

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

May 25, 2011

Legislative File

File ID No.: 11-1317
Introduction Date: 05/25/11
Enactment No.: 11-1317
Enactment Date: 05/25/11
By: AS

TO: Board of Education
FROM: Anthony Smith, Ph.D., Superintendent

SUBJECT: Selection of Transformation Model for Alliance Academy and Roots International Academy and Approval of Schools Improvement Grant (SIG) Application for Implementation of Model at Said Schools and the LEA

ACTION REQUESTED:

Approval by Board of Education of Resolution No.1011-1116 - Selection of Transformation Model for Alliance Academy and Roots International Academy and Approval of Schools Improvement Grant (SIG) Application for Implementation of Model at Said Schools and the LEA seeking funding in the amount of \$8,649,894.00.

BACKGROUND:

Under the Federal "No Child Left Behind" law states are required to designate "persistently low performing" schools and to carry out a rigorous process to improve outcomes for students at such schools.

In early April, 2011, two District schools were included on the Persistently Lowest-Achieving Schools Year 2011 list issued by the California Superintendent of Public Instruction (CSPI). The schools were:

- Roots International Academy
- Alliance Academy

Schools on the list may be eligible for federal School Improvement Grant funding, depending upon the School Improvement Reform model selected by the Governing Board.

In order to apply for the School Improvement Grant funding, the District must choose to implement one of the following school improvement models:

1. Closure model (Close the school and enroll students in other, higher performing schools);
2. Restart model (Close the school and restart under a charter school operator);
3. Turnaround model (Replace the principal and at least 50% of the staff and adopt new governance and instructional programs); and



OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent

1025 Second Avenue, Room 301

Oakland, CA 94606

Phone (510) 879-8200

Fax (510) 879-8800

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 1011-1116

Selection of Transformation Model for Alliance Academy and Roots International Academy and Approval of Schools Improvement Grant (SIG) Application for Implementation of Model at Said Schools and the LEA

WHEREAS, under the Federal “No Child Left Behind” law, states are required to designate “persistently low-performing” schools and to carry out a rigorous process to improve outcomes for students at these schools; and

WHEREAS, in early April 2011, two District schools were included on the list: Alliance Academy and Roots International Academy, and

WHEREAS, schools on this list are eligible for federal School Improvement Grant funding; and

WHEREAS, in order to apply for the School Improvement Grant funding, a Local Education Agency (LEA) must choose to implement one of the following school improvement models: Closure model (close the school and enroll students in other, higher performing schools); Restart model (close the school and restart under a charter school operator); Turnaround model (replace the principal and at least 50% of the staff and adopt new governance and instructional programs); and Transformation model (expand school time, enhance community involvement, improve effectiveness of principal, teachers, and instructional programs--and replace the principal, if in the position for two years or more); and

WHEREAS, schools that do not follow one of these plans are not eligible for the improvement funding; and

WHEREAS, following a period of facilitated engagement within and among the staff and parent/guardian community of Alliance Academy and Roots International Academy, on Monday, April 25, the Regional Executive Officer responsible for each eligible school submitted a proposal to the Office of the Superintendent; and

WHEREAS, the proposal outlined a recommended approach each school may take; and

WHEREAS, this step was conducted in an effort to engage each school community, as intended by the School Improvement Grant process, a program administered by the California Department of Education (CDE) and targeted toward schools it classifies as “low-performing”; and

WHEREAS, following careful consideration of each school’s current progress to date in moving student achievement, an evaluation of the District capacity to leverage School Improvement Grant funds in the interest of increasing student achievement, and in consideration of other concurrent efforts underway to improve the learning of students across all schools set forth in the states “Persistently Low-Performing Schools” list, the

District intends to submit a Grant Application on behalf of the Oakland Unified School District to support the implementation of a school improvement model at Alliance Academy and Roots International Academy, and

WHEREAS, the submission of a federal School Improvement Grant Application by the District will not have a negative fiscal impact on the District, and will provide a significant increase in resources to support the District in its effort to successfully implement the reform models on behalf of the schools set forth in the grant application; and

WHEREAS, on May 2, 2011, the Board of Education held the initial public hearing at Roots International Academy and on May 11, 2011, a second hearing in the Board Room at District Headquarters in which the public and school communities of Alliance Academy and Roots International Academy had an opportunity to advise the Board on the type of improvement model it desired for the respective school,

NOW, THEREFORE, BE IT RESOLVED, with input from staff, parents, and the school communities and upon the recommendation of the Superintendent of Schools, the Board of Education hereby selects the Transformation Model for Alliance Academy and Roots International Academy, respectively; and

BE IT FURTHER RESOLVED that the Board hereby approves the School Improvement Grant Application for Roots International Academy, Alliance Academy and the LEA in the amount of \$8,649,894.00, as delineated, and authorizes the Superintendent of Schools or designee to submit same to the California Department of Education not later than June 3, 2011 and, if awarded, in whole or in part, authorization to accept award is hereby granted, pursuant to terms and conditions thereof, if any.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 25th day of May, 2011; by the following vote, to wit:

AYES: David Kakishiba, Jumoke Hodge, Noel Gallo, Alice Spearman, Christopher Dobbins, Vice President Jody London, President Gary Yee

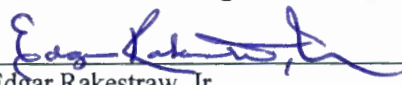
NOES: None

ABSTAINED: None

ABSENT: None

CERTIFICATION

I, Edgar Rakestraw, Secretary of the Board of Education of the Oakland Unified School District, Alameda County, State of California, do hereby certify that the foregoing Resolution was duly approved and adopted by the Board of Education of said District at a meeting thereof held on the 25th day of May, 2011, with a copy of such Resolution being on file in the Office of the Board of Education of said District.


Edgar Rakestraw, Jr.
Secretary, Board of Education

Legislative File

File ID No.: 11-1317

Introduction Date: 05/25/11

Enactment No.: 11-1317

Enactment Date: 05/25/11

By:  _____

File ID Number: 11-1317
 Introduction Date: 5-25-11
 Enactment Number: 11-0871
 Enactment Date: 5-25-11
 By: X2

SIG Form 1—Application Cover Sheet

**School Improvement Grant (SIG)
 Application for Funding**

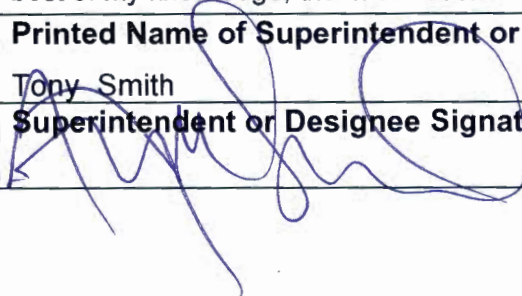
**APPLICATION RECEIPT DEADLINE
 April 15, 2011, 4 p.m.**

Submit to:
 California Department of Education
 District and School Improvement Division
 Regional Coordination and Support Office
 1430 N Street, Suite 6208
 Sacramento, CA 95814-5901


 Gary D. Yeager, Ed.D.
 President, Board of Education
 5/26/11


 Edgar Rakestraw, Jr., Secretary
 Board of Education
 5/26/11

NOTE: Please print or type all information.

County Name: Alameda		County/District Code: 06001	
Local Educational Agency (LEA) Name Oakland Unified School District		LEA NCES Number: 0628050	
LEA Address 1025 Second Avenue		Total Grant Amount Requested \$8,649,894	
City Oakland, CA		Zip Code 94606	
Name of Primary Grant Coordinator David Montes de Oca		Grant Coordinator Title Executive Director Quality Community Schools Development	
Telephone Number (510) 336-7500	Fax Number (510) 482-6774	E-mail Address David.Montes@ousd.k12.ca.us	
<p>CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.</p> <p>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>			
Printed Name of Superintendent or Designee Tony Smith		Telephone Number (510) 879-8200	
Superintendent or Designee Signature (Blue Ink) 		Date 5-20-2011	

SIG Form 2—Narrative Response

i. Needs Analysis

Oakland Unified School District is applying for School Improvement Grant funding for our two persistently low-achieving (Tier I) middle schools that have not begun the SIG process: **Roots International Academy** and **Alliance Academy**. Below we profile these schools; describe the tools and processes we utilized for the needs assessment; detail our findings; and review who has contributed to the needs assessment, data analysis, and to identifying the appropriate intervention models for these schools.

ROOTS INTERNATIONAL ACADEMY was reconstituted as a small school in the 2005-06 school year, with a new principal, action plan, and re-designed programming. It is located in East Oakland on the former Havenscourt campus, along with two pre-schools, two elementary schools, and Coliseum College Prep Academy, which encompasses grades 6-12 and is housed in a new building. Eighty-nine percent of the 361 students at Roots receive free-or-reduced-price lunches. The two most numerous racial/ethnic groups are Latino (67%) and African-American (25%) students. Forty-four percent of students are English Learners; 93% of these 160 students are native Spanish speakers. Fifty-seven percent of Roots parents are not high school graduates, and only 15% have had any post-secondary education.¹

Roots International, located next to a large public housing complex, is in a community plagued by gang activity, violence, and incarceration, which has affected many of its families. One father of a Roots student was killed during a robbery in front of his children last year. Violence often spills over onto campus. Last spring a student was involved in a shooting off-site. There have been six lockdowns at Roots over the past two months. Oakland has identified the Roots community as one of its Promise Neighborhoods (see below), and many service providers and other stakeholders have rallied around the campus. However, there is a need to coordinate their work and to build stronger partnerships between the school, families, and community, in order to ensure better outcomes for Roots students. In addition to the poverty, low educational attainment in families, and other challenges to student success, Roots has had extensive teacher turnover in its short history, and has a junior staff with several teachers still learning fundamental teaching and classroom management practices.

Roots' Academic Performance Index is 593; only 14% of students score proficient or advanced in English Language Arts (ELA) and 11% are proficient or better in Mathematics. Among English Learners, only 3% and 4% are proficient in ELA and Math respectively. As detailed below, Roots students' performance tends to drop every year, so that the longer they are there, the farther behind they get. Roots has not met its Adequate Yearly Progress (AYP) targets overall or for any subgroups in ELA or Math for the past three years. It is currently in Program Improvement Year 3.

ALLIANCE ACADEMY was reconstituted (from Elmhurst Middle School) and launched in 2005-06 under OUSD's small school policy. It shares a campus with Elmhurst College Prep Academy, which began the SIG transformation process this school year. The campus has not been modernized in many years and consists largely of portable classrooms. It is located in "Deep East Oakland," plagued by the city's highest rates of

¹ Roots International Academy API report, 2010 growth. <http://dq.cde.ca.gov/dataquest>

family and childhood poverty, gang violence, blight, and other severe challenges.

Ninety-two percent of Alliance's 344 students receive free-or-reduced-price lunch. The two most numerous racial/ethnic groups are Latino (74%) and African-American (20%) students. Forty-nine percent of students are English Learners – a total of 168 students, all but three of them native Spanish speakers. A full 62% of Alliance parents are not high school graduates, and only 14% have had any post-secondary education.²

There have been 16 youth homicides within four blocks of campus over the past decade, not to mention frequent non-lethal shooting incidents in the neighborhood, a sexual assault that occurred on the campus' perimeter this year, and the ever-present risk for youth of being assaulted and robbed by other youth on their way home from school. Some Alliance students have had involvement with the juvenile justice system and re-enter the school after having been incarcerated.

Alliance Academy has made substantial progress in terms of student performance. Its API has risen by from 538 to 704 over the past five years, and 29% and 32% of students are proficient in English Language Arts and Math respectively, not far below the corresponding numbers district-wide. However, among English Learners, who account for half of the school's students, only 9% and 14% are proficient in ELA and Math respectively. Although its API increased by 77 points in 2009-10, Alliance did not meet its AYP target for English Learners' performance in ELA and has not made AYP overall for the past three years. It is currently in Program Improvement Year 3.

As detailed below, although Alliance's teaching staff has more experience than comparable staffs in the district, and although Alliance's outcomes have improved in recent years, its instructional program has significant challenges. The Principal and Assistant Principal who led the school in its years of student growth left after the 2009-10 year. Classroom observations have shown that teachers rely heavily on non-dynamic teacher-directed instruction, are not guided by a unifying theory of action, do not utilize cohesive school-wide instructional approaches, and do not collaborate sufficiently on data-driven instructional planning. There is a low level of student engagement noted school-wide, reflected in high suspension rates and other serious school climate issues.

English Learners are an especially persistently low-performing group at both Roots and Alliance, and will be a major focus of our school improvement efforts.

ASSESSMENT INSTRUMENTS USED FOR NEEDS ASSESSMENT. OUSD employs a comprehensive, ongoing, and multi-pronged assessment program for its schools, staff, students, and families, as follows. These assessment instruments were integral pieces of the SIG needs assessments conducted at each school and by district personnel:

California Standards Tests (CST) measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science (for grades 2-11). These test scores are aligned with OUSD district benchmark tests and are used to evaluate student progress on standards-based instruction.

OUSD Benchmark Testing: OUSD teachers administer standards-based common assessments four times each year in Math, three times a year in ELA, and twice each year in Science and History/Social Studies. Benchmark assessments are designed to provide teachers, principals, and other stakeholders timely, relevant information about student learning so that they may strengthen and enhance specific areas of instruction,

² Alliance Academy API report, 2010 growth. <http://dq.cde.ca.gov/dataquest>

and to expose students to grade-level standards and high levels of academic rigor and provide real-life test-taking experiences so they feel prepared to succeed on the CST.

California English Language Development Test (CELDT) is used to identify students who are limited English proficient, determine their level of English language proficiency, and to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

School data on attendance and disciplinary referrals. OUSD’s Research, Assessment and Data (RAD) department distributes weekly reports to schools on average daily attendance, chronic absences, and suspensions disaggregated by race and gender for each school. We maintain and review these data to monitor indicators of school participation and engagement and to guide strategies for improving them.

School Walkthroughs: OUSD’s Regional Network Executive Officer (RExO), along with Regional Support Team members including school climate, ELA, Math, and Leadership Coaches, and peer principals conduct periodic walkthroughs of each school to evaluate the overall program and practices, highlight specific strengths and areas for growth, and offer suggestions for ongoing improvement. Walkthrough teams utilize a common protocol for observations and engage in a structured inquiry process for analyzing the data and engaging in reflective inquiry with the school leadership team. In addition, at Alliance, the RExO, Regional Team, and members of the newly formed School Leadership Team conducted a site observation in early 2011 as part of the comprehensive planning process of improving school culture and quality of instruction.

Use Your Voice Survey: This annual survey is given to teachers, other staff, students, and parents at every school in Oakland. We use it to assess in detail stakeholders’ satisfaction with their school’s overall performance, as well as many aspects of instruction, family and community involvement, school climate and safety, staff performance and satisfaction, and district strategy.

California Healthy Kids Survey (CHKS). The CHKS is used to gather data on youth risk behavior and resilience, in areas such as safety, violence and harassment, substance use, physical and mental health, and school connectedness, developmental supports, and opportunities. OUSD administers it every two years to students in grades 5-12. Our district and schools utilize the data derived from the CHKS to guide efforts to improve school climate, learning supports and engagement, as well as to help increase students’ access to effective health, prevention, and youth development programs.

District personnel, school leaders, and teachers regularly use the findings from these various assessments to determine student needs, drive academic goals, improve alignment with instruction and programs, and align resources to support students and families. The results of these assessments inform each school’s Single Plan for Student Achievement (SPSA) and the schools’ Professional Development Plan.

FINDINGS FOR ROOTS INTERNATIONAL ACADEMY.

The vast majority of Roots students are not meeting proficiency standards in core skills. In fact, a majority are

Student performance at Roots—2010 CST results		
	ELA	Math
All students: Proficient or advanced	14%	10%
All students: Below basic (BB)	28%	38%
All students: Far below basic (FBB)	24%	25%
English Learners: proficient or advanced	3%	4%
English Learners: BB or FBB	74%	76%
African Americans: proficient/advanced	14%	5%
African Americans: BB or FBB	58%	77%

scoring at the lowest proficiency levels on the CSTs in ELA and Math, and performance among English Learners and African-American students lags behind that of all students.

From 2009 to 2010, the overall percentages of Roots students at proficient in ELA, and at BB/FBB, remained largely consistent. The same was true among key subgroups: Latinos, African-Americans, and English Learners. However, performance has been generally dropping over time for specific student cohorts – e.g., students come to Roots after 5th grade, as 6th graders move to 7th grade and 7th graders move to 8th grade. For instance, while 18% of the 92 students in Roots' 6th grade English cohort in 2010 had scored proficient or advanced in ELA in 5th grade the prior spring, only 10% did so in 6th grade. Among the 83 students in 7th grade English, only half as many (10% vs. 20%) were proficient in ELA in 2010 as in 2009. While 30% of 6th graders had been proficient or advanced in math in 5th grade, by the time they finished 6th grade, only 4% were proficient. For a large number of Roots students, the longer they are at the school, the farther behind they become in developing skills that meet grade-level standards.

Results from OUSD Benchmark tests parallel CST findings. As an example, in November 2010, 19% of all Roots students, and 5% of English Learners, were at or above benchmarks in ELA. In February 2011, 10% of all students, 11% of African Americans, and 1% of English Learners, were meeting benchmarks in Math.

Only 11% of students are proficient in Algebra by the time they graduate from Roots – fewer than half the corresponding percentage among all OUSD 8th graders. Only 2% of English Learners at Roots are proficient in Algebra. Among 8th graders, 37% score proficient or advanced in Science, and 23% do so on the CST in History/Social Science.

A total of 39% of the English Learners at Roots advanced at least one level on the CELDT from spring 2009 to spring 2010, meaning that the majority either remained at the same level or their English language skills declined. Students starting at levels 1 or 2 were far more likely to improve than those at levels 3 or 4.

Roots' average attendance in 2010-11 is 95.1%. However, 10% of students have attended less than 90% of school days, meaning they miss more than a day every two weeks, indicating

extensive truancy and lost learning time. In addition, 18% of students have been suspended at least once, most commonly for violence (44% of incidents), defiance (29%) and drugs (12%).

Multiple classroom observations conducted by OUSD's RExO, Regional Specialists, and the Principal indicate that

Risk behaviors & factors among Roots students		Roots	OUSD Grade 7
Truant	In the Last 12 Months	37%	20%
Alcohol/drug use (1 or more times/month)		41%	19%
Binge drinking in past month		22%	7%
Easy to get alcohol		40%	29%
Easy to get marijuana		44%	27%
Offered illegal drugs on school property		36%	15%
Been in a fight at school		38%	33%
Carried a gun at school		14%	8%
Carried another weapon at school		23%	13%
Been threatened/injured with weapon		14%	13%
Current gang involvement		21%	12%
Sad & hopeless every day for 2 weeks		41%	27%
Less than high degree of opportunities for meaningful participation at school	87%	82%	
Low degree of school connectedness	62%	56%	

standards are taught at a level of rigor 2-4 years below grade level in many classrooms. Student engagement is low in many classrooms; English Learners especially lack opportunities to actively engage in instruction. Some progress has been made this year with the development of data walls and some limited data conferencing by the principal and teachers. However, practice in utilizing data to drive instructional goals and differentiate is emerging and inconsistent across the faculty, gaps that are clearly connected to the low achievement and lack of substantial improvement in student learning outcomes. A significant portion of the Roots staff is less experienced and still learning fundamental teaching and classroom management practices. Data-driven instruction and teacher capacity building will be major strands of SIG support at Roots.

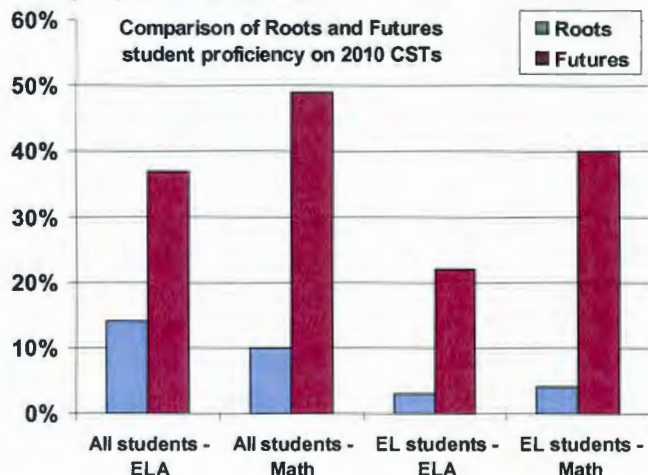
Findings from the California Healthy Kids Survey (table above), answered by Roots

Roots school climate and culture – from OUSD UYV survey	Roots	OUSD
Parents who believe there's a culture of high expectations at the school	52%	60%
Students work with teachers and parents to set goals for learning	66%	72%
Students feel classes are interesting and make them want to learn more	65%	62%
Students who feel others are respectful of their cultural background	57%	68%
Students who feel safe at school	47%	68%
Teachers who feel the school is a caring and supportive environment	49%	66%
Students who are satisfied with their school overall	56%	68%
Teachers who collaborate regularly with colleagues to plan instruction and review assessment results	58%	84%
Teachers who receive relevant, timely feedback from the Principal	58%	68%
Teachers regard the Principal as a valuable resource for academic curriculum, standards, and assessments	58%	50%
Teachers think the Principal recognizes and rewards good work by them	42%	54%
Teachers who are satisfied with the Principal	45%	57%

students in 7th grade in spring 2010, demonstrate the high prevalence of risk factors that affect the students' ability to engage with and succeed in school or to safely navigate their adolescence. Responses to OUSD's Use Your Voice survey in 2010 point to areas where the academic program and overall learning climate at Roots need attention.

Roots strengths/assets. We also want to point out that Roots has key resources it can build on, some of which are related to its location on the revitalized Havenscourt campus. They will contribute strongly to our proposed SIG work.

Roots has the opportunity to collaborate with Futures Elementary, one of the schools with which it shares the campus. Futures serves a similar population in terms of racial/ethnic make, low-income families, and English Learners. However, compared to Roots, its outcomes are dramatically better, as shown in the graph. Many Futures students go on to middle school at Roots, and for many performance begins to drop in 6th grade. For this



reason we need to articulate the successful Futures program with Roots'. Futures has several strong practices we would like to implement at Roots, including: (1) a school-wide culture of assessment using standards-based benchmarks; (2) the school leader's and faculty's collaborative use of data on an ongoing basis to inform instructional planning and differentiate instruction; (3) a science/writing/inquiry focus integrated across the curriculum; (4) an extended-day learning program that is highly integrated with the regular school day instruction; and (5) a focus on adult/child and school/family relationships at Futures. Extending this up through grades 6-8 at Roots is potentially transformational for students entering adolescence and their underserved families. Moreover, Futures has an experienced leader who led its redesign effort and can assist Roots' school reform work.

Roots is on the only OUSD campus with a continuum of pre-K through grade 12 programs. It is one of five OUSD middle schools in the Elev8 initiative, which integrates many programs for young people and families via an after-school program, Family Resource Center, new Health Center, and a College Center, all on the campus.

Because of the high childhood poverty rate and other indicators of distress, combined with the resources on campus and engagement of local service providers, OUSD chose this community as one of its focal neighborhoods for the U.S. Dept. of Ed's Promise Neighborhoods initiative. The PN initiative aims to create a "cradle to college to career" continuum of services and supports to ensure the success of children growing up in particular high-poverty neighborhoods. Although Oakland was not one of the 20 cities in the country awarded PN funding in 2010, OUSD and our partners are moving forward with the community needs assessment and planning effort focused on this community. SIG funding will leverage considerable resources deployed and coordinated for the benefit of Roots young people and families. (Please see IV. and V. below for more details.)

FINDINGS FOR ALLIANCE

ACADEMY. From 2009 to 2010, there was a 6% increase in Alliance students scoring proficient or above in ELA and an 8% decrease in those scoring at

Student performance at Alliance – 2010 CST results		
	ELA	Math
All students: Proficient or advanced	29%	32%
All students: Below basic (BB)	20%	25%
All students: Far below basic (FBB)	10%	14%
English Learners: proficient or advanced	12%	14%
English Learners: BB or FBB	51%	51%

BB or FBB. Results for student cohorts – e.g., as 6th graders moved to 7th grade and 7th graders moved to 8th grade – improved to similar degrees. In Math, whereas 23% of 6th graders in 2009 scored proficient or better, 44% of this group did so in the 7th grade in 2010, while the 13% of 7th grade students scoring proficient in 2009 improved to 27% doing so in 8th grade algebra. Twenty-four percent of students are proficient in Algebra by the time they graduate from Alliance – compared to 27% of all 8th grade students in OUSD. However, 0% of English Learners at Alliance are proficient in Algebra.

Sixty-two percent of English Learners at Alliance moved up at least one level on the CELDT from 2009 to 2010. As it Roots, students scoring at the lower levels were more likely to show improvement in their English skills than those at higher levels.

Although Alliance's average daily attendance is 94.6%, alarmingly, 17% of students

(60 in all) have attended school less than 90% of the time during the current school year, indicating a high level of truancy. In addition, 17% of students, nearly one in every five, have been suspended at least once this year, with 63% of suspensions for violent incidents and another 27% for defiance. In each of

Risk behaviors & factors among Alliance students		Alliance	OUSD Grade 7
Truant	In the Last 12 Months	23%	20%
Alcohol/drug use (1 or more times/month)		18%	19%
Easy to get alcohol		36%	29%
Easy to get marijuana		37%	27%
Offered illegal drugs on school property		12%	15%
Been in a fight at school		32%	33%
Carried a gun at school		5%	8%
Carried another weapon at school		13%	13%
Been threatened/injured with weapon		11%	13%
Current gang involvement		9%	12%
Sad & hopeless every day for 2 weeks		26%	27%
Lack of opportunities for meaningful participation at school		57%	82%
Low degree of school connectedness	33%	56%	

these indicators, African-American students are greatly over-represented compared to their numbers as a percentage of the school's enrollment. Creating a safe, healthy climate where students are engaged in rigorous instruction will be a significant strategy in our SIG work at Alliance.

Data gathered from 7th graders via the California Healthy Kids Survey (see table) demonstrate the high prevalence of factors that affect many Alliance students' ability to engage with and succeed in school.

In spite of its recent achievement gains, Alliance is struggling with significant and growing challenges. Many teachers rely on teacher-directed instruction, a static approach dependent on lecturing and little student participation. In a focus group, student leaders indicated that student "voice" is sorely lacking both in classrooms and in shaping their experience at school generally. There is no unified theory of action guiding instruction or common instructional approaches. We have also observed school culture issues related to poor relationships among the faculty; teachers and other staff not modeling respectful interactions or high expectations between themselves and with students; and ongoing safety issues on and around campus, as mentioned earlier.

Because of these issues, the RExO and Regional Support Team began providing intensive support to Alliance in January 2011. To inform this support, the RExO, Kimi Kean, conducted 1:1 interviews with most of the staff on issues of instruction and school climate, and led several staff meetings. The leadership and staff are currently receiving ongoing leadership coaching, professional development by ELA and Math specialists to strengthen instruction, and assistance to improve the school climate and culture.

Alliance Academy strengths/assets. We also want to highlight some of the resources that have helped Alliance improve student performance in recent years and which our SIG efforts will build on and leverage, as follows:

- The school has an experienced and stable staff compared to many other OUSD middle schools, including a few highly skilled and effective teachers.
- Alliance has a strong reading intervention program for struggling readers, based on the Read 180 model, led by one of the school's high-achieving teachers.

