

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1340
Introduction Date: 6/27/18
Enactment No.: 18-1142
Enactment Date: 6/27/18 er

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 RISE 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 RISE Academy.



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

Legislative File ID No: 18-1340
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: RISE Community School
CDS Code: 1612590110262
Principal: Samantha Keller
Date of this revision: 5/14/2018

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

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

Contact: Samantha Keller
Address: 8521 A Street
Oakland, CA 94621

Position: Principal
Telephone: 510-729-7732
Email: samantha.keller@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: RISE Community School

Site Number: 192

- | | | |
|--|---|---|
| <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: 5/22/18

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

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

Signatures:

<u>Samantha Keller</u> Samantha Keller, School Principal	<u>[Signature]</u> Signature	<u>5/22/18</u> Date
<u>Kate Gallagher</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5-22-18</u> Date
<u>Monica Thomas</u> Monica Thomas, Network Superintendent	<u>[Signature]</u> Signature	<u>5.23.18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>6/1/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** RISE Community School**Site Number:** 192

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 others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11.13.18	Faculty	Review budget
2.27.18	SSC Parents, Community, Staff	Reviewed SPSA Needs Assessment and Priorities
3.12.18	ILT	Conducted work session to organization practices aligned to school goals

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

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$42,350.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$181,675.40	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$102,234.43	TBD
TOTAL:	\$376,259.83	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$48,339.41	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,364.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$49,703.41	\$0.00

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

1A: ABOUT THE SCHOOL

School: RISE Community School

School ID: 192

School Description

RISE Community School is a full-service community school located in East Oakland's Elmhurst neighborhood. RISE scholars receive access to academic and social and emotional learning, rigorous academics, a positive culture and climate, youth leadership positions, health and wellness programs, and extended learning opportunities. The RISE community remains committed to raising imaginative, intuitive, innovative scholars and explorers. Come reach for the sky at RISE!

School Mission and Vision

At RISE Community School, we promote student achievement through academic and social-emotional learning in a safe environment. We do this by developing:

- readers who engage with grade level and complex texts in multiple ways
- writers who use evidence in three text types (argumentative, informational/explanatory, narrative)
- critical thinkers who ask questions, inquire, and are curious
- caring community members who value themselves and other, and find joy in learning
- engaging lessons that meet the social-emotional needs of all students

Family & Student Engagement

83% of parents responded positively to the 2016 California Healthy Kids Survey
37.6% completion rate of parents on the 2016 California Healthy Kids Survey
Lack of connection between families and school

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	<p>on track to meet end of year SRI goal of 30% of students at or above grade level as indicated by midyear SRI data (20% at or above grade level)</p> <p>strong foundational skills developed in TK, K, 1, and 2 through small group, differentiated SIPPS instruction as evidenced by SIPPS mastery test data</p>	<p>82% of students not meeting standard as measured by the SBAC ELA</p> <p><u>% proficiency by SBAC ELA claim:</u> writing: 77% below standard reading: 73% below standard research/inquiry: 69% below standard listening: 52% below standard</p>	<p>lack of foundational reading skills</p> <p>lack of clear scope & sequence</p> <p>objectives, instruction, and tasks inconsistently aligned to common core standards and shifts</p> <p>TK-2 coaching is data driven and aligned to instructional practices</p> <p>lack of engagement with text and learning</p>
STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)		<p>79% of students not meeting standard as measured by the SBAC Math</p>	<p>objectives, instruction, and tasks inconsistently aligned to common core standards and shifts</p>

<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p><i>(CULTURE & CLIMATE)</i></p>	<p>Chronic absenteeism decreased for the 2015-16 school year by 5.62 percentage points</p> <p>Attendance rate for the 2015-16 school year increased 0.7 percentage points</p> <p>Suspensions for the 2015-16 school year decreased by 5.8 percentage points</p>	<p>Chronic absenteeism for the 2015-16 school year was 15.88%</p> <p>Attendance rate for the 2015-2016 school year was 94.3%</p>	<p>Not sure, need to find out more about root causes for decreases in chronic absenteeism and suspensions</p> <p>Parents need to better understand correlation of attendance to student achievement</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>consistent implementation of 30-minutes daily ELD instruction using Discussions 4 Learning</p> <p>cycle 4 focused on ELD standards, designated ELD, integrated ELD, and complex text</p>	<p>lack of cohesive, school-wide ELD program/instruction</p>	<p>lack of cohesive, school-wide ELD program/instruction</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: RISE Community School

