and/or them giving peer feedback. Research says that this curriculum has helped low-income students.	212-41
\$125,475.00	Title I: Basic	Math Intervention teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6177	Teacher, Structured English Immersion		Professional development for teaching staff to improve classroom instruction.	212-42

\$1,102.00	Title I: Parent Participation	Food for parent meetings	Goal 1: Graduates are college and career ready.	4311	Meeting Refreshments		n/a		Teachers will teach from the OpenUp curriculum, which is standards-based, giving students feedback and/or them giving peer feedback. Research says that this curriculum has helped low-income students.	212-43
\$1,857.00	Title I: Parent Participation	Stipends for Teachers on Family Engagement Team (\$1500)	Goal 4: English Learners are reaching fluency.	1120	Certificated Teachers' Salaries: Stipends		n/a		We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	212-44

Roosevelt Middle School
Title I School Parental Involvement Policy 2018-19

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

Involvement of Parents in the Title I Program

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

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

School-Parent Compact

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

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Roosevelt developed the School-Parent Compact with input from Title I parents, who met during a session of the School Site Council to discuss and officially adopt it.

Building Capacity for Involvement

Roosevelt engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

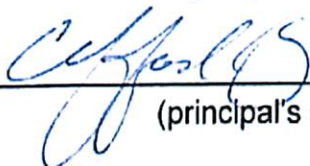
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement, through an annual Math Night and ELA Night.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Staff are trained to engage with parents for the Back to School Potluck, Student Led Conferences, and the End of Year Potluck.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. *Roosevelt* translates all documents into English, Spanish, and Vietnamese.

Accessibility

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

Adoption

This 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 *Roosevelt* Middle School School Site Council on October 18, 2018 and will be in effect for the 2018-19 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 *Roosevelt* Middle School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(principal's signature)

10/18/18
(date)

Secondary School Compact

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.

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Middle School

School Name: Roosevelt Middle School

Chairperson : Salomeh Ghorban
Vice Chairperson: Alicia Pham
Secretary: Cliff Hong

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Clifford Hong	X				
Kim Padua		X			
Sophia Frank		X			
Emily Samana		X			
Steven Brower		X			
Salomeh Ghorban			X		
Alicia Pham				X	
Tyree Anthony				X	
LaShuntey Onate				X	
Teddie Moorehead				X	
Lizabeth Gardner				X	
Jacqueline Aka				X	

Meeting Schedule (day/month/time)	4-5pm on 9/19; 10/18; 11/15; 12/20; 1/17; 2/21; 3/21; 4/18; 5/16
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SSC Legal Requirements: (Ed. Code 52852)

- Members **MUST** be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC**
- 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



STATE AND FEDERAL PROGRAMS

2018-2019
SSC Roster Contact Information

School Name: Roosevelt Middle School

Place "X" for LCAP affiliation (if applicable)

Member Name	Contact Information (Email/Phone)	LCAP Parent?	LCAP EL Parent?	LCAP Student?
Clifford Hong				
Kim Padua				
Sophia Frank				
Emily Samana				
Steven Brower				
Salomeh Ghorban				
Alicia Pham				
Tyree Anthony				
LaShuntey Onate				
Teddie Moorehead		X		
Lizabeth Gardner				
Jacqueline Aka				