- It has greatly improved the Coordination of Services Team (COST) process in recent years – thereby aligning resources and connecting high-need students with appropriate supports including academic, health, and mental health.
- It has a strong after school program which serves about 75% of the school's students – including academic support and many enrichment and sports activities.
- It has a history of strong family partnership with the school – dating to when it was incubated as a new small school with parent input into its design in 2005-06.
- A new Health Clinic is under construction on the campus and will open in 2011-12.
- Alliance has a new distributed leadership structure being facilitated by the Regional Leadership Coach. Its Leadership Team, which includes the Principal, Assistant Principal, and teachers, recently conducted a school-wide observation of student engagement and is using data to help craft short- and long-term strategies.

ROOTS AND ALLIANCE: INSTRUCTIONAL PRACTICES AND TARGETS FOR IMPROVEMENT.

Our needs assessment identified a number of existing practices and gaps shared by these schools. Both schools share strengths that will serve as a foundation for school reform. Both employ instructional materials aligned with California's learning standards. Both utilize the district's pacing guides in initial course planning, although adherence to these guides varies, and typically involves only infrequent checks for alignment. Both administer the district benchmark assessments according to schedule. Roots and Alliance also share obvious areas in need of sustained attention and improvement:

- Although both have some capacity to analyze student data to inform instruction, neither engages in this practice regularly or as a professional learning community.
- Both schools suffer from a deep lack of meaningful student engagement in classroom instruction. Students are often silent, off-task.
- Both lack systematic goal setting at the school, class, student, and family levels.
- Both schools identified the following professional development needs: Response to Intervention coaches to provide ongoing instructional support; support to strengthen culture of assessment and use of data; increased teacher collaboration time, both during the school year and in the summer, to strengthen data-driven instructional planning; and support in providing differentiated interventions.
- Though each school has developed extended-day interventions to assist students who are not meeting grade level standards, the level of differentiation and intensity of supports is not sufficient to ensure each student's success. The programs do not sufficiently track data on or the progress of students. The schools must provide appropriate academic intervention for all students at the B, BB, and FBB levels.

ROLES AND RESPONSIBILITIES IN NEEDS ASSESSMENT. Evaluating the overall performance of every OUSD school is the responsibility of our Regional Executive Officers. RExOs are ultimately accountable for student performance at each of their network schools. They address this through the frequent analysis of data; regular learning-oriented walkthroughs of each school; monitoring, evaluating, and supporting principals; brokering the provision of professional development programs and coaching; and forging relationships with families and community groups to support the schools. RExOs therefore have an intimate knowledge of student performance at each of their schools, as well as a thorough understanding of each school's culture and needs.

Kimi Kean, the RExO for the preK-8 schools in OUSD's Region 3 (East Oakland), has led the need assessment of Roots and Alliance presented in this proposal, in

collaboration with the Principals, Regional Support Team, teacher leaders at each school. Ms. Kean brings a wealth of experience and expertise to her role as RExO. She was formerly one of OUSDs most successful transformational principals – heading up a revisioning and school reform process that led to dramatic gains in student performance and the recognition as Oakland’s most improved school.

As RExO, Ms. Kean conducted needs and assets assessments for both Alliance and Roots in July-August 2010. She identified both schools for an intensive level of support and accountability including weekly coaching from the Regional Support Team specialists/coaches. This assessment built on the two schools’ ongoing self-monitoring to guide practice and professional development, including the following activities:

- School leadership collect and analyze student data (on academic performance, attendance, truancy, suspensions) on an ongoing basis to inform instruction and resource allocation. The School Site Council participates in these analyses to inform yearly updates of the school’s Single Plan for Student Achievement.
- During Regional Principal professional development each year, the Principals analyze student learning data, craft SMARTe goals and leadership action plans.
- The school leadership and Site Council are assisted by the OUSD RAD Department, which assembles and shares test data for each student and student groups over time, provides granular analyses of student skill levels in discrete areas within tests, and lets schools know how particular teachers’ cohorts of students are performing.
- Ms. Kean meets periodically with the school leadership at each school to review student performance data and instructional practices, with an eye toward identifying staff professional development needs. In partnership with both principals, she has also conducted 4-6 walkthroughs of each school over the past six months, along with Regional ELA, Math, and Leadership Coaches, to inform these discussions.

In planning the SIG process, Ms. Kean, assisted by personnel from OUSD’s Quality Community School’s Development (QCSD), has convened meetings with the school leadership and teachers to review student data and survey findings, discuss contextual factors impacting instruction and school climate as well as viable academic intervention models and other needed supports for students. Ms. Kean and QCSD personnel also convened meetings of school parents and other local stakeholders to seek input about school and community needs, review their school’s status, and discuss the pros and cons of each of the intervention models. Findings from these data and discussions have strongly informed the school reform strategies we are proposing.

PROCESS FOR ANALYZING FINDINGS AND DETERMINING APPROPRIATE INTERVENTION

MODEL. The process for determining the appropriate intervention model for Roots International Academy and Alliance Academy began during the 2009-10 school year. At that time, these two schools were among the five schools in OUSD identified as persistently low-performing (Tier I). The other three schools were Elmhurst Community Prep, Unified for Success Academy, and Explore College Prep. To this end, the Network Executive Officers (NExOs) who supervised the schools at that time led a participatory needs-assessment and model-selection process for each school, in conjunction with the staffs of each school, district departments, parents/guardians of students attending the schools, and community partners. OUSD felt it was crucial to engage each school community to provide guidance on the direction they wanted their school to go, since it is the families at each school who have the most at stake, and

since the process itself could yield a better understanding of the children and families' needs and what must be done to improve the prospects for the young people we serve.

With the help of Oakland Community Organizations (OCO) – a federation of congregations, schools, and community organizations, representing over 40,000 families in Oakland – leadership at each school facilitated steering group meetings to analyze school data and review each of the SIG models in detail. In these meetings, school staff, families, and community members discussed the pros and cons of each intervention model in relation to student performance, leadership capacity, quality of instruction, family involvement, school culture, and other community variables. Additional community input was elicited at two public hearings held at schools in the communities where the families these Tier I schools live. Each principal assembled a report that included longitudinal data on student performance and attendance at their school since the school's inauguration; input voiced at these meetings; an inventory of pros and cons regarding each one of the SIG models from the school community's point of view; and a recommendation from the school community, and presented it to their NExO. The NExOs and other central office personnel reviewed each school's report in the context of their own evidence and made final recommendations to the Superintendent. At that time, the school communities recommended as follows:

- Elmhurst Community Prep – Implement Transformation Model
- Unified for Success Academy – Implement Transformation Model
- Explore College Prep – School Closure (carried out in summer 2010)
- Roots International Academy – Continue with Existing Strategies
- Alliance Academy – Continue with Existing Strategies

In July 2010, OUSD submitted a SIG application to CDE and was subsequently awarded SIG funding for the Elmhurst Community Prep and United for Success Academy. Both are now in their first year of implementing the Transformation Model.

During this process in 2009-10, the school communities of Roots and Alliance and our central administration concurred that any one of the intervention models would substantially disrupt the schools' forward progress. At that time, we determined that closure would be particularly disruptive for students and their families. At both schools, the schools' and OUSD's NExOs and other leadership felt that both schools were making substantial progress in student performance; were confident in the leadership and staff at each school; and did not want to substantially change them, which would have been required under any of the other intervention models. Committees of teachers and parents at each school felt their administration and staff should remain unchanged and be given the opportunity to design and implement improvement strategies to further raise performance and test scores. The Teacher Committees also developed action plans for improving teachers' and school leaders' effectiveness in order to improve student performance. (These ideas have informed our implementation plans presented in the current application.) Both school communities petitioned the OUSD Board (in English and Spanish) not to apply for SIG funding on their behalf, as they felt that none of the four options would result in the best outcomes for their students. Both schools both recommended the Transformation Model as their second most viable option.

Since that time, Alliance and Roots have made some strides forward – and have also encountered difficulties. Alliance achieved a 77 point increase in its API last year. However, its Principal and Assistant Principal both left after the 2009-10 school year.

Leadership challenges, staff turnover, and lack of consistency in program implementation have contributed to severe school climate and culture issues.

At Roots, teachers are building their capacity for data-driven instruction, and students and families are benefiting from new partnerships and resources on campus. However, the school's progress in improving student performance has stalled. OUSD has identified serious deficiencies in both schools' instructional and overall programs (as detailed earlier). Neither school has met AYP targets.

Our district has begun the SIG process at Elmhurst Community Prep and United for Success Academy and now has a clearer idea of what it entails and the opportunities it represents for improving schools and achieving dramatically improved outcomes for students and families. In service of these two SIG schools, OUSD has moved forward in developing systems and procedures for evaluating teachers and leaders and developing an approach to incentives and rewards for progress made in student outcomes, in collaboration with the teachers' union. In our broader strategic direction, in the past year we have made a commitment to implementing Full Service Community Schools across the district, which will dovetail with and support the SIG process at Roots and Alliance.

During the 2010-11 school year, led by Region 3 RExO Ms. Kean, the two schools and their communities have revisited the needs-assessment and SIG model-selection process. As noted, Ms. Kean and the Regional Support Team have conducted periodic walkthroughs to observe classroom instruction and other issues, followed by debriefings with school leadership. In March-May 2011, Ms. Kean collaborated with OUSD's QCSD group to convene meetings with the entire Roots and Alliance staffs, each school's School Site Council and English Language Advisory Council, school families and other stakeholders, to review data on student performance and other issues identified in our needs assessment, and to revisit discussions about the SIG intervention models.

(Note: Please see our response under XI. Consultation with Relevant Stakeholders for details regarding meetings held to consult with the school communities' stakeholders and a summary of input obtained through these meetings.)

There was consensus at both schools that the opportunity to build on the schools' strengths by implementing a more robust, comprehensive, and sustained school improvement process under new leadership should be pursued for the benefit of the young people and families the schools serve. The Principals at both schools have publicly stated their willingness to step aside for the good of the children.

Ms. Kean reviewed input from the school staffs and school communities with the district's Executive Director of QCSD (David Montes de Oca), who is overseeing OUSD's SIG work; Director of School Quality Review (David Chambliss); and OUSD's Deputy Superintendent (Maria Santos). Based on the data we reviewed and input from the school communities, Ms. Kean and Mr. Montes de Oca made a final recommendation to Superintendent Tony Smith to implement the Transformation Model at both Roots and Alliance. This recommendation received Board approval in May 2011. Below we explain our rationale for pursuing this course of action.

ii. Selection of Intervention Model(s)

Region 3 RExO Kimi Kean has facilitated the intervention model selection process for our two Tier 1 schools. Ms. Kean, along with Mr. Montes de Oca and other key central office personnel, have reviewed the needs/strengths assessments for Roots and Alliance and discussed other contextual factors in the school communities as well as the

district's strategic direction and initiatives, to determine which intervention model would be most viable for these schools. Ms. Kean and QCS staff convened meetings of the school staffs, Site Councils/ELACs, and parents/communities at Roots and Alliance to review the requirements of each model, discuss the pros and cons of each one, and field questions about their implications for the schools, students, and families. Both school communities and OUSD leadership agree that the SIG process is a welcome and exciting opportunity to strengthen our programs for the benefit of young people; that it is preferable to build on and leverage existing strengths and resources at the schools rather than require extensive disruptions for families and staff; and that the Transformation Model is the best fit for their schools. Mr. Montes and Ms. Kean have discussed these schools with OUSD Superintendent Tony Smith, who has decided, based on their recommendation, to pursue the Transformation Model at each one.

While taking into account school stakeholders' input (below), several factors underlie OUSD's rationale for selecting to implement this model at Roots and Alliance.

- The Transformation Model aligns with our over-arching direction in our new Strategic Plan: our commitment to transforming all schools into Full Service Community Schools, and within that our focus on staffing quality/evaluation of teacher and leader effectiveness, aligned professional development, community engagement, and greater operational flexibility for schools. This model thus allows us to leverage our Strategic Plan in service of the schools, their students and families.
- It allows the district to prioritize the effective teacher and leader expectations that are mandatory under it, to assist in leveraging the school reform process.
- The Transformation Model also aligns with our current work with the schools where we are currently applying the Transformation process, allowing us to apply lessons we have learned in this effort and to ensure coordinated support for all SIG schools.
- Both Roots and Alliance have important existing strengths (reviewed below) which can be leveraged as part of the transformation process.

The following discussion focuses on further factors that have contributed to the selection of this model for both Roots and Alliance.

Note: Please see our response under XI. Consultation with Relevant Stakeholders for a summary of the input obtained from stakeholders to help us determine the most appropriate implementation model for Roots and Alliance.

ROOTS INTERNATIONAL ACADEMY. As noted, Roots is a new, small school opened in 2005-06, when it replaced a larger, traditional program and staff, including replacing its leadership. Our needs assessment has identified notable deficiencies in classroom instruction and other aspects of teacher practice, including many classes being taught at a level of rigor several years below grade level; only incipient use of data and teacher collaboration to inform and differentiate instruction; and the need to strengthen junior teachers' instructional and behavior management repertoire.

At the same time, Roots has been developing important strengths that can be nurtured and leveraged through a concerted school improvement process. It uses standards-aligned instructional materials and a regular schedule of benchmark testing. Staff have been receiving technical support from OUSD's Regional Support Team to help it use performance data consistently to set goals for students and to inform and improve instruction. Its junior teachers have strong content area expertise and will benefit from sustained guidance and collaboration around instructional strategies.

Moreover, Roots has a multifaceted after-school program attended regularly by a large segment of its students. Its campus has become a hub for support services for students and families, available via a Family Center and a Health Clinic (to open this summer).

Importantly, Roots has the opportunity to collaborate with Futures Elementary, one of the schools it shares the campus with. Futures has several strong practices we want to implement at Roots: (1) a school-wide culture of assessment using standards-based benchmarks; (2) the school leader and faculty's collaborative use of data on an ongoing basis to inform instructional planning and differentiate instruction; (3) a science/writing/inquiry focus integrated across the curriculum; an extended-day learning program that is highly integrated with the regular school day instruction; (4) a focus on positive, supportive adult/child and school/family relationships; and (5) an experienced leader who led its redesign effort and can assist Roots in its school improvement work.

In our central office's discussions and during meetings with Roots staff, parents, and community members, the Transformation Model was considered favorably in part because it would enable Roots to have new leadership with a track record in successful school reform, and enable it to intensify its work on strengthening instruction, via a robust professional development/coaching program. In particular, the Transformation Model gives us an opportunity to build on and leverage effective practices in place at Futures and in doing so to both vertically articulate and differentiate effective instruction and supports for children as they advance from elementary to middle school. Roots teachers view positively the potential for being rewarded based on improvements in student performance. This model will also enable us to expand, better coordinate, and fully leverage the extended-day academic support, family engagement/strengthening, mental health, health, and other resources available for students and families on the Roots campus (please see *iv. Recruitment, Screening, and Selection of External Providers*). OUSD, the Roots staff, and the community believe that the Transformation Model will be the most likely to lead to positive outcomes for students.

OUSD and the Roots community also considered the pros and cons of each of the other intervention models and found that none of them would be viable for Roots.

- **Turnaround.** Both OUSD and the Roots community recognize that Roots' teaching staff is dedicated and motivated to do whatever it takes to improve teaching, learning, and outcomes for students. Roots teachers have developed strong relationships with students and parents. The Roots community feels that replacing the majority of the faculty members would be destabilizing for the school and families. Moreover, it is not clear OUSD will have a sufficient pool of quality teaching candidates to draw from to effectively implement the Turnaround model at Roots.
- **Restart.** Restarting Roots as a new charter school would cause teachers to lose their tenure privileges and union benefits and require them to reapply for their positions. Many dedicated teachers likely would choose to leave. Building a charter school from scratch takes time, which would be very disruptive for families. It is also not clear the District would have a likely charter restart partner prepared to take over Roots' operation. Most local charter operators with a strong record are either inclined to operate start-up school programs or to serve different grade configurations than those served by Roots. It is also unlikely that a charter partner will emerge that would allow substantial community voice in the creation and design of the new school.
- **Closure.** Roots operates in a densely populated area that requires school options.

The other schools in the area are fully enrolled. Families do not want to be obligated to move their children from one school to another and cause them to lose the relationships they have developed with teachers and other youth, much less to have to seek out schools far from home or to have to send their children to school by bus. Also, it would be extremely difficult for Roots parents to be involved in schools removed from the community. Closure of Roots is therefore not viable.

ALLIANCE ACADEMY. Alliance is a new, small school, reconstituted from a larger school in 2005-06, with new leadership and a new teaching staff. Its program has achieved gains in student performance, with the school's API improving from 534 to 704 during its years in operation. However, Alliance has suffered a setback over the past year with the loss of its leadership (both the Principal and the Assistant Principal). Our needs assessment identified significant shortcomings in its instructional program, including non-dynamic teacher-directed instruction, lack of a school-wide theory of action or cohesive instructional approaches, and little collaborative, data-driven instructional planning. There are growing school climate/culture issues, reflected in staff not modeling respectful interactions or high expectations between themselves and with students, a high number of student suspensions, and ongoing safety issues on campus.

At the same time, Alliance has important strengths we want to build on. It has an experienced and stable staff, including several highly skilled and effective teachers, as well as a strong reading intervention program for struggling readers, based on the Read 180 model, led by one of the school's high-achieving teachers. It has a vibrant after school program, a history of strong family involvement in the school, on-site mental health services, and will open a Health Clinic in 2011-12. Its Coordination of Services Team has demonstrated increased effectiveness in connecting high-need students with appropriate supports. In addition, the leadership and staff are currently receiving intensive support in the areas of leadership coaching, professional development to strengthen instruction, and assistance to improve the school climate and culture. As part of this support, our Regional Support Team provided the Alliance teaching staff the eye-opening opportunity to observe teachers at another school who were utilizing more dynamic instructional practices that were more engaging for students.

Alliance shares a campus with Elmhurst Community Prep middle school, which began the SIG process in 2010-11. Since asking the district not to include Alliance in the SIG process last year, its school community has seen the resources and added support from the district coming to Elmhurst, and now view SIG as a crucial opportunity to improve its program in order to achieve better outcomes for students and families. The Alliance teaching staff recognizes the need to learn and put into practice more engaging and differentiated instruction; to collaborate in an ongoing action research cycle to review student work and test results and using it to plan instruction; do a better job at aligning the curriculum both across subject areas and vertically; to make students' experience at Alliance more meaningful to them in other ways; and to shift student behavior management from a punishment paradigm to one that embraces a learning stance around student interventions and support. Alliance teachers are hungry for and open to high-quality professional development to support these efforts. Having achieved some success in improving student performance, they are interested in the potential for being awarded based on student growth. And they would welcome new school leadership that brings past experience in leading a successful school reform process.

Overall, the Alliance community has endorsed the Transformation Model as the best way to continue and strengthen support for its staff, students, families, and community. The community feels that through this approach, students and families will continue to be supported by a dedicated staff they know, respect, and trust. At the same time, the Transformation Model will make it possible for Alliance to dramatically strengthen its focus on school-improvement via new leadership with a track record in successful school transformation, robust professional development support for improved instruction, support to improve the school climate and culture, and an infusion of resources for both targeted academic and behavior/emotional support for struggling students and coordinated engagement and support for families.

OUSD and the Alliance community have considered the pros and cons of each of the other intervention models and found that none would be a viable choice for Alliance.

- **Turnaround.** Both OUSD and the Alliance community recognize that Alliance's teaching staff is dedicated and fully committed to improving teaching, learning, and outcomes for students. The Alliance community feels that replacing the majority of the faculty members would be destabilizing for the school and families. Moreover, it is not clear that OUSD will have a sufficient pool of quality teaching candidates to draw from in order to implement the Turnaround model at Alliance.
- **Restart.** Restarting Alliance as a new charter school would cause teachers to lose their tenure privileges and union benefits and require them to reapply for their positions. Many dedicated teachers likely would choose to leave. In addition, building a charter school takes time, which would be very disruptive for families. It is also not clear OUSD would have a charter restart partner prepared to take over Alliance's operation. Most local charter operators with a strong record are either inclined to operate start-up school programs or to serve different grade configurations than those served by Alliance. And it is unlikely a charter partner will emerge that would allow substantial community voice in the new school's creation and design.
- **Closure.** Alliance is in a densely populated area that requires school options. The other schools in the area are fully enrolled. Families do not want to be obligated to move their children from one school to another and cause them to lose the relationships they have developed with teachers and other youth, much less to seek out schools far from home or to have to send their children to school by bus. Also, it would be extremely difficult for Alliance parents to be involved in schools removed from the community. Closure of Alliance is therefore not viable.

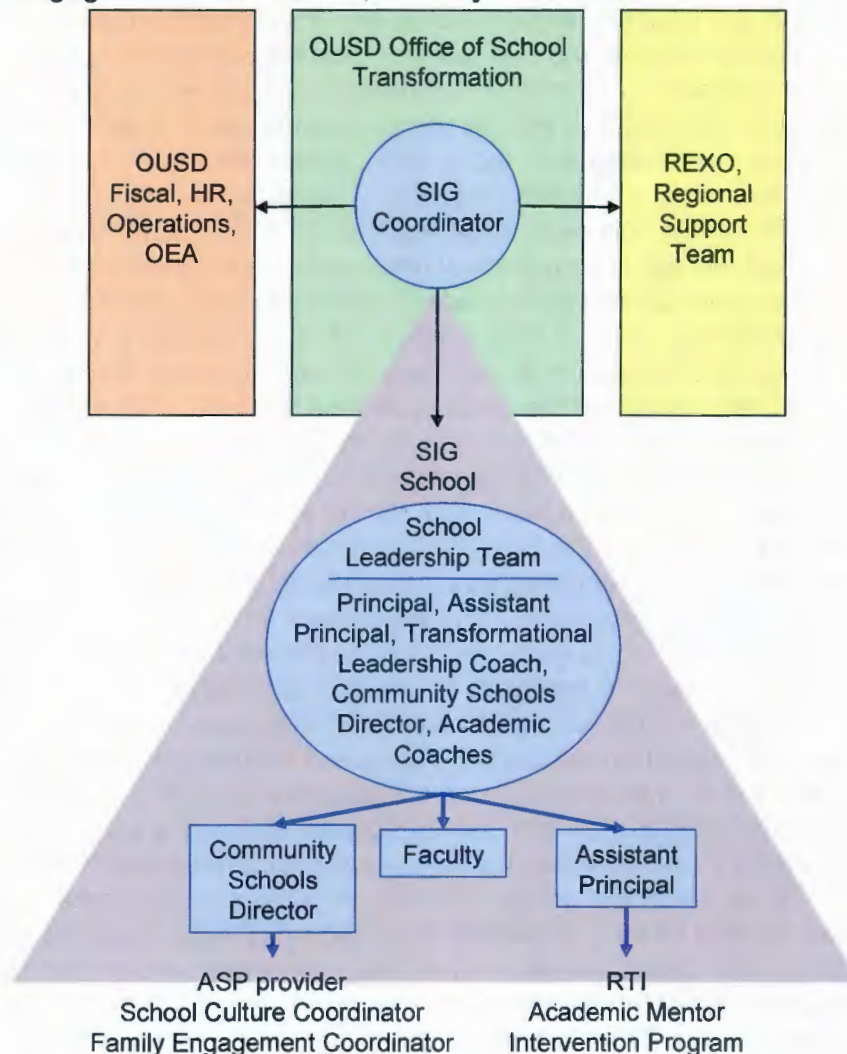
TRANSFORMATION MODEL COMPONENTS/STRATEGIES. Implementation of this model will: allow Roots, Alliance, and the district to align and concentrate their resources around effective teaching and learning in the context of a full service community schools approach; leverage the expertise of proven transformational school leaders and leadership coaches within OUSD; enable teachers to embrace the reforms without being overwhelmed by competing initiatives; leverage and augment resources available to the schools through partner agencies; coordinate all academic and extra-curricular interventions and resources for students' benefit; and prioritize engaging and equipping parents as active partners in supporting our school improvement work and their children's success. Components of the SIG process at these schools are as follows.

Support strong leadership. Each school will have a new Principal with a track record of dynamic, effective school transformation. The Principal and the school's Leadership Team will receive intensive guidance from a Transformational Leadership Coach as they vision, plan, and implement the school's transformation, monitor how things are going, and problem solve. The school Leadership Team will include the Principal, Assistant Principal, key teachers, Community School Director, academic coaches, school culture and family engagement coordinators, and key teachers.

A Community School Director (CSD) at each school will work as the Principal's peer partner, with oversight responsibility for the community partnerships, the after-school program, and the school culture and family engagement coordinators. This role will coordinate and leverage resources for students' benefit, while enabling the Principal to focus on providing overall and instructional leadership. The CSD will operationalize OUSD's commitment to a Full Service Community Schools model at Roots and Alliance, coordinating efforts so each school: 1) offers a coordinated, integrated system of academic and learning support services; 2) becomes a safe haven in the community; 3) fosters trusting, intentional relationships and partnerships; and 4) builds the capacity of adults and students to share responsibility for leadership and decision-making.

The Assistant Principal will coordinate academic interventions during the core school day and in the extended-day program.

The Principal will also participate in a learning network of peer principals. Each leadership team will also be nurtured and guided by the RExO and Regional Support Team, working collaboratively to: set short-term goals for the school, monitor progress



toward those goals, and adjust the school's programs and practices accordingly; ensure each teacher is receiving the type and level of support that will most effectively enhance his or her teaching; and regularly review and revise the transformation plans.

A SIG Coordinator (assigned .5 FTE to each school) will serve as liaison between the Principal and Leadership Coach and the LEA to ensure OUSD and SIG resources (e.g., human resources, funding, data, new district initiatives around full service community schools, school quality review, and teacher evaluations) are all mobilized to support the transformation process and its assessment and ongoing improvement.

Transform and improve teacher practice based on a shared vision and theory of action. Teachers at these transformation schools are committed to enacting the changes necessary to ensure the success of each of their students. However, the teaching environments at these two schools have not traditionally supported this relentless focus on student learning. Therefore, we will institute a number of changes that will enable and encourage teachers to consistently engage in quality teaching.

First, we will recognize teachers' need and desire to plan together, learn from one another, and collaboratively refine practice by establishing professional learning communities (PLCs) at both schools. This will provide a venue for teachers to receive collaborate on visioning about student learning and a theory of action, receive coaching, and engage in data-driven inquiry around student performance, and plan instruction. Teachers will work together (and be remunerated) in summer planning retreats, weekly extended collaboration and professional development time, and mid- and end-of-year retreats. They will also have opportunities to observe effective peers at other schools. Second, we will build on the strong culture of assessment using standards-based benchmarks and authentic assessments at both schools by implementing a school-wide Response to Intervention (RTI)/data driven focus. At each school, an RTI Coach will work with the PLC to guide and build teachers' capacity for using assessment data on an ongoing basis to set goals for student cohorts and individual students and plan and differentiate instruction and intervention where appropriate based on students' learning needs. Modeled on successful practice at Futures Elementary, teachers will be guided to use a data wall that captures the progress of each individual student, then revisit students' progress at data conferences three times a year. Parents will participate in data review and goal-setting via periodic conferences with teachers.

Third, the PLCs will receive coaching from content area specialists to expand both their content knowledge and their pedagogical expertise; incorporate basic skill building and project-based learning across the curriculum; implement consistent instructional practices school-wide; and work collaboratively to support individual students. Roots will be guided to implement an integrated science/writing/inquiry focus for students, modeled after and articulating with the program at Futures Elementary. At Alliance, a *Read THINK Apply* (RTA) literacy coach will guide teachers to incorporate literacy skills development across the content areas and build expertise in standards-based reading instruction through a reciprocal teaching model. This model has been applied in several OUSD schools, leading to dramatic gains in student learning (see below).