School ID: 192

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	By June 2021, 40% of students will score proficient on SBAC ELA.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-115.0	-107.5	-100.0
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI CORE Multiple Measures F&P Standards-Aligned Interim, Unit, and Formative Assessments (Illuminate/IABs)				
Theory of Action for Language & Literacy Priority:	If we provide standards-based reading and writing instruction aligned to the common core state standards, then students will demonstrate competency on the SRI, Interim Assessments, Unit Assessments, and SBAC ELA.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Design standards-aligned reading, writing, and language (designated ELD) lesson and unit plans to implement during designated literacy block	Principal and ILT will develop an instructional schedule with designated literacy blocks Principal, ITL, ECCTL will provide PD and on-going coaching on language instruction using: -California ELD Standards -ELA/ELD framework -high impact language practices -protocols for equitable participation -using appropriate levels of scaffolding		<i>Schedules Lesson and Unit Plans Observation Notes</i>	
1-2	Provide language-focused scaffolds in literacy block (integrated ELD)	Principal, ITL, ECCTL provide PD and on-going coaching on language instruction using: -California ELD Standards -ELA/ELD framework -high impact language practices -protocols for equitable participation -using appropriate levels of scaffolding		<i>Assessment Data (SRI, interim, unit, and formative assessments)</i>	

1-3	Analyze student data every six weeks and develop lesson plans to ensure students are on track to demonstrate proficiency of grade-level standards	Principal, ITL, ECCTL provide PD to guide teachers through data analysis at each cycle of inquiry Principal, ITL, ECCTL develop assessment calendar and plan to gather student data: SRI, running records, writing samples, SIPPS Mastery Tests	<i>Data Trackers</i> <i>Assessment Calendar</i>
1-4	Provide direct and differentiated language and literacy instruction (whole class and small group) based on student need and to support the needs of students with disabilities	Principal will align resources (academic mentors) to provide acceleration and intervention support during literacy blocks	<i>Schedules</i> <i>Assessment Data</i>
1-5	Assess incoming kindergartners on foundational literacy skills	Principal, CSM collaborate with CDC around Pre-K to K transition, end-of-year meeting with key stakeholders to discuss transition plan	<i>Assessment Data</i>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	By June 2021, 20% of students will score proficient SBAC Math.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-125.0	-115.0	-105.0
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Standards-Aligned Interim, Unit, and Formative Assessments (Illuminate/IABs) CORE Multiple Measures				
Theory of Action for Standards-Based Instruction Priority:	If we provide direct, explicit instruction aligned to assessment data whole class and in small groups small, then we will ensure all students meet grade level standards.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Deepen understanding of Common Core State Standards, including progression of standards	Provide PD focused on standards progression, unpacking of standards		<i>PD Calendar</i>	
2-2	Use the backwards design model to develop standards-aligned learning objectives, tasks, assessments, and lesson/unit plans to meet the needs of all students, including Gifted and Talented students	Guide planning using the backwards design model Provide collaboration time for lesson planning		<i>Lesson and Unit Plans</i>	

2-3	Embed small group intervention and acceleration into literacy block to provide targeted instruction based on student data to meet the needs of African American students	<p>Develop intervention and acceleration calendar including formative and summative assessments (aligned to school's assessment calendar)</p> <p>Develop systems for monitoring formative and summative data</p>	<p><i>Schedules</i> <i>Data Tracker</i> <i>Data Wall</i> <i>Data Conferences</i></p>
2-4	Use student data (F&P, SIPPS, CORE Multiple Measures, SRI, math assessments) to form in-class/pull-out student intervention and acceleration groupings to meet the needs of economically disadvantaged students	<p>Lead PD around data driven instruction and criteria for forming student groupings</p> <p>Academic Mentors will provide small group instruction</p>	<p><i>Schedules</i> <i>Student Data</i></p>
2-5	Provide language-focused scaffolds in content area instruction (integrated ELD)	<p>Provide PD and on-going coaching on language instruction using:</p> <ul style="list-style-type: none"> -California ELD Standards -ELA/ELD framework -high impact language practices -protocols for equitable participation -using appropriate levels of scaffolding 	<p><i>Assessment Data (SRI, interim, unit, and formative assessments)</i></p>
2-6	Design lesson and unit lesson plans that incorporate best instructional practices in order to improve academic outcomes for all students, including newcomers, ELL students, homeless students, foster youth, students below grade level, students with disabilities, and GATE students	<p>PD to support collaboration and planning, protected time for PLCs Create PD calendar that supports literacy and math planning with resources aligned to Common Core shifts</p>	<p><i>Lesson and Unit Plans</i> <i>Assessment Data</i></p>
2-7	Collaborate with Afterschool Program Teachers to ensure alignment of best practices for providing quality, extended learning opportunities	<p>Collaborate with Afterschool Program Coordinator to provide PD to develop teacher skills in delivering quality instruction</p> <p>Align afterschool practices with daytime instruction</p>	