Combine instructional reform with a focus on school climate and culture. We will prioritize relationships – among staff, between adults and students, among students, and between the school and families – in our transformation process. This focus will encompass promoting and nourishing a shared theory of action among teachers and

high expectations for students; instructional practices that are engaging for students; opportunities for students to have a meaningful role in their educational experience; positive approaches to behavioral management; and aggressive, sustained outreach to families. At each school, a School Culture Coach will help build a framework and systems for promoting a positive school climate and culture and conflict/problem solving approaches that are healing instead of punitive. Both schools will develop a student rewards system to promote positive behavior and performance. At Roots, the PLC will receive coaching from Futures leadership on the philosophy behind and on-the-ground implementation of this focus on relationships, and students will be engaged in cross-age mentoring with Futures students. The Alliance PLC will take part in an OUSD pilot of the Positive Behavioral Interventions and Support training/coaching program.

Extend learning time and target academic interventions. Extended learning opportunities will begin with a 2-week Summer Bridge/transition program for incoming 6th grade students. Summer Bridge will promote a cohesive school culture and student success through a focus on the school's vision, expectations, and building academic routines to support a transformational experience for students in the coming year.

Starting in year 2, we will launch an additional Summer Extended Learning Program for all 6th-8th grade students scoring at the Basic, BB, and FBB levels. It will focus on targeted instruction, reading comprehension groups, and interdisciplinary service learning projects. Also, we will integrate a youth leadership component into the Summer Bridge and Summer Extended Learning programs; students will have opportunities to learn about and exert leadership and to tutor their peers participating in Summer Bridge.

During the school year, all students will have access to extended-day programming in the ASP until 6 p.m. each day. In 2011-12, all 6th grade students will be required to participate in the extended day, and this will expand to encompass 7th grade in 2012-13 and 8th grade in 2013-14. We will expand existing extended-day programming to include targeted academic interventions in ELA and Math, prioritizing students scoring at the BB and FBB levels, aligned to the school-day program's instructional vision and strategies within the RTI framework, with an emphasis on project-based learning. Tutoring, mentoring, visual and performing arts, use of technology to enrich learning, service learning, career awareness, and other extended-day enrichment will support students' engagement, skills development, growth, and a positive overall school climate. At both schools, we will implement an innovative program (Creating Entrepreneurship Opportunities for Youth) in the ASP designed to reduce truancy.

Engage, equip, and empower families. Recognizing the critical importance families play in their children's education, and honoring the desires expressed by parents in our SIG forums, we are building into the transformation plans substantial resources for enlisting families to support their children's education and to share accountability for the schools' and their children's success. Family outreach will begin with family activities in summer transition programs for incoming 6th graders. Each school will have a Family Coordinator to maximize student attendance, organize family activities that build family capacity to support their children's academic success, promote and maximize family involvement at school, and connect families to resources available on campus and in the community. Both schools will also join the Oakland Schools Foundation's FamELI Collaborative in order to build parents' capacity for supporting their children's education and their own capacity for leadership at the school and in the community.

Expand and coordinate extra-curricular support for students. While there are extra-curricular supports available to students on each campus, the schools often do not coordinate their use to support individual students and families as needed. The new Community Schools Director (CSD) at each school will provide coordination and alignment between partner service providers. The CSD will coordinate closely with the school's ASP provider to link individual students to appropriate extended-day learning and enrichment activities. Roots and Alliance will strengthen their implementation of a Coordination of Services Team (COST), in collaboration with the Safe Passages/Elev8 initiative (Roots), expand mental health services for students, peer groups, and families, and leverage services available at the new health centers on their respective campuses to optimally benefit students and families.

While the core of our plan is an intensive focus on enhanced classroom instruction, we know it will not be successful without changes to the district policies and systems that guide, support, and provide accountability around instruction. OUSD has some such systems in place and we are developing new policies and systems that will support the SIG process at Roots and Alliance, as described below.

The strategies developed and refined at these transformation schools will be shared between the two schools and within the Regional Network. Through leveraging the resources in OUSD's QCSD and Office of School Transformation, we will be able to study the practices at both schools as they progress through the transformation process and identify effective practices that can be utilized in other Oakland schools. These schools will therefore serve as pilot sites for school improvement strategies and new district policies and systems to support them. The added resources provided by the SIG program will encourage innovative thinking, and enable a modicum of risk-taking that is not possible at schools that face similar challenges but lack resources to address them.

iii. Demonstration of Capacity to Implement Selected Intervention Models

OUSD BACKGROUND AND RESULTS. In 2009-10, Oakland was named California's most-improved large, urban school district for the sixth year in a row. Last year, OUSD's API surged 26 points, twice the state average growth rate, and the highest increase of any California district with at least 25,000 students. A dozen OUSD schools boosted their API by at least 50 points, while three of our schools were among just 28 in the entire state that emerged from Year 5 of Program Improvement status. Over the past six years, OUSD's API has increased by 116 points. Over the past decade, we have gone from just five schools with an API over 800 to 34 schools surpassing that number. From 2002-03 to 2009-10, the percentage of OUSD students achieving proficiency in ELA has more than doubled, from 19% to 41%, and the percentage achieving proficiency in Math has increased from 21% to 44%. Both of these improvements have far surpassed statewide increases (of 15 points in ELA and 11 points in Math). Although much work remains as we strive to provide high-levels of learning and equitable outcomes for all students, our API growth and the number of students moving from the lower bands to higher levels of performance are very encouraging. These performance improvements reflect the substantial systems we have put in place for supporting student success and for enhancing the strategic use of resources at schools and in the central office.

While many factors have contributed to OUSD's success, several key reform efforts have particularly benefited our schools and students: our redesign of approximately 40% of schools into new small schools (that are typically outperforming other district

schools, though this is not the case for Roots and Alliance); a comprehensive, individualized approach to reading in the early grades and use of the Open Court reading program; expansion of the Swun Math program from elementary into middle schools; instructional units and lessons based on the state standards and emphasizing key standards; frequent formative assessments; and increased teacher collaboration in PLCs for data-driven instructional planning to hone their teaching skills. OUSD has supported these efforts through robust professional development for school leaders and teachers; provision of granular data from multiple assessments on each student and student cohorts longitudinally; guidance from the RExOs, and allocation of coaching to assist schools in adapting the reforms to their own unique needs and integrating reforms into schools' extant programs. OUSD has also helped schools access increased funding for extended-day learning and enrichment programs that have helped promote student engagement, learning, and development. Our students are benefiting from OUSD's partnerships with many local agencies that are providing much-needed after-school, health, and mental health, and family support services at our schools.

As noted, both Roots and Alliance have assets that can be leveraged to help us implement aspects of the Transformation Model. Moreover, OUSD has important existing resources and new initiatives to support the schools' successful transformation.

Under our Superintendent's leadership, OUSD has been conducting a year-long strategic planning process. The centerpiece of our new initiatives is our commitment to implement a Full Service Community Schools (FSCS) model district-wide. This model encompasses a strong academic program and a range of extracurricular supports for students and families, with each school serving as a community hub and a vehicle for community engagement and service delivery. Our vision for both Roots and Alliance under the Transformation Model is closely aligned with OUSD's FSCS initiative.

OUSD's Quality Community School Development (QCSD) group is the primary support in coordinating both the compliance and logistics aspects of our current SIG work at Elmhurst Community Prep and United for Success Academy. It is providing support for the interdepartmental efficiencies required to ensure that these schools' operational needs are prioritized. QCSD works with OUSD's RAD unit to ensure that schools have timely and complete data on student attendance, performance, and other indicators. It works with OUSD's Complementary Learning office to maximize extra-curricular learning support and to leverage partnerships on behalf of students and families. It has worked hand-in-hand with RExO Ms. Kean to plan this application and engage the Roots and Alliance communities in this effort. It is also leading the work of two initiatives that will be piloted at our SIG's schools. One is OUSD's SIG Teaching Effectiveness Working Group which is developing the alternative teacher evaluation system and approach to incentives and rewards. The other is the development of a School Quality Review (SQR) process which will take a comprehensive look at each school to help guide school stakeholders in the school's continuous improvement and the district's support for it, and to guide high-stakes decisions about this school and other schools. (*Note: Please see our response to prompt V. below for a description the SQR process and it will be coordinated with our SIG efforts at Roots and Alliance.*)

QCSD has been helping develop OUSD's new Office of School Transformation. Starting next year, OST will oversee our SIG work, assuming the duties QCSD has had in shepherding the SIG schools through the process, ensuring that school improvement

efforts are well planned, and evaluating their implementation and outcomes.

In addition, Roots and Alliance are both part of the PreK-8 Region 3 Network, and receive ongoing support from the Regional Support Team. Starting in 2011-12, the Team that will provide support to its 26 schools will include the RExO, ELA and Math Specialists, a Leadership Coach, a mental health coordinator, and a Student/Family Liaison. The RExO and Regional Team evaluate instruction and school climate via periodic walkthroughs, data conferences, and differentiated professional development, including opportunities for teachers to observe effective counterparts. Ms. Kean and her team are currently providing intensive support to both Roots and Alliance and will continue to do so during the SIG process. They will consistently engage with each school's community to champion the reforms, solicit community perspectives, assess impact, and assist the schools in planning implementation modifications as appropriate.

Regarding OUSD's capacity to implement the required components of the Transformation Model, the district and SIG schools will draw on the following resources:

REPLACE THE PRINCIPAL. OUSD is developing a new initiative, including incentives, to encourage experienced administrators who have successfully transformed schools and shown dramatic improvements in student performance to move laterally to schools that need a transformative administrator. We have several strong candidates with a record of transformational school reform to take over leadership of Roots and Alliance.

EVALUATION SYSTEMS FOR TEACHERS AND PRINCIPALS. OUSD's SIG Teaching Effectiveness Working Group is a team of educators developing a plan and system for evaluating our teachers. Its work includes: 1) Defining key indicators of student learning; 2) Identifying effective core teaching strategies aligned with CA standards for the teaching profession, 3) Identifying essential supporting conditions that ensure effective teaching (informed by a district-wide survey conducted during 2010-11). In April 2011, the Working Group hosted a convention where 200 teachers representing all district schools engaged in workshops to help shape the Group's recommendations. The new evaluation system will take into account student growth on district benchmark and state-wide assessments as well observation-based assessments of performance and other factors. It will include guidelines for removing teachers who do not demonstrate improvement in their professional practice after being provided ample opportunities to do so. OUSD has also convened an Effective Principals & Leadership Working Group, which is undertaking similar work. Both groups will present their plans to the OUSD Board later this spring. Pending the new evaluation systems' approval by the Board and collective bargaining units, we will pilot them at the SIG schools in 2011-12.

IDENTIFY AND REWARD SCHOOL LEADERS AND TEACHERS WHO HAVE INCREASED STUDENT ACHIEVEMENT. As part of our strategic planning process, OUSD is developing a balanced scorecard identifying indicators of student achievement (STAR, CELDT, API, and AYP data), and student health and well being (e.g, attendance, suspension, and expulsion). OUSD's RAD unit helps schools identify teachers who have increased achievement by analyzing and sharing longitudinal cohort data from district benchmark, CST, and CELDT assessments. In addition OUSD rewards successful teachers via measures such as having their classes serve as demonstration classrooms, enlisting (and paying them) to lead professional development or provide coaching, and offering promotions to positions such as Regional ELA or Math Coach. Effective school leaders can have opportunities to serve as Leadership Coaches for Principals and schools, RExOs, or

assume other leadership positions in the district. We will integrate these approaches to identifying and rewarding successful leaders and teachers at the SIG schools.

Prior to the 2011-12 school year, the Region 3 RExO will meet with the teaching staffs at Roots and Alliance to discuss how implementation of the Transformation Model will affect their responsibilities, our expectations for participation in PLCs and other activities, and the implications of the teacher evaluation system we are developing. Teachers who do not want to make a full commitment to this work or to augmenting their skills will be given the opportunity to take a position at another OUSD school.

ONGOING HIGH-QUALITY JOB-EMBEDDED PROFESSIONAL DEVELOPMENT. OUSD has existing capacity to identify staff professional development needs and provide job-embedded professional development (e.g., observation, coaching, workshops on academic content and instructional skills, use of data, and school culture/climate issues, facilitation of professional learning communities) to Roots and Alliance through the Region 3 Support Team. SIG funding will enable us to augment this by assigning expert coaches, recruited from within and outside OUSD, to provide professional development for the school leaders and teachers in areas identified in our needs assessment. We are building into our plan for each school three staff retreats per year (summer, mid-year, and end of the school year), two hours a week of on-site PLC meetings for collaboration and professional development, and opportunities for teachers to observe effective peers. Roots staff will benefit from coaching from Futures staff members to replicate effective practices it has implemented, including its focus on integrating science, writing skills, and inquiry, and its strong culture of assessment and data analysis to inform instructional planning and differentiate instruction. Alliance teachers will take part in an intensive professional development/coaching program to support adoption of the evidence-based *Read THINK Apply* literacy model, which utilizes differentiated instruction and other strategies to enable students to *independently* apply literacy strategies and grade level standards-based skills (see below).

In addition, along with the periodic walkthroughs the Regional Support Team conducts, OUSD is developing a new comprehensive School Quality Review (SQR) process. It is informed by the Cambridge Education Quality Review and other best practices and will be piloted in 2011-12 at the SIG schools, among others. This process will enhance our ability to identify our educators' needs and to target professional development so that it optimally enhances teaching and learning to support the schools' goals for student achievement and in other areas, in the context of the SIG process.

DATA-DRIVEN AND RESEARCH-BASED INSTRUCTION. OUSD has adopted the SBE-approved, standards-aligned Holt Literature and Language Arts/Mastering the California Standards; Hampton Brown High Point Reading Intervention Program and Intervention Program for English Learners for middle-school English language arts; and Prentice Hall and Holt, Rinehart, and Winston mathematics curricula. Both Roots and Alliance utilize Scholastic's Read 180 program as an intensive intervention program; Read 180 has been extensively studied and proven to raise reading achievement for struggling readers and English Learners in middle school.³ Our middle schools, like our elementary schools, also use the Swun Math program. We credit its use since 2007 with helping to steadily and dramatically increase the percentage of OUSD elementary

³ Please see <http://read180.scholastic.com/reading-intervention-program/research>.

students scoring proficient or advanced on the Math CST. At the end of our middle schools' first year with Swun Math (2009-10), the percentages of students meeting or exceeding standards in math doubled at some schools (including Alliance), while 7th graders at schools using Swun Math scoring proficient or advanced increased from 31% to 41%.⁴ As noted, Alliance will adopt the *Read THINK Apply* (RTA) literacy model, supported by intensive professional development and coaching. At the six other low-performing OUSD schools using RTA, the percentage of students scoring proficient on the ELA CST and on ELA district benchmark assessments has as much as doubled in a single year,⁵ and API growth has been substantially greater than in OUSD overall.

One of the purposes of the SQR process OUSD will pilot at our SIG schools next year will be to help us use data from multiple sources to identify and replicate instructional and other programs and practices found to be effective. Therefore, this SQR process will help us guide selection of curricular materials and instructional practices to optimize the effectiveness of teaching and learning at the SIG schools.

CONTINUOUS USE OF STUDENT DATA TO INFORM/DIFFERENTIATE INSTRUCTION. OUSD schools and our RAD Department use the Edusoft Assessment Management System to house and analyze data from district benchmark, CELDT, CST, and other assessments. RAD provides granular reports on skill levels of students individually and disaggregated by student cohorts (e.g., by grade level, teacher, race/ ethnicity, English language status, Special Education) to each school at intervals throughout the year. Periodic assessments enable schools to monitor changes in each child's skill levels and see patterns among groups of students and for each teacher's students. These robust data help teachers plan and differentiate instruction and inform schools' professional development plans. Roots and Alliance teachers use assessment data to some extent to plan and differentiate instruction, and are being assisted in this regard by the Regional Team. Strengthening this practice, guided by the SQR process and the assistance of a Data/Response to Intervention Coach at each school, combined with training on differentiating instruction and other practices, will be a major focus of the professional development and PLCs developed as part of the SIG process at both schools, and informed by strong practices for data-driven instruction in place at Futures.

The RAD Department is expanding its data warehouse to include both quantitative, longitudinal student performance data and qualitative data including parameters of students' risk behaviors, health, well-being, and school and community assets. It is collaborating with OUSD's Healthy Kids, Healthy Oakland Data Framework Task Force to: 1) bring together data about the whole child, drawn from various agencies; 2) reorient how we frame, present, and use data, in service of full-service community schools as well as policies and actions aimed at eliminating inequity; 3) create new tools such as Opportunity Mapping to help map unequal distribution of opportunities and constraints in different parts of the city where students live or go to school, and 4) provide comprehensive data analysis, indicators, and tools to help move every child closer to opportunities and further from constraints, so that each child has a protected

⁴ Please see <http://www.swunmath.com/Current.htm>.

⁵ For example, at Acorn Woodland Elementary, proficiency in ELA increased from 22% in 2007 to 44% in 2008 and to 49% in 2009. At Encompass Academy, the corresponding increase was from 22% in 2008 to 43% in 2010.

pathway from early childhood to high school graduation and ultimately to college and career. This use of data will enhance the SIG schools' ability to gear instruction, academic interventions, and learning supports to the needs of individual students and student groups, while helping guide the district's efforts to eliminate inequity.

INCREASING LEARNING TIME AND CREATING COMMUNITY-ORIENTED SCHOOLS. Roots and Alliance both have existing after-school programs (ASPs) open until 6:00 pm on school days. The ASPs include a mix of academic support and enrichment offerings and are already serving the majority of the schools' students. They are led by partner agencies (Safe Passages at Roots and Bay Area Community Resources at Alliance) with vast experience leading ASPs that contribute to students' academic success, enrichment, and youth development, while keeping students safe in the high-risk after-school hours. As part of the SIG process, we will incorporate engaging, interesting, targeted academic interventions for students who are not meeting standards into the ASPs, as well as tutoring, mentoring, visual and performing arts, use of technology to enrich learning, service learning, and career awareness activities. The school day will be extended to 6 pm for all 6th graders in year one for 7th and 8th graders in subsequent years. ASP staff will be included in PD for faculty to help build capacity in ASP staff and communication and alignment with the regular school day. We will further extend learning time by creating two summer programs:

- A 2-week Summer Bridge for all rising 6th graders will focus on orienting students to the school culture, vision, and expectations, and building academic routines.
- Beginning in year two, a 4-week Summer Extended Learning Program for students in grades 6-8 who are below proficient on the CSTs, will include targeted instruction, reading comprehension groups, leadership development, and interdisciplinary service learning projects, including opportunities to tutor peers in Summer Bridge.

We anticipate these extended-day programs will be instrumental in both building academic skills and helping improve the overall school climate and create optimal conditions for learning - including youth voice and youth leadership at both schools.

More broadly, our SIG effort will put into practice OUSD's commitment to a Full Service Community Schools model at Roots and Alliance. OUSD's Quality Community Schools Development unit is working with our Complementary Learning Department to move this effort forward. Complementary Learning supports and helps coordinate many elements of this model throughout the district, including our ASPs, school-based health centers, on-site mental health services, and family engagement efforts. Our SIG process will leverage the existing ASPs, Elev8 initiative at Roots, the Coordination of Services Teams at both schools, and the Oakland School's Foundation's FamELI initiative (all described below) to strengthen the two schools' character as community-oriented schools with strong family engagement/leadership development components.

To facilitate close coordination between the core school day program and these other supports for students and families on campus, each school will have a SIG-funded Community Schools Director. This high-level position will be a "peer" partner to the principal with administrative responsibility for community partnerships and many of the non-academic components of the school's overall program. This role will allow the principal to maximize his/her focus on providing academic leadership.

PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT. OUSD has implemented Results-Based Budgeting as a measure to give school leadership the

authority to make decisions about use of their general and categorical funding so that each school can strategically allocate resources to improve student outcomes. OUSD also loads school budgets with average salaries, which gives schools with a preponderance of younger teachers added funding to align with student needs. OUSD provides principals and School Site Councils financial management coaching for site-based budgeting and will continue to do so at Roots and Alliance.

In April 2011, OUSD obtained a contract waiver from the teachers' collective bargaining unit (OEA) allowing teachers to extend their work day. We plan to use these extended hours for PLCs and professional development to strengthen instruction. To prevent teacher burnout, we will hire and train academic mentors to lead targeted interventions to small groups of students during school and in extended school hours.

ONGOING, INTENSIVE TECHNICAL ASSISTANCE AND RELATED SUPPORT FROM LEA. OUSD provides support to our schools in several ways and will augment this for the SIG schools. Each school will have a .5 FTE SIG Coordinator, working within the Office of School Transformation. OST leadership reports directly to the Deputy Superintendent, and the SIG Coordinator will have access to peer support and resources across OUSD departments. S/he will liaise between school leadership and the LEA, responsible for coordination with OUSD's HR, Operations, and other departments to facilitate the project's implementation, logistics, compliance, and smooth operation.

In addition, OUSD allocates a RExO and other Regional Team members to support schools through frequent analysis of data; periodic learning-oriented walkthroughs of each school; monitoring, evaluating, and supporting principals; brokering professional development programs and coaching; and forging relationships with families and community groups to support the schools. In 2011-12, the Regional Team for Roots and Alliance will be assigned a mental health coordinator and a student/family liaison, adding to its capacity to support the schools. The Regional Team will help plan and facilitate staff retreats. The RExO will regularly meet with the SIG Coordinator and school leadership teams to monitor progress in SIG implementation, problem solve, and allocate appropriate support. In addition, OUSD is developing a School Quality Review process, which it will pilot in at the SIG schools in 2011-12 in order to evaluate, focus, and strengthen school improvement work to promote better outcomes for students.

iv. Recruitment, Screening, and Selection of External Providers

OUSD plans to hire staff internally for some roles that will help implement the transformation process at Roots and Alliance, including SIG Coordinators, School Leadership Coaches, Data/RTI Coaches, and Community Schools Directors. We will engage external partners to assist with key components of the process. This will allow us to take advantage of expertise beyond OUSD, leverage resources already being deployed at these schools, benefit from the additional partnerships our primary partners draw on to serve young people and families, build OUSD's capacity in the areas addressed by the partners, and remain flexible as conditions change at each school.

OUSD's primary criteria for selecting community partners are: (1) experience working in OUSD or a similar district; (2) demonstrated expertise in the areas in which they will provide services; and (3) a record of successfully supporting school improvement. We have already chosen several outside providers to support our transformational efforts, based upon their current work at Roots or Alliance, or elsewhere in OUSD, the strength of their services, and additional resources they can

contribute to improving outcomes for our students and families. They are **The National Equity Project, Vanessa Flynn, Safe Passages, Bay Area Community Resources, Oakland Schools Foundation, East Bay Agency for Children, Seneca Center, Lincoln Child Center, Youth Uprising, and Parent Institute for Quality Education.**

The National Equity Project works with schools in historically underserved communities. Its core services are school improvement and instructional coaching, leadership development, and school and district redesign. It has coached 200 principals and 1,000 other educators in 15 school districts to be equity leaders in education. In 1999, "The Project" (then known as BayCES) partnered with parent organizers to establish the Oakland New Small Autonomous Schools Movement. It helped design and launch over half of the 40 small schools opened in Oakland and has been a key contributor to OUSD's distinction as the most-improved large school district in California over the past six years. In 2008-09, The Project's 29 recent partner schools made an average gain of 33 points on the API, more than twice the average gain state wide. Schools it has provided the longest support for showed dramatic improvement between 2003 and 2009.⁶ The Project will provide coaching to equity-centered PLCs at Roots that immerse faculty in small, inquiry teams, as well as in-classroom coaching. These approaches have been pillars of teacher development practice at Futures Academy.

Vanessa Flynn, a former teacher and principal who developed the **Read THINK Apply** framework, will be contracted to provide professional development and intensive coaching to Alliance teachers in standards-based, data-driven, differentiated/small group work instruction. As noted earlier, the RTA framework is used at six OUSD schools and has led to dramatic increases in students meeting ELA standards.

SAFE PASSAGES was founded in 1998 as one of five sites in the U.S. selected to participate in the Robert Wood Johnson Foundation's national Urban Health Initiative. Today, it is an intergovernmental partnership committed to supporting vulnerable populations in Alameda County. It is the lead agency for the Elev8 initiative,⁷ which offers an array of services for students, families, and the broader community at five very-high-poverty, inner-city school campuses (including the Roots campus) in Oakland serving highly diverse communities. These neighborhoods have been historically underserved, and young people face challenges (violence, safety concerns, drugs, health problems, and parents with low educational attainment and high unemployment) that negatively affect students' health and academic achievement. Elev8 gives Roots students and families access to a range of services on campus, including:

- Extended-day programs offering academic support and enrichment; tutoring for 25 Roots students 3 days a week; a History of Gangs learning programs on Saturdays, and summer transition programs for students entering middle school or high school.
- AmeriCorps volunteers serving as tutors (during and after school) for students scoring BB and FBB on the CSTs and have attendance problems
- A Family Resource Center, where a Family Advocate links parents to school

⁶ For example, at ACORN, the proportion of students scoring proficient or better in ELA increased from 6% to 48% and in math from 10% to 70% during that period. At Think College Now, these gains were from 8% to 68% in ELA and from 23% to 85% in math.

⁷ Elev8 is a national initiative that brings together schools, families, and the community in underserved neighborhoods to ensure that students succeed in school and in life.

activities, adult education classes on campus, and other community resources.

- Mental health therapists and case managers for students.
- Individual and group counseling and mentoring for gang-/violence-affected students.
- Coordination of Services Team to support the 25 neediest students.
- A Health Center offering primary and dental care and health education.
- Emergency food assistance; legal services, including for undocumented immigrants; and assistance for families to sign up for MediCal insurance and other benefits.

Safe Passages partners with other agencies for some of these services: East Bay Agency for Children (mental health services); East Bay Community Law Center (legal services); Alameda County Food Bank (emergency food distribution) and Social Services Department (eligibility technicians to sign up families for government benefits; Youth Alive (counseling for violence/gang-affected youth); and La Clinica de la Raza (campus Health Center).

At Roots, 214 of the 361 students participated to some degree in the Safe Passages-led ASP in 2009-10. Teachers rated the program highly on providing academic assistance to students, helping students improve relationships with their peers, and keeping students safe after school. 78% of youth, 96% of their parents, and 82% of teachers indicated the ASP gave students opportunities to learn new things. All youth and parents surveyed felt that participation in the ASP helped students feel more connected to the school.⁸

While Elev8 is an invaluable resource, it is not fully leveraged by or coordinated with Roots. Most of the tutoring, mental health services, and family engagement activities are currently focused on families at Coliseum College Prep Academy (which shares the campus with Roots). We will work with Safe Passages to maximize the degree to which the ASP and other Elev8 services are brought to bear to assist Roots students and their families. We will work with Safe Passages to strengthen the integration of ASP activities as an extension of the core school day and increase learning supports for students. We will incorporate new targeted academic interventions into the ASP – including small-group literacy and math interventions that address students' specific skill deficiencies and learning needs, as well as arts, technology, and integrated, project-based science instruction with a service-learning emphasis. We will also increase students' participation in other enriching activities, and leverage Elev8 services as venues for family engagement, parent leadership development, health/mental health, and other services to young people and families.