2-8	Embed small group intervention and acceleration into literacy block to provide targeted instruction based on student data to meet the needs of Latino students	Develop intervention and acceleration calendar including formative and summative assessments (aligned to school's assessment calendar) Develop systems for monitoring formative and summative data	<i>Schedules</i> <i>Data Tracker</i> <i>Data Wall</i> <i>Data Conferences</i>
2-9	Bi-weekly hands-on science instruction aligned to NGSS using FOSS kits and student notebooks	Science prep provided two times per week	<i>SIRA Data</i>

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Chronic Absence	By June 2021, the student chronic absence rate will be 10%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	20.63%	20.58%	20.53%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Attendance Data URF Data CHKS Survey Data Student and School Surveys Tiered Fidelity Inventory (PBIS Data)				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we create a positive and joyous PBIS culture with a focus on schoolwide positive rewards, then we will see a decrease in referrals and suspensions, and school attendance will improve.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Explicitly teach, model, and reinforce positive schoolwide and classroom behaviors, and consistently implement common expectations and practices (i.e. attention getters, volume levels, break space, etc.)	PBIS team will refine lesson plans for teaching behavior expectations for the first two weeks of school PBIS team will refine the school culture plan and develop SEL-focused cycles Behavior matrices posted in common areas to reinforce behavior expectations		<i>PBIS Data (Tiered Fidelity Inventory)</i> <i>PD Calendar</i>	

3-2	Utilize schoolwide incentive program to reinforce positive behaviors and attendance to meet the needs of foster youth	<p>PBIS team will refine school culture plan that includes clear expectations for students and staff</p> <p>PBIS team will develop cycles and systems to assess school climate and culture</p>	<i>PBIS Data (Tiered Fidelity Inventory)</i>
3-3	Use behavior and academic data to refer students in need of additional intervention to support the needs of homeless students	PBIS and COST teams will meet weekly to discuss COST referrals and at-risk students, and refer students who require additional support (such as economically disadvantaged students, homeless, and foster youth)	<i>COST Tracker</i>
3-4	Provide daily 30 minutes of explicit SEL instruction using <i>Caring School Community</i> during SEL block	Principal and PBIS team will provide training and PD to support implementation of <i>Caring School Community</i>	<i>PBIS Data (Tiered Fidelity Inventory)</i> <i>Referral/Suspension Data</i>
3-5	Communicate monthly with families around students' academic achievement, behavior, and attendance, as well as class and school events	<p>Regularly plan and host family engagement events in the evenings (literacy night, health and wellness, Black Family Achievement Night, etc.)</p> <p>Develop parent handbook to be distributed at registration and available on school website</p> <p>Maintain current website and social media accounts</p>	<i>Increased student attendance</i>
3-6		Develop and communicate clear MTSS system for tiered academic and behavioral needs	<i>Reduction in referrals and suspensions</i>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Reclassification	By June 2021, 15% of English Learners will be reclassified.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	4.90%	9.00%	12.00%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	ELPAC SRI Writing Samples Student Academic Conversations F&P		
Theory of Action for English Language Learners Priority:	If we provide targeted designated and integrated ELD, then all students will steadily increase their English proficiency so that they will reclassify by their fifth year at RISE.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Provide 30 minutes of daily designated ELD instruction using Systematic ELD for newcomers and a combination of supplemental curriculum and content embedded language instruction for all other ELs	Provide PD, on-going coaching, and opportunities for teachers to collaboratively identify language demands in content area standards and curriculum	<i>Reclassification rate</i> <i>SRI growth</i> <i>Writing assessments</i> <i>Analyze student academic conversations</i>
4-2	Provide language-focused scaffolds in content area instruction (integrated ELD)	Provide PD and on-going coaching on language instruction using California ELD Standards, ELA/ELD framework, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding	<i>Reclassification rate</i> <i>SRI growth</i> <i>Writing assessments</i> <i>Analyze student academic conversations</i>
4-3		Ensure all students have access to high-interest books for independent reading; leveled libraries stocked with books in English and Spanish	