BAY AREA COMMUNITY RESOURCES (BACR) is the lead agency for the ASP at Alliance. Founded in 1976, its diverse programs focus on after-school services, youth development, alcohol and drug prevention/intervention, mental health services, national service, healthy communities, and fiscal sponsorship. It runs two of the largest and oldest AmeriCorps programs in California (BAYAC and OCASA), through which it trains and assigns volunteers to its own programs and other agencies. BACR's ASP at Alliance is one of 22 such programs it leads in Oakland – and one of 53 ASPs in the Bay Area, serving 6,500 young people from disadvantaged communities throughout the school year. BACR believes in providing a nurturing and enjoyable environment where students can improve their academic skills and engage in other enriching activities; in integrating the principles and practices of youth development into all after-school activities, thereby promoting positive peer and adult relationships and building participants' skills, confidence, sense of self and the future; and in understanding and

⁸ Oakland Fund for Children and Youth. ASP Evaluation Findings Report 2009-10.

meeting the needs of schools, students, and parents. BACR ASPs include daily homework centers where students get personalized help from trained adults. Enrichment activities include arts, recreational, athletic, health and wellness, career exploration, and youth leadership opportunities. At each ASP site, BACR supplements its core staff by subcontracting with community-based providers.⁹ Students in BACR's Oakland ASPs demonstrate significant improvements in their ELA CST scores. Also, 96% reported "there is an adult who wants me to do my best," 92% said they get help with their homework, 80% say they learn good study skills, 82% reported that they get more exercise, and 97% of parents surveyed reported satisfaction with BACR's ASPs.

At Alliance, 322 of the 344 students participated to some degree in the BACR-led ASP in 2009-10. The program received high ratings from teachers, parents, and students on parents on providing students academic assistance, opportunities to learn new things, helping improve their study skills and relationships with their peers, helping students feel connected to their school, keeping students safe after school, and overall satisfaction.¹⁰

We plan to coordinate with BACR to integrate the ASP as an extension of the core school day at Alliance and increase learning supports for students. We will incorporate targeted, small-group Reading and Math interventions into this existing extended day structure and work with BACR to maximize the degree to which Alliance students participate in and benefit from existing academic support and to ensure that it addresses their specific skill deficiencies and learning needs. We will coordinate with BACR to increase students' participation in other enriching activities; to incorporate service learning and other activities that promote youth development and youth leadership; and to utilize the ASP as a venue for family engagement and capacity building for issues such as supporting children's success in school, being effective parents of adolescents, and gang prevention.

The **OAKLAND SCHOOLS FOUNDATION** (OSF) will assist both schools to strengthen and formalize their family engagement programs, promote parent leadership, and build long-term capacity in these areas, through its Family Engagement and Leadership Initiative (FamELI). FamELI is designed to help schools engage parents effectively, in order to empower them to access the variety of community supports available to them, navigate the educational system, become more comfortable engaging with teachers and principal, and participate fully in their children's learning. It helps schools develop their Family Resources Centers and hosts quarterly meetings for Family Liaisons and Principals, where they build their capacity by learning about relevant family engagement strategies and leading family workshops, and by creating strategic plans and systems. OSF has supported 14 OUSD schools over the past five years in developing and strengthening family engagement and parent leadership to support student success. FamELI schools have among the district's best survey results for parent involvement and satisfaction with their schools. OSF's FamELI Collaborative includes our SIG schools, Unified for Success Academy and Elmhurst Community Prep (which shares the campus with Alliance), and Coliseum College Prep Academy, which shares the

⁹ In Oakland, these include Museum of Children's Art, **Girls Inc.**, Destiny Arts Center, Lawrence Hall of Science, **Opera Piccola**, Bay Area SCORES, PlayWorks, Oakland Department of Parks and Recreation, and the Boy and **Girl Scouts**. (Note: The partners in bold face type are part of the ASP at Alliance.)

¹⁰ Oakland Fund for Children and Youth. ASP Evaluation Findings Report 2009-10.

campus with Roots. Both Roots and Alliance will join OSF's FamELI Collaborative

The **EAST BAY AGENCY FOR CHILDREN** (EBAC), founded in 1952, has grown into a regional agency that has a lasting impact on more than 17,000 children, youth, and families every year. EBAC's Prevention and Life Skills program (PALS), begun in 1987, fosters student success by providing mental health and consulting services to students, families, teachers, administrators, and school communities. There are currently 16 OUSD schools receiving PALS services, including. EBAC's mental health services are combined with its Violence Prevention program. This unique curriculum teaches children to stay safe in unsafe surroundings by improving peer relations, communication skills, anger/frustration management, and self-esteem. At Roots EBAC will provide mental health support to students and families, in order to address behavioral/emotional issues that can hamper young people's success in school and in other spheres.

SENECA CENTER, founded in 1985, is a "system of care" agency providing a continuum of community-based and family-focused treatment services for children and families.¹¹ Alliance Academy is one of many schools in Oakland and other Bay Area communities where Seneca provides mental health services designed to help students with emotional/ behavioral issues and to accelerate their academic progress. Seneca enlists parents and other family members as partners in designing and implementing the education and treatment plans for their children. Our SIG effort at Alliance will coordinate closely with Seneca to provide needed mental health and educational support for students struggling academically and with emotional and behavioral issues.

LINCOLN CHILD CENTER has been providing mental health and educational services to abused, neglected, and emotionally challenged children in our region since 1951, at many residential and school-based programs. It is piloting a new truancy-prevention program, Creating Entrepreneurship Opportunities (CEO) for Youth, which we will implement at both Roots and Alliance. A group of youth in a weekly leadership class will receive training focusing on entrepreneurial, financial literacy, and other life skills applicable in academic settings and professional environments. They will be guided and supported to launch a youth-led entrepreneurial venture in which they conduct outreach and attendance campaigns, counseling and encouraging their peers to make positive life choices, including interrupting patterns of chronic absence and tardiness.

YOUTH UPRISING (YU) is a highly regarded agency based in East Oakland that serves thousands of high-risk youth each year in its youth development, career and education, medical and behavioral health programs and social enterprises. In May 2010, US Attorney General Eric Holder visited YU and spoke of its exemplary work in using youth services to prevent youth and gang violence. Currently, a mentor from YU provides academic support and mentoring in the ASP at Alliance. We will expand this partnership to include four YU youth academic mentors. Each one will serve as an Extended Learning Assistant Teacher, partnering with the Academic Mentor Intervention Staff to provide small group instruction to youth who are performing at the Basic, BB, and FBB levels. Each YU youth mentor will also be matched with 4-5 high-

¹¹ Its continuum of care now includes in-home wraparound services; foster family-based treatment; mobile crisis response services; integrated day treatment and special education services; after-school therapeutic recreation services; public school-based mental health services, and residential treatment.

risk students to provide 1:1 mentoring and support for one hour weekly.

The **PARENT INSTITUTE FOR QUALITY EDUCATION** (PIQE) creates partnerships between parents, students, and educators to further students' academic success. As a result of PIQE's work, more than 1.5 million under-served student's educations have been enhanced since its inception in 1987. PIQE classes are taught in 16 different languages by professional facilitators who are members of the communities they serve. OUSD has partnered with PIQE to bring its programs to many school communities. PIQE's *Parent Engagement Education Program* is a 9-week course in which parents learn how to create a positive and lasting educational environment at home using proven academic success tools. Parents also learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, how to be effective parents of adolescents, and other information vital to academic success of their children. The class series culminates in a parent group meeting with the school principal, followed by a PIQE graduation ceremony. PIQE's *Parent Leadership Program* focuses on building the capacity of parents at low-income schools to understand the educational system and be effective advocates for their children. Because of PIQE's particular expertise in effectively engaging low-income and Spanish-speaking parents/guardians in its program, we plan to contract with it to engage cohorts of parents at Alliance in these two PIQE programs.

At each school, the Community Schools Director will interface with partner agencies to coordinate our efforts, ensure students receive appropriate supports, and problem solve. As we further assess the needs of the schools, their students and families, and as the SIG process evolves over time, we may invite other external partner organizations to participate directly in the SIG process at Roots and/or Alliance. The Region 3 RExO, school leadership, and staff from our Complementary Learning Department will hold informational meetings for interested potential partners, to apprise them of the nature and scope of services required, and give them the opportunity to outline how they might best meet the school's needs. We will evaluate each partner organization based on the criteria detailed above, their references, and how the organization's approach would complement that of other stakeholders involved in supporting the schools' transformation and improving outcomes for students. OUSD and the school leadership will consult with representatives from the broader school community in making decisions on which external partners to engage in our SIG work.

v. Align Other Resources with the Selected Intervention Models

SIG funding for OUSD to implement the Transformation Model at Roots and Alliance will be coordinated with and leverage extensive OUSD internal resources and external resources being deployed to benefit the schools' students, families, and communities.

OUSD's Quality Community Schools Development group (QCSD) is guiding and supporting school change throughout OUSD. It is funded by OUSD General Purpose funds and foundation grants. It is helping develop our Office of School Transformation, which will manage the SIG program next year, assuming QCSD's role in supervising and supporting the LEA staff assigned to work with the SIG schools; helping facilitate the interdepartmental efficiencies required to ensure that these schools' operational needs are prioritized; and having an ongoing role in planning and monitoring implementation, evaluating outcomes, and guiding continuous improvement efforts.

The district has embarked on an effort to more deeply understand and enable quality teaching. We are utilizing Title I ARRA, Title II, and private funding to support QCSD's current work in setting forth OUSD's "Standards of a Quality School" and the accompanying School Quality Review (SQR) process. We will align this work with the school reform process at Roots and Alliance. OUSD will pilot our SQR process at the SIG schools in 2011-12. A team composed of QCSD staff and trained stakeholders (teachers, principals, parents) will visit each school for several days to observe classes, conduct interviews and focus groups with a broad array of school stakeholders, review the school's self-assessment, and analyze school and student outcomes. The SQR team will map the data gathered onto rubrics which describe OUSD's Standards of a Quality School, on the basis of which it will produce a report and presentation which will be shared with the school staff, students, families, the RExO, Superintendent, and Board. The SQR process will produce actionable knowledge about the school's strengths and weaknesses that will help school stakeholders refine and focus the ongoing school improvement work to promote better outcomes for students.

OUSD's Regional Support Teams are partly funded with Title I ARRA and Title II funds. One of their functions is to bring all principals in their network together each month to engage in inquiry around their practice and share promising practices. Funding also supports school walkthrough evaluations, coaching for school leadership, and professional development for teachers. In 2011, the Regional Team for Roots and Alliance is being expanded to include nine members. RExO Kean and the other team members will increase support provided to Roots and Alliance in alignment with the SIG process. Ms. Kean will assist in coordinating and facilitating staff retreats three times a year for both schools and will meet regularly with the schools' Principals and Leadership Teams to monitor SIG implementation, problem solve, and allocate appropriate support.

OUSD has received \$2 million in funding from the S.D. Bechtel, Jr. Foundation for a multi-year elementary and middle school STEM initiative. Part of this funding will pay for a Math Specialist for the K-8 Region 3 Regional Support Team, who will support the professional learning communities at both schools in developing their content knowledge and pedagogical skills and in using data-driven instructional planning and assign students to individualized interventions in math.

As noted earlier, OUSD utilizes a robust student data system (Edusoft) and the SIG schools will be supported closely by data provided by our RAD Department's. The RAD Department is expanding its data warehouse by augmenting its ongoing collection and analysis of data on student performance and engagement (from multiple measures) with qualitative data on students' health, well-being, and school/community assets, derived from the California Healthy Kids Survey. These resources will inform the schools' efforts to improve instruction and school climate and provide individualized interventions (academic and non-academic) for students and families at Roots and Alliance.

OUSD utilized Title I and Title IIA funds to support the development of our standards-aligned Benchmark Assessment system. Both SIG schools will use these assessments (in ELA, Math, Science, and Social Studies) several times per year to monitor learning and provide valuable data to help inform instruction, differentiation, and intervention based on the learning needs of student groups and individual students.

Each OUSD school receives a moderate amount of funding from Title I, Title II, Title II, EIA-SCE, and EIA-LEP for teacher professional development, coaching, to support

specialized instruction for English Learners (such as in Academic English in content areas) part-time intervention specialists (for the Read 180 intervention for the lowest-performing 6th and 7th graders), and materials for academic support classes. SIG funding will leverage these resources while substantially augmenting them via the use of expert coaches to help the schools develop PLCs, engage in data-driven and inquiry-based instructional planning, and strengthen teachers' pedagogical skills, and to extend the learning day and expand targeted interventions for struggling students.

Both targeted schools will implement a Response to Intervention (RTI) continuum as part of their SIG process, guided by an RTI Coach. At Alliance, this process will be combined and balanced with the Positive Behavioral Interventions and Support (PBIS) framework.¹² PBIS is a robust training and coaching program to help teachers shift practice from punishing students to positively reinforcing behavior in order to prevent problem behaviors and enable students to achieve social and learning outcomes. It fits well into the multi-year process of developing and implementing a school climate/culture framework. Alliance will be one of a cohort of 10 schools with high suspension rates where OUSD will implement PBIS beginning in 2011-12, independent of SIG funding.

The high schools to which Roots and Alliance feed will be undergoing significant restructuring beginning in 2011-12. Roots, Alliance, and the high schools will have the benefit of aligning their curriculum in a more vertical manner through the 12th grade so that we better develop corridors or pathways for students that have historically, through school choice, opted for school programs outside of their attendance area.

Both schools utilize Title I funds to promote parents' support for their children's education and involvement in the school. Some of this funding is allocated for refreshments for parent meetings and to cover travel costs for parents to attend conferences and workshops on supporting their children's academic success. Our priority on strengthening family engagement at the SIG schools will be coordinated with and leverage the Oakland Schools Foundation's FamELI initiative (described earlier). This initiative is funded by the Zellerbach Family, S.D. Bechtel Jr., and Elise and Walter Haas Foundations. Our first two SIG schools are among 14 OUSD schools involved in it. Roots and Alliance will join OSF's FamELI Collaborative, which will assist them to engage families, promote parent leadership, and build capacity in these areas.

Substantial additional resources will contribute to extending learning time and providing other supports to students and their families, as follows:

ROOTS INTERNATIONAL ACADEMY. The Roots ASP will be a venue for academic intervention and other extended-day learning opportunities. It is supported by \$108,000/year (expected to be \$150,000 next year) from the CDE's After School Education & Safety (ACES) program; \$62,500 from the Oakland Fund for Children and Youth (OFCY); and resources contributed by Safe Passages. These resources (which cover program coordination, activity leaders, an academic liaison between the ASP and the core school day, and enrichment programs) will help facilitate providing arts, service learning, and other youth development programming to support students' success.

The Elev8 program at Roots, run by Safe Passages, is funded by a multi-year grant

¹² PBIS is an initiative to reduce disproportionality in the juvenile justice system. It has been effective in many large urban districts including Los Angeles Unified School District, and is endorsed by the U.S. Office of Civil Rights.

from The Atlantic Philanthropies. Approximately \$500,000 per year for Elev8 supports services shared by students and families at Roots and Coliseum College Prep Academy. Funding from Atlantic leverages a larger collective investment from the city, county, OUSD, corporate partners, and Safe Passages' AmeriCorps program. These resources enable us to provide academic support for the highest-need children, a gang prevention program, and summer transition programs. Safe Passages has received funding from the Eisenhower Foundation for its Safe Haven program at Roots/ CCPA, in which an OUSD police officer mentors youth at risk of gang involvement. Another Elev8 resource is the Family Advocate (stationed at the Family Resource Center) who works to involve parents in the school and equip them to do so effectively, provides ESL and other classes, and links families to community resources. In addition, Alameda County Eligibility Technicians assist families to enroll for MediCal insurance and other public benefits. Finally, families can access emergency food assistance on campus.

Elev8 is linked to the Health Clinic to be opened on the Roots Campus this year. There students and families will be able to access physical, mental, and dental health services, case management, and health education. The Health Clinic is part of a network of school-based health centers (SBHCs) supported by the Alameda County Health Department, through several funding sources. These include:

- Base funding deriving from the Tobacco Master Settlement Agreement between the state and tobacco companies, as well as from Alameda's County Measure A (the "Essential Health Care Services Tax Ordinance," approved by voters in 2004).
- MediCal streams, including EPSDT, CHDP Gateway and MediCal sensitive services.
- "Our Kids" clinical case management (for youth without MediCal insurance).
- Family PACT (a California Office of Family Planning initiative providing clinical reproductive health care services for adolescents and families)

Elev8 leverages community partnerships with agencies that provide services and contribute their own expertise and in-kind resources to this work: La Clinica de la Raza (will run the campus Health Center); East Bay Agency for Children (mental health services); Youth Alive (counseling for violence/gang-affected youth); East Bay Community Law Center (legal services); Alameda County Social Services Dept. (public benefits enrollment) and County Food Bank (emergency food distribution). These resources will contribute to providing extended-learning opportunities for students and more broadly to making Roots a Full Service Community School that enlists the community to support children's success in school and their family's advancement.

Alliance Academy. Alliance has as a multidisciplinary Coordination of Services Team in which school staff, the on-campus mental health provider (Seneca Center), ASP provider BACR, and other stakeholders collaborate to identify and align resources/ services to assist the highest-need students. This work will be integrated into our SIG process and be able to draw on new resources deployed to assist students and families, including extended learning, family engagement, and restorative justice opportunities.

Alliance receives \$150,000 in ACES monies and \$62,500 in OFCY funding per year for after-school academic support and youth enrichment activities. Its lead agency, Bay Area Community Resources, contributes \$20,633 in cash/in-kind to the ASP. The ASP will be a venue for extending the learning day for Alliance students and for providing other enrichment/developmental opportunities. BACR subcontracts with local youth-serving agencies – Girls Inc. of Alameda County, Opera Piccola, and Girl Scouts – to

provide academic enrichment and youth development programs in the ASP. Each one contributes expertise and extensive in-kind resources to benefit Alliance students.

Seneca Center will continue to provide mental health services for Alliance students, designed to address students' emotional/behavioral issues and assist them to succeed in school. These services are funded by Medi-Cal EPSDT monies and other funding streams, accessed through Alameda County Behavioral Health Care Services.

Beginning in 2011-12, there will be a Health Center on the Alliance campus, to be operated by Lifelong Medical Center. Part of the County Health Department's SBHC initiative, it will give students and families access to medical, dental, clinical reproductive health care, and behavioral health services, and will be funded through the same streams that will support the SBHC is Roots (other than The Atlantic Philanthropies).

Our school transformation process at Alliance will leverage all of these extra-curricular resources, which will contribute to making a Alliance a full service community school and contribute strongly to supporting improved outcomes for Alliance students.

vi. Align Proposed SIG Activities with Current DAIT Process (Not applicable)

vii. Modify LEA Practices or Policies

We attribute much of OUSD's success in improving student performance in recent years to several key reform measures, including our Small Autonomous Schools policy, Results Based Budgeting, robust leadership development, and innovative professional development practices. Yet challenges remain in school communities like those of Roots and Alliance, where generational poverty, increasing violence, and historically under-supported and under-performing schools are barriers to student success. These schools need many levels of support, as well as the flexibility that allows for real reforms to take hold. As detailed earlier, OUSD is in the process of developing new practices and policies that are aligned with the requirements of the Transformation Model and will be piloted, evaluated, and refined at our SIG schools. These include:

- ***New criteria and procedures for evaluating teachers' and Principals' effectiveness.*** Official evaluation instruments are defined in our collective bargaining agreements, but OUSD has flexibility in designing ancillary tools and processes that can be used in conjunction with the official ones. The new approach to evaluation will include multiple measures of student performance and engagement along with observation rubrics and other factors. Evaluation systems will be linked to specific incentives and awards for high-functioning leaders and teachers, such as opportunities for recognition, added earnings, and advancement. Working groups are drawing on extensive input from teachers, administrators, and their unions. We plan to present the new plans for Board and union approval later this spring and to reach agreement enabling us to implement modified evaluation systems in 2011-12.
- ***Rubrics defining the characteristics of a high-quality school, and a new School Quality Review process*** for evaluating schools and for utilizing findings to inform continuous school improvement efforts. The rubrics and process will be finalized this spring and piloted during the 2011-12 school year.
- ***A 5-year strategic commitment to converting our schools into Full Service Community Schools*** that combine strong academic programs and comprehensive supports for students and their families in order to maximize students' success.
- ***An incentive program to encourage teachers with a record of successful***

transformation to assume leadership of the SIG schools.

In April 2011, OUSD submitted a contract waiver to the Oakland Education Association in order to obtain the union's consent for teachers at the SIG schools to have an extended work day and year, so that they can participate in the ongoing PLC.

Another new policy we plan to pursue at the SIG schools will be to encourage those teachers who are reluctant to make the commitment to being part of an active PLC with an extended work day, or who do not fully support their school's vision for itself, to transfer to other non-SIG schools in the district.

Along with extending the learning day for students, we plan to recruit students for the SIG schools whose parents/guardians are committed to their full participation, and to recommend that families who are not interested in the extended learning program choose another school, which is an option to them under OUSD's school choice policy.

In addition, as part of our focus on parent engagement and leadership development, we plan to prioritize enrollment for students whose parents/guardians are interested in and able to be actively involved at the school and in their children's education.

Already an exemplar in Results Based Budgeting, OUSD's central leadership will continue to support Roots and Alliance in using this model of site-based budgeting to afford the greatest results. Our Operations unit will assign coaches to assist the school leaders and Site Councils with financial management and strategic program planning.

viii. Sustain the Reforms after the Funding Period Ends

SIG funding is essential for supporting the transformation of these two schools. And since Roots and Alliance will serve as pilot sites for practices that will be extended across the district, the impact of the transformation process will go well beyond them.

Many elements of our transformation plans will require significant initial investment, and we anticipate that in order to ensure the long-term success of these schools, a continued infusion of funds, beyond the SIG grant period, will be required. However, the amount of funds necessary will diminish considerably once certain core practices have been established. Practices implemented as part of the transformation model, and their associated funding, can be organized into three categories: (1) practices dependent on initial capacity building – requiring only short-term funding; (2) practices ultimately adopted district-wide – requiring modest long-term funding; and (3) practices necessary for sustained success – requiring significant long-term funding.

CAPACITY-BUILDING PRACTICES. Many of the elements of the transformation plans are designed to build the capacity of individuals and systems at the site so that the practices become embedded in the fabric of the school. These include: developing the school leaders to embody effective leadership characteristics; incorporating inquiry tools and processes; building teachers' pedagogic skills, content knowledge, and capacity for data-driven instructional planning; designing systems within the RTI framework for responding to individual student needs; and establishing new frameworks and strategies to ensure a positive school culture and climate. These capacity-building elements will require significant initial resources in the form of coaches, inquiry groups, and time for teacher collaboration and professional development. OUSD will set parameters and timelines for the development of new skills and systems during the grant period, regularly evaluate the progress of each teacher and principal, and adjust the allocation of resources where needed so that new systems are put in place expeditiously and that each individual receives timely and

targeted support. The capacity built in these areas will have a lasting positive impact on student achievement well beyond the grant period.

PRACTICES ADOPTED DISTRICT-WIDE. Our transformation plans include a number of practices OUSD is interested in adopting district-wide, depending on their effectiveness in the SIG schools. These practices include a revised teacher evaluation/reward system, school quality review process, and establishment of a full service community schools model. Practices incorporated across the district will either supplant current ones (and thus be cost-neutral) or become part of OUSD's strategic plan (and thus be supported with district funds). Roots and Alliance, after the piloting phase, will become demonstration sites for effective practices, hosting teams from within OUSD and the region as they disseminate, receive feedback on, and continue to refine key practices. In addition, teachers, administrators, and coaches that work in the two schools will be called upon to strategically "seed" some of these practices in other OUSD schools.

SUSTAINED SCHOOL-SPECIFIC PRACTICES. Some practices will require a sustained commitment to remain viable at these schools. They include an extended year for staff and students; increased teacher collaboration time; expansion of extended-day learning opportunities; and family outreach to enlist and equip parents to be effective partners in ensuring their children's success and to connect families to needed resources. While OUSD is committed to implementing these practices district-wide, long-term funding will be required to maintain them at the level to be pursued during the SIG program period.

OUSD has a record of success in raising funds from public agencies and private sources. Over the past five years, we raised \$28.6 million in private funds, \$6 million of it locally for systemic and structural school reforms including the incubation of small schools and restructuring of large high schools into smaller learning communities. Our donors include the Bill & Melinda Gates, Michael & Susan Dell, Broad, S.D. Bechtel, and Clorox Foundations, Kaiser Permanente, and many Bay Area individuals and family foundations. We have also secured many federal and state grants, including a recent federal grant to create effective smaller communities at the high school level. With the help of the Oakland Schools Foundation, since 2003, our individual schools have secured \$18 million for ASPs, STEM programs, professional development, family outreach, visual and performing arts. National foundations, the county, and the city have invested in school-based health clinics in our middle schools and district-wide initiatives targeting obesity, asthma, and diabetes. Moreover, the partner organizations in this initiative have raised substantial funding for OUSD projects. Many of these resources will contribute to our SIG effort and are expected to continue into the future.

More broadly, OUSD is committed to accessing and aligning resources needed to realize our strategic focus on implementing full service community schools district-wide, a model embodied in our transformation plans for Roots and Alliance. Independent of the success of OUSD's fundraising, we are committed to sustaining the core elements of each school's transformation plan, reallocating resources from less-needy schools if necessary. Finally, we are confident the new model and capacity brought to bear will lead to better outcomes for students at Roots and Alliance, reduce the need for certain academic and extracurricular supports, and make it possible for these schools to reallocate resources to sustain the most valuable and potent reforms for the long run.

ix. LEA's Annual School Goals for Student Achievement

Roots International Academy and Alliance Academy will evaluate students' academic

performance and skills using OUSD District Benchmark testing, the California Standards Tests, and the California English Language Development Test. Our district as a whole, and each individual school, have established clear, measurable, and challenging goals for student achievement for the 2011-12 school year.

Below we first present our district's middle school goals for student achievement, student and family engagement, and other indicators of school performance. Both schools will be expected to achieve the district-wide goals for middle schools. We then present each school's goals for student achievement, including goals on the CST in ELA and Mathematics. Additional goals focus on each school's API and AYP targets, as well as other performance indicators related to issues referenced in our needs analysis.

As part of their ongoing cycle of data collection, inquiry, and adjustment, each school will refine their goals each year and regularly monitor progress toward them.

OUSD – Instruction, Leadership, and Equity in Action Goals for Middle Schools in 2011-2012	
Achievement	<ul style="list-style-type: none"> ▪ Reach double digit growth in ELA and Math, as measured by CST, for all students – with a focus on historically under-served students ▪ 80% of students will increase their reading comprehension level by 2.0 grades
Attendance	<ul style="list-style-type: none"> ▪ Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate ▪ Increase the % of 5th graders enrolling in OUSD 6th grade by 10% ▪ Increase the % of 8th graders enrolling in OUSD 9th grade by 10%
Teacher Retention	Improve the conditions in schools to retain at least 80% of our effective teachers
Safe & Supportive Schools	<ul style="list-style-type: none"> ▪ Reduce Disciplinary Hearing Process referrals by 20% ▪ Reduce incidents of bullying by 20%, as evident in CHKS results
Parent Engagement	75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student

ROOTS INTERNATIONAL ACADEMY. School-specific goals and targets for 2011-12 are:

Target #1: 56.8% of students overall and in each subgroup will score proficient or above in ELA. (CST results)

#2: 58% of students overall and in each subgroup will score proficient or above in math. (CST results)

#3: 100% of EL students will advance 1 proficiency level per year on CELDT.

#4: Roots will exceed its API growth target.

#5: Roots will meet all AYP criteria.

#6: Student attendance will increase by 2% (compared to prior year)

#7: Parent participation will increase by 10% (measured by teacher/parent surveys)

ALLIANCE ACADEMY

Target #1: 67.6% of students overall and in each subgroup will score proficient or above in math. (CST results)

#2: 68.5% of students overall and in each subgroup will score proficient or above in ELA. (CST results)

- #3: 100% of EL students will advance 1 proficiency level per year on the CELDT.
- #4: Alliance will exceed its API growth target.
- #5: Alliance will meet all AYP criteria.
- #6: Student attendance will increase by 2% (compared to prior year)
- #7: Parent participation will increase by 10% (measured by teacher/parent surveys)

x. Serving Tier III Schools (Not applicable)

xi. Consultation with Relevant Stakeholders

OUSD began to consult with stakeholders in the Roots and Alliance communities in 2009-2010, when we were weighing the school improvement options for our five Tier I schools. At that time we engaged these communities (school staff, parents/guardians, community members, and community partners) to provide guidance on the direction they wanted their school to take. Leadership at each school convened meetings for the stakeholder groups. We also held two public hearings. Each principal assembled a report that included longitudinal data on student achievement and attendance since the school's inauguration; input voiced at these meetings; an inventory of pros and cons regarding each of the SIG models from the school community's point of view; and a recommendation from the school community, and presented it to their NExO. At that time, the schools as well as OUSD's central leadership felt both schools were making substantial progress in student achievement; were confident in the leadership and staff at each school; and did not want to substantially change them, which would have been required under any of the other intervention models, and felt the schools should be given the opportunity to continue existing efforts to improve outcomes for students. Both schools petitioned the OUSD Board not to apply for SIG funding on their behalf, as they felt that none of the four options would result in the best outcomes for their students. Both recommended the Transformation Model as their second most viable option.

Since that time, as detailed earlier, both schools have made some strides forward – and have encountered significant difficulties. Moreover, OUSD is developing new systems and procedures for evaluating and rewarding teachers based on student performance, in collaboration with the teachers' union. We have begun the SIG process at two other schools and now have a clearer idea of what it entails and the opportunities it represents for improving schools and achieving dramatically improved outcomes for students and families. In our broader strategic direction, in the past year we have made a commitment to implementing Full Service Community Schools across the district, which will dovetail with and support the SIG process at Roots and Alliance.

Between March and May 2011, Region 3 RExO Kimi Kean collaborated with OUSD's QCSD group to convene a series of meetings at both Roots and Alliance, in order to review data on student performance and other issues identified in our needs assessment, and to consult with the school communities about the SIG process, the SIG model to be implemented, and particular areas of focus and strategies to be employed. Meetings were convened for these constituencies on these dates:

ROOTS: March 28 – Entire school staff; April 6 – Community (school leaders, parents, community members); April 14 – School Site Council (SSC) & English Language Advisory Council (SLAC)

ALLIANCE: March 30 – Entire school staff; April 4 – Community (school leaders, parents, community members); April 25 – SSC and ELAC

PUBLIC HEARINGS CONVENED BY OUSD BOARD OF ED – May 2 and 11, 2011

Note: Documentation of these meetings are included as an Attachment.

SUMMARY OF INPUT OBTAINED – ROOTS. At the March 28 meeting at Roots, Ms. Kean revisited the SIG models and some pros and cons of each with the school staff (most staffers were familiar with them from the prior year). When asked to discuss the district's preferences, she explained why neither conversion to a charter school nor school closure is viable from the district's point of view (for the reasons provided earlier). Ms. Kean reiterated that in the other models, the school leadership had to be replaced. Staff members questioned the desirability of implementing the turnaround model – saying the instability caused by replacing the majority of teachers would have a negative impact on students. There was consensus that using SIG resources to implement a comprehensive, sustained school reform process, should be pursued for the good of Roots students and families, and that the transformation model was the best option because it would cause the least disruption for the kids and allow the staff to build on existing strengths. Teachers referred back to strategies they had proposed last year that should be incorporated in the effort – including more coaching and collaboration time for leaders and teachers, smaller class sizes, implementation of RTI, increased student access to academic interventions, expanded extended-day programming, more parent outreach, involvement, and linkages to community resources. All of them are part of our plan for Roots, with the exception of smaller class sizes, because of the restrictions on use of SIG funding for this purpose and the difficulty of sustaining this measure.

At the April 6, 2011 SIG forum for Roots parents and other community members, input included several recurring themes. Although many participants agreed the SIG process would bring important needed resources to the school and be beneficial for students, several parents stated they were opposed to replacing the principal and wondered if the school could still participate in the SIG process without doing so. RExO Ms. Kean explained that there was no option not to replace the Principal in the different SIG models other than if OUSD converted Roots into a charter school and the CMO decided to rehire Ms. Stewart. She explained that from the district's point of view the charter school option was not viable, since it is unknown whether a viable CMO will step forward to take over Roots. In any case, there was no support among the community for either pursuing that option or closing the school. Several parents indicated they felt that, independent of the school reform model implemented, parents should be more involved in decision-making and other aspects of the school; have more communication with teachers; and be assisted so they can be more effective in supporting their children's education. Other recurring themes focused on the need for more planning time for teachers so they can look more closely at students' learning needs and better plan how to help kids academically, and the need to extend learning time for students. Several parents indicated their desire that class size should be reduced. We are building all of these measures into our SIG plan for Roots, other than smaller class size.

SUMMARY OF INPUT OBTAINED – ALLIANCE. At the March 30 meeting at Alliance, Ms. Kean revisited the SIG models and pros and cons of each with the school staff, most of whom were familiar with them from the prior year. There was strong agreement that comprehensive school reform is needed "for the kids"; the Alliance staff and community are well aware of how much can be done with SIG resources, as the school shares a campus with Elmhurst College Prep Academy, which is currently implementing a SIG-

funded transformation model. Ms. Kean explained why neither conversion to a charter school nor school closure is viable for the district, and that the other models, the school leadership had to be replaced. Several staff members agreed that there was a need for a more experienced school leadership and new approaches to leadership. Staff members supported the transformation model over the turnaround model, because it would be less disruptive and better allow the school to build on things that were working and its successes in improving student achievement. There was a consensus among staff that the school reform should focus on transforming both instruction and the school culture. Teachers pointed out several specific areas where they thought help would be valuable, including: collaborative planning time for teachers; smaller class size; implementation of shared teaching, student engagement, and behavioral management strategies in all classes; leveled reading libraries in English classrooms; implementation of RTI; tutoring and other interventions for low-performing students; more positive roles for kids at school; and in-schools suspensions to prevent students from losing learning time. Each of these strategies is part of our plan for Alliance, except smaller class size.

At the April 4, 2011 SIG community forum at Alliance, several parents recognized that teachers need more time for collaboration in order to organize and plan instruction as well as opportunities to be observed by other teachers and receive feedback. A recurring theme that surfaced was the school climate/culture issues that have become acute this year. This theme encompassed issues such as classroom instruction that was not engaging or motivating for students; students more interested in playing in the hallways than in being in class; teachers frequently resorting to sending misbehaving students to the office; and teachers punishing the whole class for poor behavior by a couple of students. Several participants made comments that linked these issues to the poor leadership under the school's new Principal. Participants indicated that teachers need training "about how to get kids on their side and win them over" and non-punitive strategies for behavior management; need to "lead with a positive attitude" and show students that they "believe in them and support them"; should give students, especially English Learners, more opportunities to speak in class and work in small groups with their peers; and should implement strategies to turn students who have behavior problems into "leaders." Our reform efforts at Alliance will address all of these issues.

PUBLIC HEARINGS. In May 2011, OUSD's Board of Education hosted two public hearings to give the community additional opportunities to learn about the SIG models and provide input into the SIG process at Roots and Alliance: one at Roots on May 2 and the second meeting at the OUSD Board Room on May 11. Both meetings were properly noticed under the requirements of the Brown Act and OUSD's own policies, and information about the two meetings was distributed at the two schools. Comments were solicited on the overall SIG process, the intervention models appropriate to each school, and whether SIG applications should be submitted for each school.

PLANS FOR CONTINUING COMMUNITY ENGAGEMENT. In the coming months, the RExO, QCSD group, and the schools themselves will actively engage the Roots and Alliance communities in planning for school reform. The implementation process will incorporate ongoing opportunities for school staff, parents, and other stakeholders to collaborate in promoting better outcomes for students and to build capacity to sustain them over time.

SIG Form 4a—LEA Budget Summary

Name of LEA: Oakland Unified School District	
County/District (CD) Code: 01-61259	
County: Alameda	
LEA Contact: David Montes de Oca	Telephone Number: 510-336-7570
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-482-6774
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2011-12		FY 2012-13	FY 2013-14
		Pre-Implementation	Full Implementation		
1000- 1999	Certificated Personnel Salaries		\$230,000	\$230,000	\$230,000
2000- 2999	Classified Personnel Salaries				
3000- 3999	Employee Benefits		\$92,000	\$92,000	\$92,000
4000- 4999	Books and Supplies				
5000- 5999	Services and Other Operating Expenditures		\$20,000	\$0	\$20,000
6000- 6999	Capital Outlay				
7310 & 7350	Transfers of Indirect Costs		\$18,645	\$17,555	\$18,645
Total Amount Budgeted			\$360,645	\$339,555	\$360,645

LEA BUDGET NARRATIVE

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<p><u>Object Code Series 1000</u> <u>SIG Cohort 2 Coordinator:</u> Lead implementation of SIG award including re-organizing and re-aligning district systems/support. Ensure compliance with state and federal grant requirements. Complete reporting requirements. Manage progress toward grant goals. -1.0 FTE x \$90,000/FTE/year x 3 years</p> <p><u>Community Schools Directors:</u> Coordinate, align, and evaluate efficacy of school's external partnerships and service providers -2.0 FTE x \$70,000/FTE/year x 3 years</p>	<p>\$270,000</p> <p>\$420,000</p>	<p>1000</p> <p>1000</p>
<p><u>Object Code Series 3000</u> <u>SIG Cohort 2 Coordinator:</u> -1.0 FTE x \$90,000/FTE/year x 40% benefits x 3 years</p> <p><u>Community Schools Directors:</u> -2.0 FTE x \$70,000/FTE/year x 40% benefits x 3 years</p>	<p>\$108,000</p> <p>\$168,000</p>	<p>3000</p> <p>3000</p>
<p><u>Object Code Series 5000</u> <u>School Quality Review:</u> Conducted by OUSD Quality Community Schools Development group in years 1 and 3 of grant implementation for each of the two schools -Year 1: 2 School Quality Reviews x \$10,000/Review; Year 3: 2 School Quality Reviews x \$10,000/Review</p>	<p>\$40,000</p>	<p>5000</p>
<p><u>Object Code Series 7000</u> Indirect Costs: 5.45% of total expenditures</p>	<p>\$54,846</p>	<p>7000</p>

SIG Form 5a—School Budget Summary

Name of School: Roots International Academy	
County/District/School (CDS) Code: 01-61259-0112805	
LEA: Oakland Unified School District	
LEA Contact: David Montes de Oca	Telephone Number: 510-336-7570
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-482-6774
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2011-12		FY 2012-13	FY 2013-14
		Pre-Implementation	Full Implementation		
1000- 1999	Certificated Personnel Salaries	\$32,652	\$286,651	\$406,333	\$406,333
2000- 2999	Classified Personnel Salaries	\$5,942	\$278,913	\$284,855	\$284,855
3000- 3999	Employee Benefits	\$6,947	\$199,710	\$222,323	\$222,323
4000- 4999	Books and Supplies	\$4,000	\$103,070	\$28,150	\$28,150
5000- 5999	Services and Other Operating Expenditures	\$7,000	\$277,000	\$284,000	\$284,000
6000- 6999	Capital Outlay				
7370 & 7380	Transfers of Direct Costs	\$3,083	\$62,443	\$66,821	\$66,821
Total Amount Budgeted			\$1,267,410	\$1,292,482	\$1,292,482

Roots International Academy School Budget Narrative

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<u>Object Code Series 1000</u>		
<p><u>Math Instructional Coach:</u> Provide instructional professional development and coaching to accelerate standard learning outcomes -0.5 FTE x \$70,000/FTE/year x 3 years</p>	\$105,000	1000
<p><u>Science Coach:</u> Coach to support aligned, integrated science instruction during school day and extended learning. Coach will provide integrated unit planning PD, resources for science integration (including real-world connections to science concepts and careers) and modeling of science lessons -0.5 FTE x \$70,000/FTE/year x 3 years</p>	\$105,000	1000
<p><u>Literacy Coach:</u> Coach to support aligned, integrated literacy instruction during school day and extended learning. Coach will provide PD, team planning, model lesson, and conferencing -1.0 FTE x \$70,000/FTE/year x 3 years</p>	\$210,000	1000
<p><u>Data/Response-to-Intervention (RTI) Coach:</u> Coach to integrate use of assessment data throughout school for goal setting at the school, grade, class, and individual level. Coach will coordinate structuring of school-wide systems for differentiated instruction and pre-teach/reteach including systems for diagnostic assessment -0.5 FTE x \$60,000/FTE/year x 3 years</p>	\$90,000	1000
<p><u>Staff Extended Summer Retreat:</u> Provide PD to form coherent school team and achieve site annual SIG goals. Analyze student learning data and results. Provide content/instructional strategy PD. Refine school culture, instructional and family engagement implementation plans. Launch professional learning community teams. -18 Teachers x 5 days x 8 hrs/day x \$40.35/hr x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 5 days x 3 years</p>	\$97,956	1000
<p><u>Year-time Professional Development:</u> Provide extended professional development time for data analysis, targeted instructional planning, PLCs, conferencing with math/ELA coaches, collaboration and coordination with support staff (extended learning staff interventions, behavioral support staff) -18 Teachers x 36 weeks x 2 hrs/week x \$40.35/hr x 3 years -5 Principals x 9 mos/yr x 8 hrs/mo x \$50/hr x 3 years</p>	\$210,881	1000
<p><u>Staff Mid-year Retreat:</u> Two day staff retreat (1 day buyback + 1 weekend day) that will allow staff to measure progress toward annual goals, celebrate progress as applicable, and re-align implementation plan where necessary. Continue content instructional strategy and professional development -18 Teachers x 1 day x 8 hrs/day x \$40.35/hr x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 1 days x 3 years</p>	\$19,591	1000
<p><u>Staff Year-end Retreat:</u> Two day staff retreat that will allow staff to compare results against goals and reflect on drivers of desired and undesired outcomes -18 Teachers x 2 days x 8 hrs/day x \$40.35/hr x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 2 days x 3 years</p>	\$39,182	1000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<u>Substitute Teachers:</u> Allow teachers to visit model schools, engage in peer observation/feedback cycles, receive instructional coaching, and participate in data conferences -18 Teachers x 2 days observation/teacher x \$140/day x 3 years	\$15,120	1000
<u>New Student Summer Bridge:</u> Acclimate new students to school community, culture and expectations. Teach instructional routines for successful launch of school year -6 Teachers x 10 days x 6 hrs/day x \$40.35/hr x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 10 days x 3 years	\$65,178	1000
<u>Summer Extended Learning Program:</u> A four week program for students entering grades 6-8 who are below the Proficient level on the CSTs. Includes targeted instruction, reading comprehension groups, leadership development, and interdisciplinary service learning projects -15 Teachers x 20 days x 6 hrs/day x \$40.35/hr x 2 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 20 days x 2 years	\$174,060	1000
Object Code Series 2000 <u>Staff Extended Summer Retreat:</u> -8 Support Staff x 5 days x 8 hrs/day x \$18.57/hr x 3 years	\$17,826	2000
<u>Year-time Professional Development:</u> -8 Support Staff x 36 weeks x 1 hr/week x \$18.57/hr x 3 years	\$16,043	2000
<u>Staff Mid-year Retreat:</u> -8 Support Staff x 1 day x 8 hrs/day x \$18.57/hr x 3 years	\$3,565	2000
<u>Staff Year-end Retreat:</u> -8 Support Staff x 2 days x 8 hrs/day x \$18.57/hr x 3 years	\$7,130	2000
<u>School Day Math Academic Mentor:</u> Academic Intervention in Math during school day for small, targeted academic classes -2 x 0.5 FTE x \$40,000 FTE/year x 3 years	\$120,000	2000
<u>School Day ELA Academic Mentor:</u> Academic Intervention in ELA during school day for small, targeted academic classes -2 x 0.5 FTE x \$40,000 FTE/year x 3 years	\$120,000	2000
<u>Extended Day Math Academic Mentor:</u> Academic Intervention in Math during extended day for small, targeted academic classes aligned to school day instruction and assessment data -2 x 0.5 FTE x \$40,000 FTE/year x 3 years	\$120,000	2000
<u>Extended Day ELA Academic Mentor:</u> Academic Intervention in ELA during extended day for small, targeted academic classes aligned to school day instruction and assessment data -2 x 0.5 FTE x \$40,000 FTE/year x 3 years	\$120,000	2000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<u>School Culture Coordinator</u> : Coordinate positive school climate including school-wide systems, individual behavior support plans, and student leadership, Incorporate cross-age mentoring between middle school and Futures -1.0 FTE x \$60,000/FTE/year x 3 years	\$180,000	2000
<u>Family Coordinator</u> : Provide coordination for family involvement in school including building parent capacity to support academic learning, school-wide parent leadership structures, organize family events including data nights and goal setting -1.0 FTE x \$50,000/FTE/year x 3 years	\$150,000	2000
Object Code Series 3000		
<u>Math Instructional Coach</u> : -0.5 FTE x \$70,000/FTE/year x 40% benefits x 3 years	\$42,000	3000
<u>Science Coach</u> : -0.5 FTE x \$70,000/FTE/year x 40% benefits x 3 years	\$42,000	3000
<u>Literacy Coach</u> : -1.0 FTE x \$70,000/FTE/year x 40% benefits x 3 years	\$84,000	3000
<u>Data/Response-to-Intervention (RTI) Coach</u> : -0.5 FTE x \$60,000/FTE/year x 40% benefits x 3 years	\$36,000	3000
<u>Staff Extended Summer Retreat</u> : -18 Teachers x 5 days x 8 hrs/day x \$40.35/hr x 18% benefits x 3 years -8 Support Staff x 5 days x 8 hrs/day x \$18.57/hr x 18% benefits x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 5 days x 18% benefits x 3 years	\$20,841	3000
<u>Year-time Professional Development</u> : -18 Teachers x 36 weeks x 2 hrs/week x \$40.35/hr x 18% benefits x 3 years -8 Support Staff x 36 weeks x 1 hr/week x \$18.57/hr x 18% benefits x 3 years -5 Principals x 9 mos/yr x 8 hrs/mo x \$50/hr x 18% benefits x 3 years	\$40,846	3000
<u>Staff Mid-year Retreat</u> : -18 Teachers x 1 day x 8 hrs/day x \$40.35/hr x 18% benefits x 3 years -8 Support Staff x 1 day x 8 hrs/day x \$18.57/hr x 18% benefits x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 1 days x 18% benefits x 3 years	\$4,168	3000
<u>Staff Year-end Retreat</u> : -18 Teachers x 2 days x 8 hrs/day x \$40.35/hr x 18% benefits x 3 years -8 Support Staff x 2 days x 8 hrs/day x \$18.57/hr x 18% benefits x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 2 days x 18% benefits x 3 years	\$8,336	3000
<u>Substitute Teachers</u> : -18 Teachers x 2 days observation/teacher x \$140/day x 40% benefits x 3 years	\$6,048	3000
<u>Summer Extended Learning Program</u> : -15 Teachers x 20 days x 6 hrs/day x \$40.35/hr x 18% benefits x 2 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 20 days x 18% benefits x 2 years	\$31,331	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<u>School Day Math Academic Mentor:</u> -2 x 0.5 FTE x \$40,000 FTE/year x 40% benefits x 3 years	\$48,000	3000
<u>School Day ELA Academic Mentor:</u> -2 x 0.5 FTE x \$40,000 FTE/year x 40% benefits x 3 years	\$48,000	3000
<u>Extended Day Math Academic Mentor:</u> -2 x 0.5 FTE x \$40,000 FTE/year x 40% benefits x 3 years	\$48,000	3000
<u>Extended Day ELA Academic Mentor:</u> -2 x 0.5 FTE x \$40,000 FTE/year x 40% benefits x 3 years	\$48,000	3000
<u>School Culture Coordinator:</u> -1.0 FTE x \$60,000/FTE/year x 40% benefits x 3 years	\$72,000	3000
<u>Family Coordinator</u> -1.0 FTE x \$50,000/FTE/year x 40% benefits x 3 years	\$60,000	3000
<u>Object Code Series 4000</u>		
<u>Staff Extended Summer Retreat:</u> -Food: \$4,000 x 3 years	\$12,000	4000
<u>Year-time Professional Development:</u> -[36 meetings x \$100/meeting (Teachers) + 9 meetings x \$30 food budget/meeting (Principals)] x 3 years	\$11,610	4000
<u>Staff Mid-year Retreat:</u> -Food: \$800/year x 3 years	\$2,400	4000
<u>Staff Year-end Retreat:</u> -Food: \$1,600/year x 3 years	\$4,800	4000
<u>Student Rewards System:</u> Resources that support positive reinforcement of student culture, behavior, and performance -\$10,000/year x 3 years	\$30,000	4000
<u>Books for Teachers:</u> Training and supplemental instructional materials for teachers -\$5,000/year x 3 years	\$15,000	4000
<u>Teacher Laptops and Maintenance:</u> Laptops for each classroom -Year 1: (18 Teachers + 1 Principal + 1 AP + 4 Coaches) x \$1,200/computer; Years 2 and 3: 10% maintenance	\$34,560	4000
<u>WiFi on Campus</u>	\$8,000	4000
<u>Laptop cart:</u> Resources for technology classes -Year 1: \$45,000	\$45,000	4000
<u>Object Code Series 5000</u>		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<u>Staff Extended Summer Retreat:</u> -Location: \$7,000/year x 3 years	\$21,000	5000
<u>New Student Summer Bridge:</u> -\$7,000 field trip stipend and student transportation/year x 3 years	\$21,000	5000
<u>National Equity Project Consultant:</u> Coaching to lead equity-centered PLCs that immerse faculty in small, inquiry teams. This approach has been a pillar of the teacher development practice at Futures Academy. Coach also provides in-classroom coaching to participating teachers -\$20,000/year x 3 years	\$60,000	5000
<u>Arts Instructor/Additional Professional Development:</u> Pay for an arts instructor to provide teachers with additional PD/coaching/data conferencing consultant by releasing teacher teams during arts class. -\$20,000/year x 3 years	\$60,000	5000
<u>Extended Day Consultant:</u> Provide arts instruction/technology to enrich learning -\$40,000/year x 3 years	\$120,000	5000
<u>Extended Day Consultant:</u> Provide service learning and career awareness activities -\$20,000/year x 3 years	\$60,000	5000
<u>Extended Day Transportation:</u> Provide school-to-home bus transportation for students participating in extended day program -\$20,000/year x 3 years	\$60,000	5000
<u>Creating Entrepreneurship Opportunities (CEO) for Youth:</u> CEO for Youth is supported by the Lincoln Child Center. Lincoln staff will train and support a group of youth to become peer counselors and leaders in the area of reducing truancy, chronic absence and tardiness through weekly leadership classes -\$25,000/year x 3 years	\$75,000	5000
<u>FamELI:</u> Provided by Oakland Schools Foundation: Consultation on family engagement strategies. PD through FamELI collaborative -\$20,000/year x 3 years	\$60,000	5000
<u>Integrated Mental Health:</u> Provided by the East Bay Agency for Children -\$60,000/year x 3 years	\$180,000	5000
<u>Transformational Leadership Coach:</u> Providing 1:1 leadership coaching to principal. Work with principal to align staff to school goals. Work with principal to facilitate a site coordination team to align resources to site goals. Facilitate a leadership team including teacher leaders and principal/instructional coaches to drive instructional program outcomes. Provided by OUSD Leadership, Curriculum, and Instruction (LCI) -0.5 FTE x \$90,000/FTE/year x 3 years	\$135,000	5000
<u>Object Code Series 7000</u> Indirect Costs: 5.45% of total expenditures	\$199,168	7000

SIG Form 5a—School Budget Summary

Name of School: Alliance Academy	
County/District/School (CDS) Code: 01-61259-0112771	
LEA: Oakland Unified School District	
LEA Contact: David Montes de Oca	Telephone Number: 510-336-7570
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-482-6774
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2010–11		FY 2011–12	FY 2012–13
		Pre-Implementation	Full Implementation		
1000–	Certificated Personnel Salaries	\$32,652	\$251,651	\$371,333	\$371,333
1999					
2000–	Classified Personnel Salaries	\$5,635	\$278,453	\$284,088	\$284,088
2999					
3000–	Employee Benefits	\$6,892	\$185,627	\$208,184	\$208,184
3999					
4000–	Books and Supplies	\$4,000	\$135,070	\$28,150	\$28,150
4999					
5000–	Services and Other Operating Expenditures	\$7,000	\$293,000	\$285,000	\$275,000
5999					
6000–	Capital Outlay				
6999					
7370 &	Transfers of Direct Costs	\$3,063	\$62,358	\$64,155	\$63,610
7380					
Total Amount Budgeted		\$1,265,401		\$1,240,910	\$1,230,365