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 192

School: RISE Community School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$102,234.43	After School Education & Safety (ASES)	Contract with afterschool provider	Chronic Absence	A1.6 After School Programs	5825				192-1
\$17,483.16	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				192-2
\$5,468.30	General Purpose Discretionary	Surplus	n/a	n/a	4399				192-3
\$5,000.00	General Purpose Discretionary	Copier	Mathematics	A2.3 Standards-Aligned Learning Materials	5610				192-4
\$100.00	General Purpose Discretionary	Postage	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	5910				192-5
\$3,474.03	General Purpose Discretionary	Noon supervisor	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0029	0.13	192-6
\$3,663.10	General Purpose Discretionary	Noon supervisor	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0193	0.12	192-7
\$7,161.41	General Purpose Discretionary	Noon supervisor	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV9999	0.13	192-8
\$20,000.00	LCFF Concentration	Books for struggling readers	Literacy	A2.3 Standards-Aligned Learning Materials	4200				192-9
\$30,000.00	LCFF Concentration	Contracts to provide intervention for struggling readers and English Learners	Reclassification	A4.1 English Learner Reclassification	5825				192-10
\$106,386.15	LCFF Supplemental	11 Month TSA to coach teachers on literacy instruction	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	1119	11 MONTH CLASSROOM TSA	C11TSA9999	1.00	192-11
\$12,383.70	LCFF Supplemental	Stipends for professional development focused on English learners	Reclassification	A4.4 Teacher Professional Development focused on English Learners	1120				192-12
\$9,234.25	LCFF Supplemental	Books for struggling readers	Literacy	A2.3 Standards-Aligned Learning Materials	4200				192-13
\$9,641.77	LCFF Supplemental	Site license for Blended Learning software	Literacy	A3.1 Blended Learning	5846				192-14
\$20,757.52	LCFF Supplemental	Teacher (.3 to increase .7 allocation to 1.0 to provide designated ELD instruction and reading intervention/acceleration)	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0396	0.30	192-15

\$23,272.01	LCFF Supplemental	EEIP to release teachers for collaboration	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0030	0.20	192-16
\$48,296.43	Title I: Basic	Academic Mentors for Newcomers	Reclassification	A4.3 Newcomer Programs	2928				192-17
\$5,195.98	Title I: Basic	Surplus	n/a	n/a	4399				192-18
\$4,370.07	Title I: Basic	Field Trips	Chronic Absence	A2.2 Social Emotional Learning	5829				192-19
\$1,423.08	Title I: Parent Participation	Surplus	n/a	n/a	4399				192-20



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

RISE Community School 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.)

Meeting times and information are sent out to parents as flyers, robo calls to families, texts sent to parents, and meeting information is posted.

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

SSC and PTA meetings are held in the morning or just before the school's dismissal to increase parent participation.

- 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.)

Parents are invited to be involved in SSC, the PTA, and to volunteer at the 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.)

Title I parents are informed through bulletins and flyers on a regular basis.

- 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.)

Title I parents provided an explanation of the curriculum, assessments, and proficiency levels during Back-to-School Night, Parent-Teacher Conferences, and other parent meetings.

- 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.)

Title I parents are invited to all parent meetings.

School-Parent Compact

(Name of school) RISE Community 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) RISE Community 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.)

An annual Title I meeting is held for parents to learn about the program and how to best support students.

- 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.)

Parents are given information during Parent-Teacher Conferences. Math, Reading, and Science Nights are held during the school year to provide parents with materials and trainings.

- 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.)

The school vision includes parents as partners in the education of their children. Teachers and staff develop strategies during professional development and meeting on how to improve communications with parents and the community.



- 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.)

Activities are included in SSC and PTA meetings.

- 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.)

Information is distributed to parents during SSC, PTA, or other meetings.

- 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.)

Translation and other supports are available for all meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
(In the box below, briefly describe or bullet how this happens at your school.)

Accommodations are provided for all parents including translation of information, documents, and reports.



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) RISE Community School Site Council on (Date) 10/24/17 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) RISE Community '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)

10/24/17

(Date)

RISE Community Elementary 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:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- 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.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress 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 a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

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

Signed on this 24 day of October, 2017.



2017-2018
School Site Council Membership Roster – Elementary

School Name: RISE

Chairperson : Kate Gallagher
Vice Chairperson: Silvia Guizar
Secretary: Samantha Keller

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Samantha Keller	X			
Silvia Guizar				X
Shante Abner				X
Reina Lagunas				X
Laura Mariscal				X
Francisco Alvarado				X
Norma Heredia			X	
Erika Pollak		X		
Kate Gallagher		X		
Terrilynn Van Rossum		X		

Meeting Schedule (day/month/time)	every Tuesday @ 2:45-4:00 pm
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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. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community