Alliance Academy School Budget Narrative

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<p><u>Object Code Series 1000</u></p>		
<p><u>Math Instructional Coach:</u> Provide instructional professional development and coaching to accelerate standard learning outcomes -0.5 FTE x \$70,000/FTE/year x 3 years</p>	\$105,000	1000
<p><u>Literacy Coach:</u> Coach to support aligned, integrated literacy instruction during school day and extended learning. Coach will provide PD, team planning, model lesson, and conferencing -1.0 FTE x \$70,000/FTE/year x 3 years</p>	\$210,000	1000
<p><u>Data/Response-to-intervention (RTI) Coach:</u> Coach to integrate use of assessment data throughout school for goal setting at the school, grade, class, and individual level. Coach will coordinate structuring of school-wide systems for differentiated instruction and pre-teach/reteach including systems for diagnostic assessment -0.5 FTE x \$60,000/FTE/year x 3 years</p>	\$90,000	1000
<p><u>Staff Extended Summer Retreat:</u> Provide PD to form coherent school team and achieve site annual SIG goals. Analyze student learning data and results. Provide content/instructional strategy PD. Refine school culture, instructional and family engagement implementation plans. Launch professional learning community teams. -18 Teachers x 5 days x 8 hrs/day x \$40.35/hr x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 5 days x 3 years</p>	\$97,956	1000
<p><u>Year-time Professional Development:</u> Provide extended professional development time for data analysis, targeted instructional planning, PLCs, conferencing with math/ELA coaches, collaboration and coordination with support staff (extended learning staff interventions, behavioral support staff) -18 Teachers x 36 weeks x 2 hrs/week x \$40.35/hr x 3 years -5 Principals x 9 mos/yr x 8 hrs/mo x \$50/hr x 3 years</p>	\$210,881	1000
<p><u>Staff Mid-year Retreat:</u> Two day staff retreat (1 day buyback + 1 weekend day) that will allow staff to measure progress toward annual goals, celebrate progress as applicable, and re-align implementation plan where necessary. Continue content instructional strategy and professional development -18 Teachers x 1 day x 8 hrs/day x \$40.35/hr x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 1 days x 3 years</p>	\$19,591	1000
<p><u>Staff Year-end Retreat:</u> Two day staff retreat that will allow staff to compare results against goals and reflect on drivers of desired and undesired outcomes -18 Teachers x 2 days x 8 hrs/day x \$40.35/hr x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 2 days x 3 years</p>	\$39,182	1000
<p><u>Substitute Teachers:</u> Allow teachers to visit model schools, engage in peer observation/feedback cycles, receive instructional coaching, and participate in data conferences -18 Teachers x 2 days observation/teacher x \$140/day x 3 years</p>	\$15,120	1000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<u>New Student Summer Bridge:</u> Acclimate new students to school community, culture and expectations. Teach instructional routines for successful launch of school year -6 Teachers x 10 days x 6 hrs/day x \$40.35/hr x 3 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 10 days x 3 years	\$65,178	1000
<u>Summer Extended Learning Program:</u> A four week program for students entering grades 6-8 who are below the Proficient level on the CSTs. Includes targeted instruction, reading comprehension groups, leadership development, and interdisciplinary service learning projects -15 Teachers x 20 days x 6 hrs/day x \$40.35/hr x 2 years -(1 Principal @ \$400/day + 1 AP @ \$320/day) x 20 days x 2 years	\$174,060	1000
<u>Object Code Series 2000</u> <u>Staff Extended Summer Retreat:</u> -7 Support Staff x 5 days x 8 hrs/day x \$20.13/hr x 3 years	\$16,905	2000
<u>Year-time Professional Development:</u> -7 Support Staff x 36 weeks x 1 hr/week x \$20.13/hr x 3 years	\$15,215	2000
<u>Staff Mid-year Retreat:</u> -7 Support Staff x 1 day x 8 hrs/day x \$20.13/hr x 3 years	\$3,381	2000
<u>Staff Year-end Retreat:</u> -7 Support Staff x 2 days x 8 hrs/day x \$20.13/hr x 3 years	\$6,762	2000
<u>School Day Math Academic Mentor:</u> Academic Intervention in Math during school day for small, targeted academic classes -2 x 0.5 FTE x \$40,000 FTE/year x 3 years	\$120,000	2000
<u>School Day ELA Academic Mentor:</u> Academic Intervention in ELA during school day for small, targeted academic classes -2 x 0.5 FTE x \$40,000 FTE/year x 3 years	\$120,000	2000
<u>Extended Day Math Academic Mentor:</u> Academic Intervention in Math during extended day for small, targeted academic classes aligned to school day instruction and assessment data -2 x 0.5 FTE x \$40,000 FTE/year x 3 years	\$120,000	2000
<u>Extended Day ELA Academic Mentor:</u> Academic Intervention in ELA during extended day for small, targeted academic classes aligned to school day instruction and assessment data -2 x 0.5 FTE x \$40,000 FTE/year x 3 years	\$120,000	2000
<u>School Culture Coordinator TSA:</u> Coordinate positive school climate including school-wide systems, individual behavior support plans, and student leadership, Incorporate cross-age mentoring between middle school and Futures -1.0 FTE x \$60,000/FTE/year x 3 years	\$180,000	2000
<u>Family Coordinator:</u> Provide coordination for family involvement in school including	\$150,000	2000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
building parent capacity to support academic learning, school-wide parent leadership structures, organize family events including data nights and goal setting -1.0 FTE x \$50,000/FTE/year x 3 years		
<u>Object Code Series 3000</u>		
<u>Math Instructional Coach:</u> -0.5 FTE x \$70,000/FTE/year x 40% benefits x 3 years	\$42,000	3000
<u>Literacy Coach:</u> -1.0 FTE x \$70,000/FTE/year x 40% benefits x 3 years	\$84,000	3000
<u>Data/Response-to-Intervention (RTI) Coach:</u> -0.5 FTE x \$60,000/FTE/year x 40% benefits x 3 years	\$36,000	3000
<u>Staff Extended Summer Retreat:</u>	\$20,675	3000
-18 Teachers x 5 days x 8 hrs/day x \$40.35/hr x 18% benefits x 3 years		
-7 Support Staff x 5 days x 8 hrs/day x \$20.13/hr x 18% benefits x 3 years		
-(1 Principal @ \$400/day + 1 AP @ \$320/day) x 5 days x 18% benefits x 3 years		
<u>Year-time Professional Development:</u>	\$40,697	3000
-18 Teachers x 36 weeks x 2 hrs/week x \$40.35/hr x 18% benefits x 3 years		
-7 Support Staff x 36 weeks x 1 hr/week x \$20.13/hr x 18% benefits x 3 years		
-5 Principals x 9 mos/yr x 8 hrs/mo x \$50/hr x 18% benefits x 3 years		
<u>Staff Mid-year Retreat:</u>	\$4,135	3000
-18 Teachers x 1 day x 8 hrs/day x \$40.35/hr x 18% benefits x 3 years		
-7 Support Staff x 1 day x 8 hrs/day x \$20.13/hr x 18% benefits x 3 years		
-(1 Principal @ \$400/day + 1 AP @ \$320/day) x 1 days x 18% benefits x 3 years		
<u>Staff Year-end Retreat:</u>	\$8,270	3000
-18 Teachers x 2 days x 8 hrs/day x \$40.35/hr x 18% benefits x 3 years		
-7 Support Staff x 2 days x 8 hrs/day x \$20.13/hr x 18% benefits x 3 years		
-(1 Principal @ \$400/day + 1 AP @ \$320/day) x 2 days x 18% benefits x 3 years		
<u>Substitute Teachers:</u>	\$6,048	3000
-18 Teachers x 2 days observation/teacher x \$140/day x 40% benefits x 3 years		
<u>New Student Summer Bridge:</u>	\$11,732	3000
-6 Teachers x 10 days x 6 hrs/day x \$40.35/hr x 18% benefits x 3 years		
-(1 Principal @ \$400/day + 1 AP @ \$320/day) x 10 days x 18% benefits x 3 years		
<u>Summer Extended Learning Program:</u>	\$31,331	3000
-15 Teachers x 20 days x 6 hrs/day x \$40.35/hr x 18% benefits x 2 years		
-(1 Principal @ \$400/day + 1 AP @ \$320/day) x 20 days x 18% benefits x 2 years		
<u>School Day Math Academic Mentor:</u>	\$48,000	3000
-2 x 0.5 FTE x \$40,000 FTE/year x 40% benefits x 3 years		
<u>School Day ELA Academic Mentor:</u>	\$48,000	3000
-2 x 0.5 FTE x \$40,000 FTE/year x 40% benefits x 3 years		
<u>Extended Day Math Academic Mentor:</u>	\$48,000	3000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
-2 x 0.5 FTE x \$40,000 FTE/year x 40% benefits x 3 years		
<u>Extended Day ELA Academic Mentor:</u> -2 x 0.5 FTE x \$40,000 FTE/year x 40% benefits x 3 years	\$48,000	3000
<u>School Culture Coordinator TSA:</u> -1.0 FTE x \$60,000/FTE/year x 40% benefits x 3 years	\$72,000	3000
<u>Family Coordinator:</u> -1.0 FTE x \$50,000/FTE/year x 40% benefits x 3 years	\$60,000	3000
<u>Object Code Series 4000</u> <u>Read Think Apply:</u> Consult on academic language and literacy across content areas, train literacy coach, provide formative assessments, and organize leveled literacy -Leveled Reading Library spanning content areas (science and social studies) and twelve reading levels: \$30,000 -Supplementary books for classroom libraries: \$10,000	\$40,000	4000
<u>Staff Extended Summer Retreat:</u> -Food: \$4,000/year x 3 years	\$12,000	4000
<u>Year-time Professional Development:</u> -[36 meetings x \$100/meeting (Teachers) + 9 meetings x \$30 food budget/meeting (Principals)] x 3 years	\$11,610	4000
<u>Staff Mid-year Retreat:</u> -Food: \$800/year x 3 years	\$2,400	4000
<u>Staff Year-end Retreat:</u> -Food: \$1,600/year x 3 years	\$4,800	4000
<u>Books for Teachers:</u> Training and supplemental instructional materials for teachers -\$5,000/year x 3 years	\$15,000	4000
<u>Student Rewards System:</u> Resources that support positive reinforcement of student culture, behavior, and performance -\$10,000/year x 3 years	\$30,000	4000
<u>Teacher Laptops and Maintenance:</u> Laptops for each classroom -Year 1: (18 Teachers + 1 Principal + 1 AP + 4 Coaches) x \$1,200/computer; Years 2 and 3: 10% maintenance	\$34,560	4000
<u>Laptop cart:</u> Resources for technology classes -Year 1: \$45,000	\$45,000	4000
<u>Object Code Series 5000</u> <u>Read Think Apply:</u> -\$20,000/year x 3 years	\$60,000	5000
<u>Staff Extended Summer Retreat:</u> -Location: \$7,000/year x 3 years	\$21,000	5000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code Series
<u>Arts Instructor/Additional Professional Development:</u> Pay for an arts instructor to provide teachers with additional PD/coaching/data conferencing by releasing teacher teams during arts class. -\$20,000/year x 3 years	\$60,000	5000
<u>PD Institutes:</u> Leading for Equity/Coaching for Equity, Restorative Justice, Response to Intervention -Year 1: \$35,000; Year 2: \$20,000; Year 3: \$10,000	\$65,000	5000
<u>New Student Summer Bridge:</u> -\$7,000 field trip stipend and student transportation/year x 3 years	\$21,000	5000
<u>Extended Day Consultant:</u> Provide arts instruction/technology to enrich learning -\$40,000/year x 3 years	\$120,000	5000
<u>Extended Day Consultant:</u> Provide service learning and career awareness activities -\$20,000/year x 3 years	\$60,000	5000
<u>Youth Uprising:</u> Youth Uprising will provide four extended learning Assistant Teachers for targeted small group academic instruction to youth performing below proficient and 1:1 mentoring for high-risk students -\$25,000/year x 3 years	\$75,000	5000
<u>Extended Day Transportation:</u> Provide school-to-home bus transportation for students participating in extended day program -\$20,000/year x 3 years	\$60,000	5000
<u>Creating Entrepreneurship Opportunities for Youth:</u> Lincoln Child Center staff will train and support a group of youth to become peer counselors and leaders in the area of reducing truancy, chronic absence and tardiness through weekly leadership classes -\$25,000/year x 3 years	\$75,000	5000
<u>FamELI:</u> Provided by Oakland Schools Foundation: Consultation on family engagement strategies. PD through FamELI collaborative -\$20,000/year x 3 years	\$60,000	5000
<u>Parent Institute for Quality Education:</u> Provide capacity-building for parents, including: 9 week course on academic partnership between home and school, parenting adolescents, plan for putting students on road to college -\$400/parent x (20 Spanish speaking parents/year + 20 English speaking parents/year) x 3 years	\$48,000	5000
<u>Transformational Leadership Coach:</u> Providing 1:1 leadership coaching to principal. Work with principal to align staff to school goals. Work with principal to facilitate a site coordination team to align resources to site goals. Facilitate a leadership team including teacher leaders and principal/instructional coaches to drive instructional program outcomes. Provided by OUSD Leadership, Curriculum, and Instruction (LCI) -0.5 FTE x \$90,000/FTE/year x 3 years	\$135,000	5000
Object Code Series 7000 5.45% of total expenditures	\$193,186	7000

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will implement in each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and those that are eligible to receive FY 2010 SIG funds, may implement the transformation model in no more than 50 percent of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED	
						Turnaround	Restart	Closure	Transformation	Start Over (Restart and Turnaround Only)	Implement SWP
Alliance Academy	01 61259 0112771	062805012027	X						X		
Roots International Academy	01 61259 0112805	062805011907	X						X		

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School (page 1 of 5)

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, and the position (and person, if known) responsible for oversight. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA’s optional pre-implementation activities should also be included.

School: Roots International Academy		Tier: I or II (circle one)		
Required Component	Actions & Activities	Timeline		Oversight
		Start	End	
a(1) Replace the principal who led the school prior to commencement of the transformation model.	The Roots principal has received a pink slip and will be replaced, effective July 1, 2011.	3/11	3/11	Regional Network Officer (RExO), Quality Community Schools Development Group, Office of School Transformation (OST), Superintendent, OUSD HR
	The new Principal will be appointed by our Superintendent by early June 2011. The RExO and Quality Community Schools Development Group will recommend an experienced OUSD Principal who has demonstrated strong results in transforming school culture and student performance. They will solicit the Roots community’s input into the candidates to be recommended.	6/11	6/11	
	The new principal will be available to do transition work with the outgoing principal and the staff prior to the end of the school year. S/he will work with the parent community and feeder elementary schools over the summer. S/he will be supported by a 2-day SIG Leadership Team retreat for strategic planning in June 2011 as well as follow up support with aligning roles/responsibilities and an implementation plan	6/11	8/11	
Required Component	Actions & Activities	Timeline		Oversight
		Start	End	
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into ac-	A new evaluation system for the SIG school principal and teachers will be informed by OUSD’s broader work on leader and teacher evaluation. In October 2010, the LEA began a collaborative dialogue with the Oakland Education Association to develop an equitable evaluation system that incorporates data on student performance into the teacher evaluation proc-			Director, OST

<p>count data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.</p>	<p>ess. The district is in the midst of a yearlong strategic planning process that will result in substantial changes in policy and practice within the district. Task Forces on Teaching Effectiveness and Effective Leadership are charged with developing process for evaluating teachers and Principals; they include district personnel, principals and teachers as well as a variety of other stakeholders from the local community.</p>			
	<p>Task Forces review and synthesize best practices; develop teacher and community engagement process; engage school communities to provide input into process of evaluating teaching effectiveness; synthesize community input and prepares agenda for Teacher Convention.</p>	10/10	4/11	
	<p>Teacher Convention drafts a Teaching Effectiveness Framework for OUSD and identify key issues for systems reform</p>	4/11	4/11	
	<p>Task Forces draft initial Reports/Plans for evaluating teacher and Principal effectiveness and makes presentations to OUSD administration and Board</p>	5/11	5/11	
	<p>Board reviews draft Reports/Plans; provides guidance for reform in evaluation systems to be developed in 2011-12</p>	6/11	6/11	
	<p>On a parallel track, OUSD has convened a Teaching Effectiveness Work Group for its SIG Transformation Schools (Elmhurst Community Prep and United for Success Academy). Participants include the Principals, teachers from these schools, the SIG Coordinators, the RExO, OEA leadership, and the OUSD Directors of Human Resources and Labor Relations. The Group will hold a series of meetings prior to the end of the school year, in the summer, and then every two weeks in the fall, to develop and receive feedback on both the evaluation process and tools to be used at the SIG schools</p>	5/11	12/11	<p>Director, OST, SIG Coordinator, RExO</p>
	<p>Hire SIG Coordinator for Roots.</p>	7/11	7/11	
	<p>Incorporate SIG Coordinator and Roots leadership and teachers in OUSD SIG Teaching Effectiveness Work Group.</p>	7/11	12/11	

	<p>Incorporate findings on Roots from OUSD Teaching Conditions Survey (survey of Principals and teachers) in methodology for evaluation process.</p> <p>Survey students at Roots regarding teaching effectiveness and student engagement to inform methodology for evaluation process, using Tripod Project assessments.</p> <p>Work group finalizes measures to be used to evaluate teacher and Principal, to include measures of student academic performance, effective core teaching strategies aligned with California standards for the teaching profession, observation-based assessments, and other factors.</p> <p>OEA approves new teaching evaluation system.</p> <p>Pilot evaluation systems, including menu of incentives/rewards for effectiveness and use of supports for personnel not meeting effectiveness standards, to be implemented at SIG schools implementing Transformation Model.</p>	8/11	8/11	
		11/11	11/11	
		12/11	12/11	
		1/12	1/12	OEA
		1/12	6/14	OST
Required Component	Actions & Activities	Timeline Start End		Oversight
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to	<p>We will use the rigorous systems for identifying and rewarding Principals and teachers who have increased student performance, and measures for supporting those who have not done so and removing them after ample support is provided, developed through the work of our SIG Teaching Effectiveness Work Groups, as detailed under a(2) above. As noted, we are currently in the process of developing these systems. Roots leadership and teacher representatives will participate in this work beginning in July 2011. By December 2011, we will have developed new evaluation systems, which we expect to be formally approved by OEA in January 2012 for use in the SIG schools implementing the Transformation Model.</p> <p>Engage school leadership and teachers in intensive job-embedded professional development, collaboration, and</p>	5/11	12/11	Director, OST, RExO
		8/11	6/14	RExO, SIG Coordinator,

improve their professional practice, have not done so.	coaching to promote effective practice and increase student performance, beginning in summer 2011 (see a(4) below). Each teacher will have a personalized professional learning plan tethered to the goals they have set with the Principal and as part of their professional learning communities.			Transformational Leadership Coach (TLC)
	OUSD Department of Research, Assessment, & Data provides data on student performance from multiple standardized assessment measures, to be reviewed by staff and SIG team on an ongoing basis to gauge Principal and teaching effectiveness and inform strategies to improve it (see b(2) below).	6/11	6/14	OUSD Director of RAD
	OUSD pilots the School Quality Review process at Roots (and other SIG schools) to evaluate the quality of instruction, student engagement, school climate, and other conditions supporting and/or negatively affecting student performance.	3/12	4/12	Director, OST
	Provide Principal and teachers individualized, differentiated coaching and support to improve their professional practice, based on findings from student assessments, observations by coaches, student voice, and other indicators defined in teacher evaluation system.	9/11	6/14	RExO, TLC OST, ReXO, OUSD HR
	Remove and replace teachers/Principal who are not achieving goals for student performance after being provided ample support to improve practice and results. The process for removal is outlined in our current contracts and will be incorporated into the new evaluation systems.	6/12	6/14	
	Identify Principal/teachers who are evaluated as effective practitioners, based on student performance and other measures, to receive rewards, as defined by the Work Groups and aligned with district-wide incentives.	6/12	6/14	
	Recognize effective Principal/teachers at district-wide recognition events, which occur several times each year.	12/11	6/14	
a(4) Provide staff ongoing, high-quality,	Hire experts in transformational school reform and content area coaches to support implementation and optimize the ef-	7/11	7/11	RExO, OST Director,

<p>job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<p>fectiveness of teaching and learning, including: Transformational Leadership Coach, Data/Response to Intervention Coach, Literacy Coach, Math Instructional Coach, Science Coach, and School Culture Coordinator. OUSD has already identified likely candidates for each of these positions. OUSD will also contract with The Equity Project to coach PLCs and provide in-classroom coaching to teachers.</p>			<p>OUSD HR</p>
	<p>Leadership Coach convenes Principal and Leadership Team to prioritize, strategize, and plan for year ahead.</p>	7/11	7/11	<p>RExO, Principal, TLC</p>
	<p>Convene 1-week summer retreat for whole school staff as well as SIG coaches to engage in visioning and secure commitment to Theory of Action, orientation on SIG process, reviewing student data, and planning for coming school year</p>	8/11	8/11	<p>Principal, TLC</p>
	<p>Launch Equity-Centered Professional Learning Communities (whole staff, leadership team, by grade level, subject area, and vertically aligned teams). PLCs to meet weekly throughout the school year with coaches for professional development, collaboration in looking at student data, instructional planning, differentiating instruction, classroom grouping, prescribing interventions, etc. using a data wall methodology to promote transparency and accountability. Includes collaborative planning/training with academic mentors and enrichment consultants.</p>	8/11	6/14	<p>Principal, TLC RExO</p>
	<p>PLCs collaborate with the Futures Elementary School Principal and teachers to articulate instruction and use of data with effective practices at Futures.</p>	8/11	6/14	<p>Principal, TLC</p>
	<p>Coaches work with teachers individually and in the classroom, observing, modeling, reflecting, and refining practice over time, based on their experience and skills in engaging students in rigorous instruction.</p>	8/11	6/14	<p>Principal, RExO</p>
	<p>Teachers observe master teachers at other schools.</p>	8/11	6/14	
	<p>Roots Principal participates in monthly Principal network</p>	8/11	6/14	

	meetings to share best practices and problem solve. Mid-year retreat for Roots staff and SIG support team to make midcourse corrections and celebrate successes End-of-year retreat for staff, SIG support team to assess progress and identify areas for improvement in next year. Same schedule for ongoing PLC work, coaching, peer observations, and staff retreats in 2012-13 and 2013-14.	1/12 6/12 7/12	1/12 6/12 6/14	RExO, OST
Required Component	Actions & Activities	Timeline Start End		Oversight
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	Approximately 50% of teachers at Roots have received rescinded layoff notices in anticipation of budget cuts and based on seniority. It is unclear how many teachers will return in 2011-12, but there will likely be significant turnover, and Roots will be hiring new teachers. The Office of School Transformation will prioritize hiring high-quality personnel for our SIG schools, and will collaborate with the RExOs and OUSD HR will to recruit the most effective teachers for these schools. The <u>recruitment/placement process</u> will be as follows:			
	Conduct inventory of existing staff and positions to be filled.	6/11	6/11	OST, RExO,
	Establish criteria for ideal teacher in context of SIG transformation process and vision for Roots, to be used as part of the vetting process.	6/11	6/11	HR RExO
	Inform staff of expectations for SIG transformation process. It is expected that some staff will elect to seek positions at other schools in the district.	6/11	6/11	OST, RExO
	Provide summary of new positions available, including expectations/rewards, to OUSD Middle School Staffing initiative, part of the district's New Teacher Project.	6/11	6/11	RExO
	Participate in and make presentations at local hiring fairs and teacher training programs.	6/11	6/11	RExO
Procedures for recruiting highly-skilled staff will continue				

	<p>throughout the grant period.</p> <p>Regarding <u>retaining staff</u> with the skills needed to meet the needs of students, we will be asking staff to make a commitment to participate fully in the school reform process. Retention strategies include the opportunity to be part of a school transformation project designed to achieve dramatic and sustained improvements in student outcomes; robust professional development and support to help teachers achieve goals set in their personalized professional learning plans; and the incentives and rewards for demonstrated effectiveness to be defined by our Principal and teacher evaluation Work Groups.</p>			OST, RExO, HR
<p>b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</p>	<p>OUSD has adopted SBE-approved, standards-aligned curricula for all core subjects, ELA and math interventions, and reading intervention for English Learners. At Roots, we also use the Read 180 program as an intensive intervention program, which is proven to raise reading performance for struggling readers and English Learners in middle school. In 2009-10, we began to use the Swun Math program, which led to dramatic performance improvements, including doubling of the percentage of students proficient in math at some schools.</p> <p>At Roots, we will articulate the curriculum with that at Futures, the feeder K-5 school on the same campus, with its emphasis on science integrated across the curriculum. We will also articulate with the curriculum restructuring to begin in 2011-12 at high schools Roots students will attend after middle school.</p> <p>The SQR process OUSD will pilot at our SIG schools next year will help us use data from multiple sources to identify and replicate instructional and other programs and practices found to be effective. The cross-functional SQR team will support schools in identifying key gaps and strengths in the instructional program and ensuring that curriculum implemented going forward is vertically aligned and research based.</p>	<p>In place</p> <p>8/11</p> <p>3/11</p>	<p>In place</p> <p>6/14</p> <p>4/11</p>	<p>Principal, RExO, OST, Office of Leadership, Curriculum & Instruction</p> <p>OST, RExO, Office of Leadership, Curriculum & Instruction</p>

<p>b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Roots will begin the school year with a 2-week period of minimum days so that teachers can diagnose student performance, gaps in knowledge, and establish an initial plan for differentiation of instruction.</p> <p>OUSD RAD provides granular assessment data of students individually and disaggregated by student cohorts.</p> <p>Data/RTI Coach and content coaches provide ongoing training on use of data to inform instructional strategies as part of PLCs and in individual coaching.</p> <p>Academic mentors coached by Data/RTI Coach and content coaches to guide targeted interventions.</p> <p>Data conferences 3 times per year (October, January, March) as part of PLCs to study student benchmark assessment data, set goals, and group students for optimal instruction. Content coaches help teams think about instructional strategies and differentiated instruction. Data/RTI Coach works with school leadership, coaches, and teachers to interpret data, group students, and conduct data conferences with parents.</p> <p>Staff retreats include granular review of student data (by grade level and other groupings) to guide planning.</p>	<p>8/11 8/12 8/13</p> <p>8/11 8/11 8/11 10/11</p> <p>8/11</p>	<p>8/11 8/12 8/13</p> <p>6/14 6/14 6/14 3/14</p> <p>6/14</p>	<p>Principal and Data/RTI Coach</p>
<p>Required Component</p>	<p>Actions & Activities</p>	<p>Timeline</p> <p>Start End</p>		<p>Oversight</p>
<p>c(1) Establish schedules and implement strategies that provide increased learning time.</p>	<p>Plan, inform families of incoming 6th grade students, and implement Summer Bridge Program for 6th grade students.</p> <p>Hire Academic Mentors and Extended Day Consultants for intervention classes and other learning activities, including arts, technology, service learning, and career awareness.</p> <p>Coordinate with Safe Passages to incorporate and schedule additional classes and activities into extended-day program.</p> <p>Use assessment period at start of school year to assign students to extended-day classes and train academic mentors.</p> <p>Contract with Lincoln Child Center and recruit student cohort</p>	<p>6/11 7/1 7/11 8/11</p>	<p>8/11 8/11 8/11 8/11</p>	<p>Principal, RExO</p> <p>AP, OUSD HR</p> <p>Community School Director (CSD)</p> <p>Principal, Data/RTI Coach</p>

	for CEO Youth program for truancy reduction. Implement required extended day for all 6 th grade students Plan, inform families about, and implement Summer Extended Learning Program at Roots Expand extended-day to serve all 7 th and 8 th grade students. Continue summer and extended-school day programs.	7/11 9/11 4/12 8/12	8/1 6/14 7/12 6/14	CSD Principal Principal Principal Principal
c(2) Provide ongoing mechanisms for family and community engagement.	Hire Community Schools Director and Family Coordinator Roots joins the Oakland Schools Foundation Family ELI initiative, to build Roots' capacity for family outreach, engage parents actively in their children's education and the life of the school, and equip parents to exert leadership among their peers and in the Roots community. Coordinate with Safe Passages to maximize outreach to Roots families for Elev8 services for families, including ESL and other classes for adults, health and mental health services, food assistance, and access to public benefits. Plan and host on-going family activities at Roots focused on academic and social success including college awareness. Engage parents in data conferences 3x/year, after benchmark assessment review, to allow parents to understand how the school as a whole and their grade level are progressing and how the benchmarking process relates to their children. Local organizations and businesses will be brought together in a collaborative that supports the extended day programming, school climate, school-based parent center and health center, and other vital functions. The Community Schools Director who will be responsible for all community partnerships and helping to align all services to the Roots theory of action.	7/11 8/11 7/11 8/11 10/11 9/11	7/11 6/14 6/14 6/14 3/14 6/14	OST, RexO, HR OST CSD CSD, Family Coordinator Principal, Data/RTI Coach CSD

<p>d(1) Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>Principal, with the support of the SIG Coordinator, will utilize site-based decision-making, including Results-Based Budgeting, to align existing resources to student needs.</p> <p>Through waiver with OEA, teachers participate in extended-day professional development and take on leadership and extended teaching roles as appropriate.</p> <p>Principal will have flexibility to schedule minimum days for student assessment and extended learning time to be required for 6th grade students in year 1 and for all students subsequently.</p>	<p>7/11</p> <p>8/11</p> <p>8/11</p>	<p>6/14</p> <p>6/14</p> <p>6/14</p>	<p>SIG Coordinator, Principal</p> <p>OST, OEA</p> <p>SIG Coordinator, Principal</p>
<p>Required Component</p>	<p>Actions & Activities</p>	<p>Timeline</p> <p>Start End</p>		<p>Oversight</p>
<p>d(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA.</p>	<p>SIG Coordinator will work out of Office of School Transformation and have access to peer support and resources across OUSD departments, liaising between school leadership and the LEA departments to facilitate the project's implementation, logistics, compliance, and smooth operation.</p> <p>RExO convenes multi-day transformational planning retreats with SIG Leadership Team at beginning, middle, and end of each year for visioning, goal setting, implementation planning.</p> <p>OUSD conducts School Quality Review process to inform school reform strategies and allocation of resources.</p> <p>RExO convenes quarterly accountability meetings with Roots Leadership Team to discuss evidence of progress toward benchmarks (leader and teacher practice, student outcomes, school climate, family partnership) and adjust strategies as needed.</p> <p>Regional Team specialists provide support for instruction, academic interventions and other supports for students, and family involvement.</p>	<p>7/11</p> <p>8/11</p> <p>3/12</p> <p>11/11</p> <p>8/11</p>	<p>6/14</p> <p>6/14</p> <p>4/12</p> <p>6/14</p> <p>6/14</p>	<p>OST, SIG Coordinator</p> <p>RExO</p> <p>OST</p> <p>RExO</p> <p>RExO</p>
<p>Optional Component</p>	<p>Actions & Activities</p>	<p>Timeline</p> <p>Start End</p>		<p>Oversight</p>

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School (page 1 of 5)

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, and the position (and person, if known) responsible for oversight. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA's optional pre-implementation activities should also be included.

School: Alliance Academy		Tier: I or II (circle one)		
Required Component	Actions & Activities	Timeline		Oversight
		Start	End	
a(1) Replace the principal who led the school prior to commencement of the transformation model.	The Alliance principal has received a pink slip and will be replaced, effective July 1, 2011.	3/11	3/11	Regional Network Officer (RExO), Quality Community Schools Development Group, Office of School Transformation (OST), Superintendent, OUSD HR
	The new Principal will be appointed by our Superintendent by early June 2011. The RExO and Quality Community Schools Development Group will recommend an experienced OUSD Principal who has demonstrated strong results in transforming school culture and student performance. They will solicit the Alliance community's input into the candidates to be recommended.	6/11	6/11	
	The new principal will be available to do transition work with the outgoing principal and the staff prior to the end of the school year. S/he will work with the parent community and feeder elementary schools over the summer. S/he will be supported by a 2-day SIG Leadership Team retreat for strategic planning in June 2011 as well as follow up support with aligning roles/responsibilities and an implementation plan	6/11	8/11	
Required Component	Actions & Activities	Timeline		Oversight
		Start	End	
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into ac-	A new evaluation system for the SIG school principal and teachers will be informed by OUSD's broader work on leader and teacher evaluation. In October 2010, the LEA began a collaborative dialogue with the Oakland Education Association to develop an equitable evaluation system that incorporates data on student performance into the teacher evaluation proc-			Director, OST

<p>count data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.</p>	<p>ess. The district is in the midst of a yearlong strategic planning process that will result in substantial changes in policy and practice within the district. Task Forces on Teaching Effectiveness and Effective Leadership are charged with developing process for evaluating teachers and Principals; they include district personnel, principals and teachers as well as a variety of other stakeholders from the local community.</p> <p>Task Forces review and synthesize best practices; develop teacher and community engagement process; engage school communities to provide input into process of evaluating teaching effectiveness; synthesize community input and prepares agenda for Teacher Convention.</p>	10/10	4/11	<p>Director, OST, SIG Coordinator, RExO</p>
	<p>Teacher Convention drafts a Teaching Effectiveness Framework for OUSD and identify key issues for systems reform</p>	4/11	4/11	
	<p>Task Forces draft initial Reports/Plans for evaluating teacher and Principal effectiveness and makes presentations to OUSD administration and Board</p>	5/11	5/11	
	<p>Board reviews draft Reports/Plans; provides guidance for reform in evaluation systems to be developed in 2011-12</p>	6/11	6/11	
	<p>On a parallel track, OUSD has convened a Teaching Effectiveness Work Group for its SIG Transformation Schools (Elmhurst Community Prep and United for Success Academy). Participants include the Principals, teachers from these schools, the SIG Coordinators, the RExO, OEA leadership, and the OUSD Directors of Human Resources and Labor Relations. The Group will hold a series of meetings prior to the end of the school year, in the summer, and then every two weeks in the fall, to develop and receive feedback on both the evaluation process and tools to be used at the SIG schools</p>	5/11	12/11	
	<p>Hire SIG Coordinator for Alliance.</p>	7/11	7/11	
	<p>Incorporate SIG Coordinator and Alliance leadership and teachers in OUSD SIG Teaching Effectiveness Work Group.</p>	7/11	12/11	

	<p>Incorporate findings on Alliance from OUSD Teaching Conditions Survey (survey of Principals and teachers) in methodology for evaluation process.</p> <p>Survey students at Alliance regarding teaching effectiveness and student engagement to inform methodology for evaluation process, using Tripod Project assessments.</p> <p>Work group finalizes measures to be used to evaluate teacher and Principal, to include measures of student academic performance, effective core teaching strategies aligned with California standards for the teaching profession, observation-based assessments, and other factors.</p> <p>OEA approves new teaching evaluation system.</p> <p>Pilot evaluation systems, including menu of incentives/rewards for effectiveness and use of supports for personnel not meeting effectiveness standards, to be implemented at SIG schools implementing Transformation Model.</p>	8/11	8/11	
		11/11	11/11	
		12/11	12/11	
		1/12	1/12	OEA
		1/12	6/14	OST
Required Component	Actions & Activities	Timeline Start End		Oversight
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to	We will use the rigorous systems for identifying and rewarding Principals and teachers who have increased student performance, and measures for supporting those who have not done so and removing them after ample support is provided, developed through the work of our SIG Teaching Effectiveness Work Groups, as detailed under a(2) above. As noted, we are currently in the process of developing these systems. Alliance leadership and teacher representatives will participate in this work beginning in July 2011. By December 2011, we will have developed new evaluation systems, which we expect to be formally approved by OEA in January 2012 for use in the SIG schools implementing the Transformation Model.	5/11	12/11	Director, OST, RExO
	Engage school leadership and teachers in intensive job-embedded professional development, collaboration, and	8/11	6/14	RExO, SIG Coordinator,

improve their professional practice, have not done so.	coaching to promote effective practice and increase student performance, beginning in summer 2011 (see a(4) below). Each teacher will have a personalized professional learning plan tethered to the goals they have set with the Principal and as part of their professional learning communities.			Transformational Leadership Coach (TLC)
	OUSD Department of Research, Assessment, & Data provides data on student performance from multiple standardized assessment measures, to be reviewed by staff and SIG team on an ongoing basis to gauge Principal and teaching effectiveness and inform strategies to improve it (see b(2) below).	6/11	6/14	OUSD Director of RAD
	OUSD pilots the School Quality Review process at Alliance (and other SIG schools) to evaluate the quality of instruction, student engagement, school climate, and other conditions supporting and/or negatively affecting student performance.	3/12	4/12	Director, OST
	Provide Principal and teachers individualized, differentiated coaching and support to improve their professional practice, based on findings from student assessments, observations by coaches, student voice, and other indicators defined in teacher evaluation system.	9/11	6/14	RExO, TLC OST, ReXO, OUSD HR
	Remove and replace teachers/Principal who are not achieving goals for student performance after being provided ample support to improve practice and results. The process for removal is outlined in our current contracts and will be incorporated into the new evaluation systems.	6/12	6/14	
	Identify Principal/teachers who are evaluated as effective practitioners, based on student performance and other measures, to receive rewards, as defined by the Work Groups and aligned with district-wide incentives.	6/12	6/14	
	Recognize effective Principal/teachers at district-wide recognition events, which occur several times each year.	12/11	6/14	
a(4) Provide staff ongoing, high-quality,	Hire experts in transformational school reform and content area coaches to support implementation and optimize the ef-	7/11	7/11	RExO, OST Director,

<p>job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<p>fectiveness of teaching and learning, including: Transformational Leadership Coach, Data/Response to Intervention Coach, Literacy Coach, Math Instructional Coach, Science Coach, and School Culture Coordinator. OUSD has already identified likely candidates for each of these positions. Alliance will also contract with Vanessa Flynn to train and coach faculty in the Read THINK Apply model. OUSD will also provide Positive Behavioral Interventions and Supports Training to Alliance staff to promote positive classroom/school climate in support of positive outcomes.</p>			<p>OUSD HR</p>
	<p>Leadership Coach convenes Principal and Leadership Team to prioritize, strategize, and plan for year ahead.</p>	7/11	7/11	<p>RExO, Principal, TLC</p>
	<p>Convene 1-week summer retreat for whole school staff as well as SIG coaches to engage in visioning and secure commitment to Theory of Action, orientation on SIG process, reviewing student data, and planning for coming school year</p>	8/11	8/11	<p>Principal, TLC</p>
	<p>Launch Professional Learning Communities (whole staff, leadership team, by grade level, subject area, and vertically aligned teams). PLCs to meet weekly throughout the school year with coaches for professional development, collaboration in looking at student data, instructional planning, differentiating instruction, classroom grouping, behavioral expectations and PBIS implementation, prescribing interventions, etc. using a data wall methodology to promote transparency and accountability. Includes collaborative planning/training with academic mentors and enrichment consultants.</p>	8/11	6/14	<p>Principal, TLC RExO</p>
	<p>Coaches work with teachers individually and in the classroom, observing, modeling, reflecting, and refining practice over time, based on their experience and skills in engaging students in rigorous instruction.</p>	8/11	6/14	<p>Principal, TLC</p>
	<p>Teachers observe master teachers at other schools.</p>	8/11	6/14	<p>Principal, RExO</p>
	<p>Alliance Principal participates in monthly Principal network</p>	8/11	6/14	

	meetings to share best practices and problem solve. Mid-year retreat for Alliance staff and SIG support team to make midcourse corrections and celebrate successes End-of-year retreat for staff, SIG support team to assess progress and identify areas for improvement in next year. Same schedule for ongoing PLC work, coaching, peer observations, and staff retreats in 2012-13 and 2013-14.	8/11 1/12 6/12 7/12	6/14 1/12 6/12 6/14	RExO, OST
Required Component	Actions & Activities	Timeline Start End		Oversight
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	Approximately 50% of teachers at Alliance have received rescinded layoff notices in anticipation of budget cuts and based on seniority. It is unclear how many teachers will return in 2011-12, but there will likely be significant turnover, and Alliance will be hiring new teachers. The Office of School Transformation will prioritize hiring high-quality personnel for our SIG schools, and will collaborate with the RExOs and OUSD HR will to recruit the most effective teachers for these schools. The <u>recruitment/placement process</u> will be as follows: Conduct inventory of existing staff and positions to be filled. Establish criteria for ideal teacher in context of SIG transformation process and vision for Alliance, to be used as part of the vetting process. Inform staff of expectations for SIG transformation process. It is expected that some staff will elect to seek positions at other schools in the district. Provide summary of new positions available, including expectations/rewards, to OUSD Middle School Staffing initiative, part of the district's New Teacher Project. Participate in and make presentations at local hiring fairs and teacher training programs.	6/11 6/11 6/11 6/11 6/11	6/11 6/11 6/11 6/11 6/11	OST, RExO, HR RExO OST, RExO RExO RExO

	<p>Procedures for recruiting highly-skilled staff will continue throughout the grant period.</p> <p>Regarding <u>retaining staff</u> with the skills needed to meet the needs of students, we will be asking staff to make a commitment to participate fully in the school reform process. Retention strategies include the opportunity to be part of a school transformation project designed to achieve dramatic and sustained improvements in student outcomes; robust professional development and support to help teachers achieve goals set in their personalized professional learning plans; and the incentives and rewards for demonstrated effectiveness to be defined by our Principal and teacher evaluation Work Groups.</p>			OST, RExO, HR
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	<p>OUSD has adopted SBE-approved, standards-aligned curricula for all core subjects, ELA and math interventions, and reading intervention for English Learners. At Alliance, we also use the Read 180 program as an intensive intervention program, which is proven to raise reading performance for struggling readers and English Learners in middle school. In 2009-10, we began to use the Swun Math program, which led to dramatic performance improvements, including doubling of the percentage of students proficient in math at some schools.</p> <p>At Alliance, we will articulate with the curriculum restructuring to begin in 2011-12 at high schools Alliance students will attend after middle school.</p> <p>The SQR process OUSD will pilot at our SIG schools next year will help us use data from multiple sources to identify and replicate instructional and other programs and practices found to be effective. The cross-functional SQR team will support schools in identifying key gaps and strengths in the instructional program and ensuring that curriculum implemented going forward is vertically aligned and research based.</p>	In place 8/11 3/11	In place 6/14 4/11	Principal, RExO, OST, Office of Leadership, Curriculum & Instruction OST, RExO, Office of Leadership, Curriculum & Instruction
b(2) Promote the con-	Alliance will begin the school year with a 2-week period of	8/11	8/11	Principal

<p>tinuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>minimum days so that teachers can diagnose student performance, gaps in knowledge, and establish an initial plan for differentiation of instruction.</p> <p>OUSD RAD provides granular assessment data of students individually and disaggregated by student cohorts.</p> <p>Data/RTI Coach and content coaches provide ongoing training on use of data to inform instructional strategies as part of PLCs and in individual coaching.</p> <p>Academic mentors coached by Data/RTI Coach and content coaches to guide targeted interventions.</p> <p>Data conferences 3 times per year (October, January, March) as part of PLCs to study student benchmark assessment data, set goals, and group students for optimal instruction. Content coaches help teams think about instructional strategies and differentiated instruction. Data/RTI Coach works with school leadership, coaches, and teachers to interpret data, group students, and conduct data conferences with parents.</p> <p>Staff retreats include granular review of student data (by grade level and other groupings) to guide planning.</p>	<p>8/12 8/13</p> <p>8/11</p> <p>8/11</p> <p>8/11</p> <p>10/11</p> <p>8/11</p>	<p>8/12 8/13</p> <p>6/14</p> <p>6/14</p> <p>6/14</p> <p>3/14</p> <p>6/14</p>	<p>and Data/RTI Coach</p>
<p>Required Component</p>	<p>Actions & Activities</p>	<p>Timeline</p>		<p>Oversight</p>
<p>c(1) Establish schedules and implement strategies that provide increased learning time.</p>	<p>Plan, inform families of incoming 6th grade students, and implement Summer Bridge Program for 6th grade students.</p> <p>Hire Academic Mentors and Extended Day Consultants for intervention classes and other learning activities, including arts, technology, service learning, and career awareness.</p> <p>Coordinate with BACR to incorporate and schedule additional classes and activities into extended-day program.</p> <p>Contract with Youth Uprising to provide Extended Learning Assistant Teachers/Mentors</p> <p>Use assessment period at start of school year to assign students to extended-day classes and train academic mentors.</p>	<p>Start</p> <p>6/11</p> <p>7/1</p> <p>7/11</p> <p>7/11</p> <p>8/11</p>	<p>End</p> <p>8/11</p> <p>8/11</p> <p>8/11</p> <p>8/11</p> <p>8/11</p>	<p>Principal, RExO</p> <p>Community School Director (CSD)</p> <p>AP, OUSD HR, BACR, Youth Uprising</p> <p>Principal, Data/RTI</p>

	Contract with Lincoln Child Center and recruit student cohort for CEO Youth program for truancy reduction.	7/11	8/1	Coach CSD
	Implement required extended day for all 6 th grade students	9/11	6/14	Principal
	Plan, inform families about, and implement Summer Extended Learning Program at Alliance	4/12	7/12	Principal
	Expand extended-day to serve all 7 th and 8 th grade students. Continue summer and extended-school day programs.	8/12	6/14	Principal Principal
c(2) Provide ongoing mechanisms for family and community engagement.	Hire Community Schools Director and Family Coordinator	7/11	7/11	OST, RexO, HR
	Alliance joins the Oakland Schools Foundation Family ELI initiative, to build Alliance's capacity for family outreach, engage parents actively in their children's education and the life of the school, and equip parents to exert leadership among their peers and in the Alliance community.	8/11	6/14	OST
	Coordinate with Seneca Center and Lifelong Medical Center to maximize outreach to Alliance families for on-campus health and mental health services and linkages to community resources	7/11	6/14	CSD, Family Coordinator (FC)
	Plan and host on-going family activities at Alliance focused on academic and social success including college awareness.	8/11	6/14	CSD, FC
	Recruit parents for PIQE Parent Engagement and Leadership programs	9/11	6/14	CSD, FC
	Engage parents in data conferences 3x/year, after benchmark assessment review, to allow parents to understand how the school as a whole and their grade level are progressing and how the benchmarking process relates to their children.	10/11	3/14	Principal, Data/RTI Coach
	Local organizations and businesses will be brought together in a collaborative that supports the extended day programming, school climate, school-based parent center and health center, and other vital functions. The Community Schools Director who will be responsible for all community partnerships and helping to align all services to the Alliance theory of action.	9/11	6/14	CSD

<p>d(1) Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>Principal, with the support of the SIG Coordinator, will utilize site-based decision-making, including Results-Based Budgeting, to align existing resources to student needs.</p> <p>Through waiver with OEA, teachers participate in extended-day professional development and take on leadership and extended teaching roles as appropriate.</p> <p>Principal will have flexibility to schedule minimum days for student assessment and extended learning time to be required for 6th grade students in year 1 and for all students subsequently.</p>	<p>7/11</p> <p>8/11</p> <p>8/11</p>	<p>6/14</p> <p>6/14</p> <p>6/14</p>	<p>SIG Coordinator, Principal</p> <p>OST, OEA</p> <p>SIG Coordinator, Principal</p>
<p>Required Component</p>	<p>Actions & Activities</p>	<p>Timeline</p> <p>Start End</p>		<p>Oversight</p>
<p>d(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA.</p>	<p>SIG Coordinator will work out of Office of School Transformation and have access to peer support and resources across OUSD departments, liaising between school leadership and the LEA departments to facilitate the project's implementation, logistics, compliance, and smooth operation.</p> <p>RExO convenes multi-day transformational planning retreats with SIG Leadership Team at beginning, middle, and end of each year for visioning, goal setting, implementation planning.</p> <p>OUSD conducts School Quality Review process to inform school reform strategies and allocation of resources.</p> <p>RExO convenes quarterly accountability meetings with Alliance Leadership Team to discuss evidence of progress toward benchmarks (leader and teacher practice, student outcomes, school climate, family partnership) and adjust strategies as needed.</p> <p>Regional Team specialists provide support for instruction, academic interventions and other supports for students, and family involvement.</p>	<p>7/11</p> <p>8/11</p> <p>3/12</p> <p>11/11</p> <p>8/11</p>	<p>6/14</p> <p>6/14</p> <p>4/12</p> <p>6/14</p> <p>6/14</p>	<p>OST, SIG Coordinator</p> <p>RExO</p> <p>OST</p> <p>RExO</p> <p>RExO</p>
<p>Optional Component</p>	<p>Actions & Activities</p>	<p>Timeline</p> <p>Start End</p>		<p>Oversight</p>



April 6, 2011

Deliver on the promise
of a quality education

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Avenue S.W., Room 3C116
Washington, DC 20202-6132

Re: Support of School Improvement Grant Applications for Alliance
Academy and Roots International Academy

Board of Directors

Officers

- Robert Spencer,**
President
Urban Economics
- Debra Lindo, Vice**
President
Palo Alto Unified School
District
- Anakarita Allen,**
Secretary
Emery Unified School
District
- Norm Rosenblatt,**
Treasurer
Education Advocate

- Lande Ajose**
BTW Informing Change
- Eva Camp**
Full Circle Fund
- John Gooding**
Emery Ed Fund
- Greg Hodge**
Community
Development Associates
- Lillian Lopez**
Oakland Community
Organizations
- Cleo Protopapas**
Oakland Unified School
District
- David Silver**
Think College Now
Elementary School

To Whom It May Concern:

I am writing to express my support for the SIG applications of Alliance Academy and Roots International Academy. Our organization, formerly known as the Bay Area Coalition for Equitable Schools (BayCES), has worked for over 10 years with Oakland Unified central office and over 40 schools to improve educational experiences and outcomes for historically underserved students. We are deeply committed to supporting Oakland school improvement and will contribute to the school reform process for Alliance and Roots Academies in whatever ways we can.

Our Oakland partner schools, all serving high-poverty communities, demonstrate a pattern of success. The schools that we have worked with in a sustained way have shown dramatic improvement in climate, community partnership, and achievement. Currently we support over a dozen Oakland schools in a collaborative inquiry project in which teams consisting of the principal and teacher leaders examine focal student work and data and plan instruction and interventions. That team takes responsibility for spreading practices of formative assessment and learning partnerships with students throughout the school. I applaud Oakland Unified for recently implementing a similar focal student collaborative inquiry project district wide, and I believe that this approach can yield dramatic improvements in the capacity of teachers to develop productive learning partnerships with students in these two schools.

I look forward to supporting the efforts of Alliance and Roots Academies as a local partner who is deeply committed to the success of Oakland public school students and families. Please do not hesitate to contact me with any questions.

Sincerely,

LaShawn Route Chatmon
Executive Director

New Leaders for New Schools

04.08.2011

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

Re: Support of Oakland Unified School District's School Improvement Grant
Application on behalf of Alliance Academy and Roots International Academy

To Whom It May Concern:

I write to express my deep support for Oakland Unified School District's application on behalf of Alliance Academy and Roots International Academy for School Improvement Grant Funding from the California Department of Education.

New Leaders for New Schools Bay Area has partnered with OUSD since 2003, having selected, trained, and supported 23 principals for the district. While OUSD is the most improved large urban district in the state over the last six years, OUSD K-8 led by New Leaders principals have rates of improvements on the California Standards Test that are double other OUSD K-8 schools over the same time period. We have been working collaboratively with OUSD to promote success for its students and families, and we will enthusiastically support and contribute to school reform efforts such as the ones outlined in the district's application.

New Leaders for New Schools Bay Area looks forward to the opportunity to continue to work with OUSD K-8 schools in their efforts to improve outcomes for OUSD students.

Sincerely,



Daniel McLaughlin
Executive Director, Bay Area
New Leaders for New Schools

Bay Area
225 Bush Street
Suite 1850
San Francisco, CA
94104
Tel: (415) 296-6426
Fax: (415) 296-6419
www.nlms.org



April 6, 2011


To Whom It May Concern,

I write this letter in support of OUSD's application for a School Improvement Grant for two schools, including Roots International Academy, one of the schools served by our agency. We staff two full-time Mental Health Clinicians at Roots International each school year. The demand for services at this school is great and the student and family needs continue to grow. We partner with the school in addressing these needs.

The East Bay Agency for Children was founded in 1952 by local parents and has grown into a comprehensive regional agency making a lasting impact on more than 19,000 children and families every year. Thousands of children in Oakland, Fremont, Hayward and San Lorenzo public schools who are at risk of school failure due to psychological stressors have received vital help and have gone on to achieve academic success. These are children who otherwise would have received few or no mental health counseling services. EBAC offers psychotherapy in 27 schools to children who have been referred by teachers, principals, parents, and themselves because they are struggling with issues like anxiety, depression, abuse, or the stress of living in poverty or in neighborhoods impacted by violence. Oakland PALS is EBAC's largest mental health program with 21 therapists working with staff at 15 Oakland Unified and charter schools delivering services to more than 350 children and their families each year.

We look forward to our continued partnership with the Oakland Unified Schools to promote success for its students and families. We will enthusiastically support and contribute to the school improvement process at Roots International if OUSD's application is approved.

Sincerely,


Charlotte Moore, LMFT
Director School & Community Services

ADMINISTRATIVE OFFICES
303 Van Buren Ave.
Oakland, CA 94610
Ph: 510.268.3770
Ex: 510.268.1073
www.ebac.org

PROGRAMS
Child Assault Prevention (CAP)
Circle of Care
Conley Day Treatment
Fremont Healthy Start
Haythorne Family Resource Center
Lafayette Day Treatment
New Haven Day Treatment
Oakland Day Treatment
Prevention and Life Skills (PALS)
Probation/Mental Health
Sequoia Day Treatment
Sequoia Health Start
Therapeutic Nurse, School

BOARD OF DIRECTORS
Ken Matsumoto
President
Erica Bretz-Stott
VP Development
Dana Hughes
VP Governance
Randall Block
VP Finance
President Elect
Marlis Branaka
Secretary

Suzan Alsop
Larry Anderson
Anthony Barrueta
Ramona Bascom, OP
Catherine Fischer
Carl Goldberg
Rita Hornard
Tamara Johnson
LaTonya Larson
Noel McArdeil
Sherry Paterra
Christine Scrivani
Marguerite Stricklin
Natalie Van Tassel
Anne Washington
AC Webb
Ted Westphal

ADVISORY BOARD
Anne Bodell
Hon. Wilma Chan
Hon. Ignacio De La Fuente
Alice Lau-Butker
David LaPiana
Harold Lapides, M.D.
Ted Leman
Bette McKenzie
Helen Mendel, C.M.D.
Gary Meyer
James Morris
Brian Rogers
Tony Smith
Fritz Sparks
Gail Steele
David Stein
Roger Thompson

EXECUTIVE DIRECTOR
Steele Eckert, LCSW

Please Remember
EBAC In Your Will



Bay Area
Community
Resources

May 2, 2011

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

RE: Support for Oakland Unified School District's School Improvement Grant Application on Behalf of Alliance Academy and Roots International Academy

To whom it may concern,

I write this letter to express my deepest support for Oakland Unified School District's improvement application on behalf of Alliance Academy and Roots International Academy for School Improvement Funding from the California Department of Education.

Bay Area Community Resources (BACR) is the lead agency for the current after-school program at Alliance Academy. Founded in 1976, it promotes the healthy development of individuals, families, and communities through direct services, volunteerism and partnerships in the San Francisco Bay Area. BACR's diverse programs focus on after-school services, youth development, alcohol and drug prevention/intervention, mental health services, national service, healthy communities, and fiscal sponsorship. It runs two of the most longstanding and largest AmeriCorps programs in California, through which it trains and assigns volunteers to its own programs and to other agencies.

The after-school program at Alliance is one of 22 such programs BACR leads in Oakland - and one of a total of 53 programs in the Bay Area, serving approximately 6,500 young people from disadvantaged communities throughout the school year. Our philosophy about after school programs extends far beyond keeping children safe. BACR believes in providing a nurturing and enjoyable environment where students can improve their academic skills and engage in other enriching activities.

We at BACR look forward to a continued successful relationship with Oakland Unified School District and we support their efforts to improve outcomes for the students.

Sincerely,

Martin Weinstein, CEO



April 5, 2011

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Ave. SW, Room 3C116
Washington, DC 20202-6132

Re: Support of the OUSD School Improvement Grant Application

To Whom it May Concern:

I am pleased to endorse the School Improvement Grant application of the Oakland Unified School District, covering Alliance Academy and the Roots Academy.

The Oakland Schools Foundation (OSF) provides operational support of various kinds to more than 40 schools in Oakland that serve a primarily low-income population. We have helped most of these schools refine their strategic plans, manage their programs by focusing on data-driven improvement, raise and manage money from individual and institutional donors, and enhance their communications with families, communities and donors. We have worked with Alliance and Roots in various ways for more than two years.

OSF will provide both Alliance and Roots with support in strengthening and formalizing their family engagement programs, through OSF's FamELI Collaborative (Family Engagement and Leadership Initiative).

The OSF FamELI program is designed to help schools engage parents/guardians effectively, in order to empower them to access the variety of community supports available to them, navigate the educational system, become more comfortable engaging with teachers and principal, and participate fully in their children's learning. OSF has supported 14 Oakland public schools over the past five years in developing and strengthening their family engagement and parent leadership programs, in order to support student success, and we believe that this work will strengthen success at both Alliance and Roots. OUSD's Use Your Voice survey results show that participating FamELI schools have among the district's best results for parent/guardian involvement and satisfaction with their schools. OSF is currently involved in this capacity at our two current SIG middle schools, Unified for Success Academy and Elmhurst Community Prep (which shares the campus with Alliance),

Excellence for All Students
Supporting Learning Through Collaboration




as well as at Coliseum College Prep Academy, the grade 6-12 school that shares the Havenscourt campus with Roots.

Family engagement is an essential pillar for supporting the progress that is planned at these two schools through the SIG process. We have found that through the FamELI approach, parents, teachers, administrators and family-engagement staff improve their effectiveness by collaborating in new ways to enhance student success.

We are encouraged by the thought and planning that the OUSD and its schools have put into the School Improvement Grant application, and are confident of their success. Please feel free to contact me at 415-420-5640 with any questions.

Sincerely,


Dan Quigley, Executive Director

Excellence for All Students



May 2, 2011

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

RE: Support of the Oakland Unified School District's School Improvement Grant Application on Behalf of Roots International Academy

To Whom It May Concern:

Safe Passages is writing to support ongoing efforts at Roots International Academy in addressing systemic factors affecting student achievement and well-being. The Safe Passages Middle School Strategy was developed in collaboration with principals, families, public agencies and community based partners, and aims to create safe and supportive school environments and reduce the number of suspensions, particularly suspensions due to violence. The strategy includes a violence prevention curriculum, school-based mental health counseling, suspension alternatives, case management, parental involvement, and after school programs. The Safe Passages Middle School Strategy has been in place at Roots since its inception in 2006.

In 2008, the Safe Passages Elev8 initiative was implemented at the Havenscourt Middle School campus serving both Roots and College Coliseum Prep Academy. Elev8 offers a comprehensive array of supports to students and families including extended day programming, family support, and health services. A full-time Safe Passages Project Coordinator works on site to ensure that all partner agencies are integrating their service delivery and convenes the Coordination of Services Team (COST) that meets weekly to discuss student referrals. Elev8 also offers family support via a dedicated family advocate who helps link families with social services enrollment, free legal aid, food pantry needs, parent education, and monthly family engagement events at the school site. Additionally, Elev8 provides free health, dental, and mental health services in coordination with Alameda County and the lead health provider, La Clinica de la Raza. A new School-Based Health center is currently under construction at the Havenscourt campus and free health services will be offered to Roots students and their siblings. These additional services offer the critical supports that families need to provide healthy environments for their students to learn and thrive.

Safe Passages is dedicated to collaborating with school leadership to provide the programming and technical assistance that best meet the needs of Roots students and families. We will work with school leadership to support any transitions the school may undergo as part of a School Improvement Grant.

Safe Passages is committed to continuing its partnership with the Roots International Academy community including the administration, staff, students, and families.

Sincerely,

Pamela Fong
Elev8 Director, Safe Passages



District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

RE: Support of the Oakland Unified School District's School Improvement Grant Application on Behalf of Alliance Academy.

To Whom It May Concern:

I write this letter to express my strong support for the Oakland Unified School District School Improvement Grant application from the California Department of Education on behalf of Alliance Academy (and Roots International Academy???)

Seneca was founded in 1985 and has dedicated itself to becoming a "system of care" agency providing a comprehensive continuum of community-based and family-focused treatment services. Seneca's continuum of care includes in-home wraparound services, foster family-based treatment, mobile crisis response services, integrated day treatment and special education services, after-school therapeutic recreation services, public school-based mental health services, and residential treatment. Alliance Academy in Oakland is among several schools in Bay Area communities where we push in to provide mental health services for students that are designed to help with emotional/behavioral issues and to accelerate their academic progress. Seneca enlists parents and other family members as partners in designing and implementing the education and treatment plans for their child.

Seneca's continuum exists within schools as well – providing supports ranging from counseling to academic interventions. We partner with schools in way that empowers them to best meet the needs of the students the service. We help to facilitate the coordination of services and provided targeted training to school faculty to promote the use of complimentary strategies to aid students in achieving their goal.

Our work with the school has spanned several years and enabled us to become a part of the school community having forged vital relationships with students, parents, and teachers that we would welcome the opportunity to build upon.

Thank you for your consideration.

Most Sincerely,

L. Karen Monroe
Director of Academics & School Partnerships



May 3, 2011

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

RE: Support of the Oakland Unified School District's School Improvement Grant
Application on Behalf of Alliance Academy.

To Whom It May Concern:

I write this letter to express my strong support for Oakland Unified School District's improvement application on behalf of Alliance Academy for School Improvement Funding from the from the California Department of Education.

My name is Vanessa Flynn and I am the Head Trainer and developer of Read THINK Apply, a literacy framework that provides professional development and intensive coaching to in standards-based, data-driven, differentiated/ small group work instruction. The RTA framework is used at six OUSD schools and has led to dramatic increases in students meeting ELA standards. In addition to increases in proficiency levels on standardized tests, through the Read THINK Apply framework, students transition to being agents in their own learning through peer to peer teaching, increased independence, and self motivation toward mastering literacy standards.

I, Vanessa Flynn of Read THINK Apply, look forward to training and coaching teachers to ensure that all Alliance Academy students access standards-based, differentiated instruction, master grade level standards and develop the habits of mind necessary for becoming self-motivated, independent learners in English Language Arts.

Sincerely,

A handwritten signature in blue ink that reads 'Vanessa Flynn'.

Vanessa Flynn (RTA Head Trainer)

1119 Cedar Street, Berkeley CA
Phone: 510-882-1542



MISSION

*"To bring schools, parents, and community together as equal partners
In the education of every child to provide all students with the option and access to
a post-secondary education."*

*Rev. Vahac
Mardirosian
PIQE Founder*

*David Valladolid
President & CEO*

*Mildred Dumeng
Executive Director*

Board of Directors

*Dr. Alberto Ochoa, Ph.D.
Board Chairperson
Professor, SDSU*

*Gus Chavez
Board Treasurer
Director Emeritus
EOP, SDSU*

*Rosalba Sahinas
Director Emeritus
SD Office of Education*

*Dr. Kenji Ima, Ph.D.
Professor Sociology Emeritus*

*Maria G. Martinez
Parent, ELAC Member*

*Jose R. Padilla, Esq.
Executive Director, CRLA*

*Nora Vargas, Executive Director
Latino Issues Forum*

*Ricardo Lara, District Director
Assembly Speaker Fabian
Nunez*

*Karen Y. Zamarripa
Assistant Chancellor, CSU*

*Kevin Cottrell, VP, Leadership
Programs, Los Angeles Area
Chamber of Commerce*

Board of Trustees

*Raul Yzaguirre
President & CEO, NCLR*

*Emily Cantu, President
Mosaic Inc.*

*Dr. Julian Nava
Former U.S. Ambassador &
LAUSD Board Member*

*Dolores Huerta, UFW Co-
Founder
Dolores Huerta Foundation*

*Motecuma Espargu
Film Director/Producer*

*Augustine Gulligo, Chancellor
SD Community College*

*Valeri Jeffers, Esq., UICW
Secretary/Treasurer,
California Community College
Board Trustee*

*Jose Perez, Publisher & CEO
California Latino Journal*

*Dr. Stephen Weber, President
San Diego State University*

*Lawrence & Suzanne Hess
Hess Properties*

May 4, 2011

California Department of Education
District and School Improvement Division
Regional Coordination and Support office
1430 N. Street, Suite 6208
Sacramento, Ca 95814-5901

Re: Support for Oakland Unified School District Improvement Grant Application on behalf of Parent Institute for Quality Education (PIQE).

To Whom It May Concern,

We at Parent Institute for Quality Education (PIQE) are committed to partnering with organizations and school district that are committed to improving the education of our youth. We found such a partner in OUSD. This is why we support Oakland Unified School District's application for School Improvement funding from the California Department of Education.

PIQE's mission is to connect families, schools and community as partners to advance the education of every child through parent engagement. PIQE is working to create a community in which parents and teachers collaborate to transform each child's educational environment, both at home and at school, so that all children can achieve their greatest academic potential.

During the past 23 years, PIQE has graduated more than 500,000 parents from our basic nine-week parent involvement program, which impacted more than 1,500,000 students. In Oakland alone we have partnered with 41 schools and have graduated 2,356 parents from our nine-week parent engagement program.

We at PIQE are fully committed to continue our collaboration with Oakland Unified School District. We support OUSD in their efforts to better the education of all students.

Sincerely,

Mildred Dumeng



May 12, 2011

California Department of Education
District and School Improvement Division
Regional Coordination and Support office
1430 N. Street, Suite 6208
Sacramento, Ca 95814-5901

RE: Letter of support from Lincoln Child Center regarding the Oakland Unified School District's School Improvement Grant Application

To Whom It May Concern,

We at Lincoln Child Center (LCC) are committed to partnering with organizations and school districts that focus on improving the education of our youth. We found such a partner in the Oakland Unified School District. This is why we support the Oakland Unified School District's application for School Improvement funding from the California Department of Education.

LCC's mission is to enable vulnerable and emotionally troubled children and their families to lead independent and fulfilling lives. LCC partners with the Oakland Unified School District to achieve this mission by providing school based counseling services, truancy prevention services, and parent education supports for Oakland Unified School District students and their families. LCC is working to create a community in which parents and teachers collaborate to transform each child's educational environment, both at home and at school, so that all children can achieve their greatest academic potential.

For more than 125 years LCC has been serving foster and vulnerable youth and has been able to help thousands of youth to have a positive experience in their school, home, and community. LCC is now partnering with the Oakland Unified School District to implement a new truancy prevention program called CEO Youth (Creating Entrepreneurship Opportunities for youth). Through CEO Youth, at-risk youth are trained and guided in running a youth run business that focuses on helping truant youth improve their school attendance. Support from a School Improvement Grant would go a long way to assisting the efforts of LCC and the Oakland Unified School District to make a deep impact in reducing truancy through the CEO Youth program.

We at Lincoln Child Center are fully committed to continuing our collaboration with the Oakland Unified School District. We support the Oakland Unified School District in their efforts to better the education of all students and remain available to answer any questions you may have regarding our partnership and this application for a School Improvement Grant.

Sincerely,


Christine Stoner Mertz
Chief Executive Officer

Administrative Offices
4368 Lincoln Avenue
Oakland, CA 94602
TEL 510.531.3111
FAX 510.530.8083
www.lincolnchildcenter.org

MEMBER AGENCY

California Association of
Services for Children



COMMUNITY
for all
POWERED BY
YOUTH UP
DEVELOPMENT

COMMUNITY
TRAILBLAZER

May 9, 2011

California Department of Education
District and School Improvement Division
Regional Coordination and Support office
1430 N. Street, Suite 6208
Sacramento, Ca 95814-5901

Re: Support for Oakland Unified School District Improvement Grant Application

To Whom It May Concern:

I am writing to offer our enthusiastic support of Oakland Unified School District's application for School Improvement funding from the California Department of Education. Youth UpRising is committed to partnering with organizations and school districts that are committed to improving the education of our youth.

As the Chief Executive Officer of Youth UpRising, a not-for-profit community based organization, housed in a 25,000 square foot state of the art facility that creates and sustains economic development through youth leadership. Youth UpRising's goal is to contribute to the health and economic vitality of Oakland through activities that facilitate youth and young adults serving as positive community change agents. Youth UpRising does this by providing comprehensive, fully integrated programming in the areas of arts & culture, health & wellness, and career & education for low-income youth and young adults, ages 13 to 24.

We are very excited about the potential this grant has to create a positive impact to better the education of all students in Oakland. Additionally, we look forward to continuing our collaboration with the Oakland Unified School District.

If I can provide any additional information to clarify out commitment further, please contact me directly at (510) 777-9909.

Sincerely,

Olis Simmons
President and CEO

Oakland Unified School District Community
Engagement

Roots International Academy Staff
- March 28, 2011

Roots International Academy Parents
- April 6, 2011

Roots International Academy SSC/Elac
- April 14, 2011

Alliance Academy Staff
- March 30, 2011

Alliance Academy Parents
- April 6, 2011

Alliance Academy SSC/Elac
- April 25, 2011

Board of Education Public Hearing
- May 2, 2011

**Roots International Academy Staff
- March 28. 2011**

S.I.G. Forum

School Improvement Grant Planning Meeting



OAKLAND UNIFIED
SCHOOL DISTRICT

Expect Success

Roots Academy

March 28, 2011 - 3:30-5:00

MEETING ROLES:

- **Facilitator:** _____
○ To lead & keep the meeting on track
- **Time Keeper:** _____
○ To ensure we honor established times
- **Recorder/Reporter:** _____
○ Take notes & report out at next meeting
- **Process Checker:** _____
○ To monitor best use of agreements

MEETING AGREEMENTS:

- **Show Up** (choose to be present)
 - Check My Assumptions and Be Fully Present
- **Tell the Truth** (without blame or judgment)
 - Use "I" Statements
- **Pay Attention** (to heart and meaning, and behavior)
 - Assume Positive Intent
- **Be Open to Outcome** (but not attached)
- **Commit to Actionable Work** (follow through)

Outcomes: • Discuss the School Improvement Grant opportunity. • Outline next steps for the Roots and it's community.

Time	Item	Lead	Notes
3:30-3:40 (10 MINUTES)	Introduction: Whose present and what roles do they play.	KIMI KEAN	
3:40-3:50 (10 MINUTES)	Grant Overview: Where we've been, where we are now, and what it means for us.	"	
3:50-4:15 (15 MINUTES)	Planning Forward: The process we'll use to move forward. The 4 Intervention Models.	"	
4:15-4:25 (10 MINUTES)	Next Steps: Where do go from here and what should we expect?	"	
4:30-4:40 (10 MINUTES)	Closure & Appreciations:	"	

Roots Staff Sign-In

Name	Grade	Position	Email
Traivon Soto Johnson	6-8	Physical Education Teacher	traivonsoto@gmail.com; traivonsoto@gmail.com;
K. Psiaki	6-8	RS	kpsiaki@gmail.com; kpsiaki@gmail.com;
T. DeBellotte	6-8	Stip	Thirkeldebelle@ gmail.com; Thirkeldebelle@ gmail.com;
Geoff Vu	6	Teacher	geoffvu@gmail.com; geoffvu@gmail.com;
Gauri Vaishampayan	6	Teacher	g.vaishampayan@gmail.com; g.vaishampayan@gmail.com;
Boris Kletser	6	Teacher	mr.kletser@gmail.com; mr.kletser@gmail.com;
Kia Clark	6	Teacher	clarkkm@aol.com; clarkkm@aol.com;
Sameeta Dasari	7	Teacher	sameeta.dasari@gmail.com; sameeta.dasari@gmail.com;
Genevieve Lawrence	8	Teacher	genevievemlawrence@gmail.com; genevievemlawrence@gmail.com;
Sakeena Ahsan	7	Teacher	sakeena.ahsan@gmail.com; sakeena.ahsan@gmail.com;
David Weissman	7	Teacher	dgweissman@gmail.com; dgweissman@gmail.com;
Daniel Grassian	6-8	SDC SH Teacher	daniel.grassian@ousd.k12.ca; daniel.grassian@ousd.k12.ca.us;
Gregory Keener	8	Algebra	gregory.keener@gmail.com; gregory.keener@gmail.com;
Brandee Stewart		Principal	brandee.stewart@ousd.k12.ca; brandee.stewart@ousd.k12.ca.us;
Ana Burgos		Adm. Assistant	ana.burgos@ousd.k12.ca.us; ana.burgos@ousd.k12.ca.us;
Natalie Soto		Adm. Assistant	natalie.sotovalencia@ousd.k12.ca.us; natalie.sotovalencia@ousd.k12.ca.us;
Lydia Moore		Teacher	lv2liddymo@yahoo.com; lydia.moore@ousd.k12.ca.us; lydia.moore@ousd.k12.ca.us;
Jennifer Nguyen		TSA	jennifer.nguyen@ousd.k12.ca.us; jennifer.nguyen@ousd.k12.ca.us;
Abbey Atwood		Teacher	abbeyatwood@gmail.com; abbeyatwood@gmail.com;
Joan Maurer		Teacher	no_fear_mama@hotmail.com; no_fear_mama@hotmail.com;
Art Mola		Project Coordinator	amola@oaklandnet.com; amola@oaklandnet.com;
Lauren Chambers		ASP Coordinator	lchambers@safepassages.org; lchambers@safepassages.org;
William Starling	8	Science Teacher	bwillstar@yahoo.com; bwillstar@yahoo.com;

Notes from Roots Staff Engagement
March 28, 2011

Staff questions, thoughts

- Half of the staff not aware of the SIG award so need background
- How is this different from last year?
 - Last year, the process was difficult. This year, Superintendent and I are going to move forward and apply. We are trying to figure out
- When we changed from a big school to a small school five years ago, it was kind of like a transformation. Is that really the best choice since we did it five years ago.
 - Just because we've invested in change once, doesn't mean it's not necessary to continue
- When you look at turnaround, what happens to that 50% of staff. How does that work with pink slips, etc.
 - Extreme times relative to past. Not sure exactly how that will work. I will have to check and get back to you
- How does the turnaround model benefit students? They already go through this every year. How can stability be achieved by instability?
 - I don't think new change is advantageous. I think growing from strengths is a better way to look at things. We would love to hear from you about which of the four models you would like. That's not the highest on my list
- How would the extra million a year be spent to improve school improvement
 - Other schools have done: more coaching, RTI, after-school interventions
 - It's something we would get to design as part of the grant application
- Are you able to be transparent with us in terms of which direction you're leaning, and who is writing the grant
 - I do have a personal place where I am at, but I need to hang on to that now
 - We have hired a grant writing firm to write the grant. We don't have the resources to complete the grant, which is long, in the required timeframe (April 11)
- Who is making the final decisions? Last year it was put on us. Some of us spent hours and hours meeting and researching charters and organizations. Will someone from this campus be making those decisions?
 - Grant is due April 15th, has to be ready for board by April 11th
- By April 15th, we have to decide which one of those four is happening?

- This year, it will not be by voting. I will make a recommendation to Superintendent. At this time, we both feel as though we can't give up those resources to our students
- Have you applied for any grants that followed a different model (non-closure)? If you closed, where would the kids go?
 - Both schools did transformation last year. They didn't have leaders who had been there for a longer period of time who would have had to have left.
- Can grant money be used to hire teachers or reduce class sizes?
 - I asked, but it's not something that is allowed under the grant unless class sizes are reduced to under 15 students per class
- What happens if you are not awarded the grant
 - Continue as you are/status quo
- Which one of the four would you not choose at all?
 - Don't want to answer this at the moment, but will do so within the next week
- Under any of these grants, is there any requirement for years of experience for a teacher to improve test scores and learning. Given layoffs – need to see whether we could get more experienced staff here
 - Grant might be usable to retain experienced teachers or for more PD/building staff capacities
- If choose turnaround or transformation, who would you consider for new principal in order for grant to achieve what is possible here?
 - Currently in the process of recruiting new principals, so unprecedented numbers of administrative vacancies for next year. Eligibility pool, and we are doing rounds of performance interviews and eligibility interviews. Initiative of encouraging experienced administrators to make moves laterally to take on schools that need an experienced administrator
 - For teachers, we have partner programs through PMI at Berkeley and NLNS
- What is the turnaround timeline?
 - Last year, August. This year, hopefully sooner.
- Within August, did those schools have to turnaround half the staff?
 - Both were transformation
- Are there any other sites you guys are planning for?
 - You can probably guess, but I would like to speak with staff members at any other potential sites first before I tell other people so please respect this concern

- Is it possible to not take the money?
 - It is an option, but it is not what the Superintendent and I want. It is an option to not apply, but it is not our intention
- If we take the money, will we have to become a charter school?
 - No.
- How would 50% of teachers thing happen? Would we all have to reapply or would one person decide?
 - The only thing I know is that it is not seniority driven, and I don't know beyond that exactly how it works
 - Collective bargaining puts another regulation on things
- If you choose to close or consolidate Roots and the money doesn't come from August, is it possible that families won't know that Roots won't operate in August? Isn't that inequitable?
 - Yea that doesn't make sense. I am committed to not throwing families who need.
 - Not year 1 that you do the big change. I don't know how you could possibly wait until August to do this.
- This is not our choice. We make a recommendation and the district makes the choice. Right?
 - Yes.?
- Would restart be a charter?
 - OUSD does not have a charter-friendly board right now, so it would be difficult to get a charter approved.
- Brandy: This can feel overwhelming at an adult level. But the opportunity of \$3MM for our students, especially given the economic times for our students, I don't think any of us could justify not taking that opportunity. Even though it feels frustrating, in actuality it is an opportunity if it is used correctly
- Promise neighborhood stuff? Is that done?
 - We didn't get the grant, but we're still trying to do the promise neighborhood stuff. Everyone is still trying to do it without the resources
 - I see this grant as an opportunity to better resource this campus

**Roots International Academy Parents
- April 6, 2011**



Important School Community Meeting for Staff & Families of Roots International Academy

- **Please join us as we consider the
School Improvement Grant (SIG)
opportunity for Roots for the 2011-
2012 school year**
- **Learn about the 4 options for
school change**
- **Contribute input & questions**

Wednesday, April 6, 2011

5:00 - 6:30pm

Roots International Academy

Please contact Kimi Kean, RExO kimi.kean@ousd.k12.ca.us or David Montes de Oca, Quality
Community Schools Development david.montes@ousd.k12.ca.us for more information.

Roots International Community Engagement

April 6, 2011, 5pm

Attendance

- Coach D – P.E. Director
- Pamela Fung – Director of Elev8
- Mr. Townsend – Principal of CCPA
- Amy K –Asst. Principal of CCPA
- Lauren Chambers – Afterschool coordinator of Roots
- Anna Bruges – Officer of Roots
- National Equity Project – works with teacher at Roots
- Eliza – works at Roots
- Dr. Willis – intervention specialist at Roots and a father here
- Celia – mother of a 7th grader
- Esther – mother 7th grader
- Anna – mother of a 6th grader at Roots
- Laura – mother of a 6th grader
- Pedro – father of a 6th and 8th grader
- 2 students

What do you remember from the process that took place last year?

- Parent: last year's meeting there were various opinions, but came to no actual agreement .
- **Discussion around four models**
- Many of the bullets depend on increased teacher capacity – will teachers have the capacity/
- Dedicated teachers?
- More homework supports
- Number of students in class

Shareout

- When is this decision going to be made?
 - Proposed deadline of April 15 – notified us that the deadline will be moved back to May – more time to develop grant application
 - In May, school board will need to select the model of transformation
- Is there any way to keep our principal?
 - There is no way to pursue the grant and keep the principal. One off-chance scenario is to find a charter operator that chose to hire the current principal
- What happens if we don't get the grant?
 - Current situation right now – reduction in funds for all schools. Next year, less funds. What specifically are you wondering about if you did not get the grant?
 - If we didn't get the grant, we wouldn't have those additional resource
 - This was identified as a promise neighborhood campus – how do we formalize those connections/relationships? Even if we don't get the grant, we're going to want to think differently about how do we get the best thing for the kids in the school and we aren't actually delivering those at this point. How do we get to the place we aspire for our kids?
- How do we get more parents involved in this discussion?
 - News that there is more time is very exciting given this timeline
 - We are going to plan opportunities to continue engagement – at least two more formal opportunities for community to respond and share their views and opinions
- As a parent, when the grant is granted or not, will (and when will) the parents be notified?
 - Yes, we will inform parents and families if the grant is received
 - Information continues to change constantly
 - Plan is to bring it to the July board meeting of the state
 - Probability of getting the grant is high – the question is what % of the ask will we receive?
- Where does the idea of wanting to do this come from?
 - Roots was put on a list last year of schools that were underperforming

**Roots International Academy SSC/Elac
- April 14. 2011**



1390 66th Avenue ♦ Oakland, CA 94621 ♦ (510) 639-3226 ♦ Fax (510) 639-3214

SCHOOL SITE COUNCIL MEETING (SSC)

**Thursday April 14, 2011
5:30 – 7:30 p.m.
In Roots classroom 110**

Agenda

- I. Welcome
- II. Roll call and establish quorum
- III. District Representatives presentation on SIG Grant (*School Improvement Grant*)
- IV. Approval of minutes
- V. Elect and vote for parents representatives - SSC
- VI. Vote and approve 2011-2012 SPSA activities
- VII. Vote and approve Stimulus Money
- VIII. DAC representative report
- IX. Public input
- X. Establish date of next meeting and adjourn



1390 66th Avenue ♦ Oakland, CA 94621 ♦ (510) 639-3226 ♦ Fax (510) 639-3214

JUNTA DEL CONCILIO ESCOLAR (SSC)

Jueves, Abril 14, 2011

5:30 – 7:30 p.m.

Salón de Clases 110 en Roots

Agenda

- I. Bienvenida
- II. Asistencia y establecer quórum
- III. Presentación de Representantes del Distrito Escolar acerca de SIG
(Beca de Superación Escolar)
- IV. Lectura y aprobación de minutas
- V. Elegir y votar por padres representantes - SSC
- VI. Votar y aprobar en las actividades del SPSA para el 2011-2012
- VII. Votar y aprobar en el Dinero de Estímulo *(Stimulus Money)*
- VIII. Reporte del representante de DAC
- IX. Opiniones publicas
- X. Fecha de establecimiento de la próxima junta y clausura



Important School Community Meeting for Staff & Families of Roots International Academy

- **Please join us as we consider the School Improvement Grant (SIG) opportunity for Roots for the 2011-2012 school year**
- **Learn about the 4 options for school change**
- **Contribute input & questions**

**Thursday, April 14, 2011
(During SSC Meeting)
5:30 - 7:30pm**

Roots International Academy

Please contact Kimi Kean, RExO kimi.kean@ousd.k12.ca.us or David Montes de Oca, Quality Community Schools Development david.montes@ousd.k12.ca.us for more information.



Junta Importante para la Comunidad Escolar, el Personal, y las Familias de Roots International Academy

- **Favor de unirse con nosotros en consideración de la oportunidad para la Beca de Superación Escolar (SIG) para Roots International para el año escolar 2011-2012**
- **Aprender de las 4 opciones para transformación escolar**
- **Contribuir sus ideas y preguntas**

**Jueves, 14 de Abril, 2011
(Durante la Reunión de SSC)
5:30 - 7:30pm**

Roots International Academy

Para mas informacion, entre en contacto con Kimi Kean, RExO kimi.kean@ousd.k12.ca.us o David Montes de Oca, Grupo de Desarrollo de Escuelas Comunitarias de Calidad david.montes@ousd.k12.ca.us.

S.I.G. Forum

School Improvement Grant Planning Meeting



Roots

— COMMUNITY SIGN-IN —

APRIL 14, 2011

NAME	Role	Student's Name (and grade)	Address	Phone #	Email
ISABEL MENDOZA	PARENT	7 TH JOHANN	1729 CHURCH ST OAKLAND		
Lori Rivera	Mama	Miguel A. Salmeron	7514 Bancroft Av. Oakland, CA 94618	(510) 750-9782	Lori2008@yahoo.com
Bruce Starling	STAFF		125 Greenwood St Oakland, CA 94612	510-712-8494	brucestar@yahoo.com
Rocis Kletser	Staff		200 Montecito Ave #200 Oakland, CA 94610	510 213 8672	mr.kletser@gmail.com
Leslie Anna	Staff				
maria Cota				510-927-0690	
Candelaria Cota					
Celia Manzo	mama	7 th Grade Dennis	1453 65 AVE oakland	(310) 568 8149	
Esther A Rodriguez	mama	Freddy Rodriguez	apart. B 94621		
Esther A Rodriguez	mama	Freddy Rodriguez	7517 70 th Ave Oakland	(510) 569-5719	
Maria Tolosa	Mama	Francis	8908 D St Oakland	510 689 4173	
Esperanza Mota	mom	Marcos Mota	5815 Elizabeth St C	510 383 9107	espymota@gmail.com
Sebastián Meléndez	papa	BRENDA Meléndez	1815 Church St	510 459 8530	
Gregory Keener	staff		Oakland CA 94621		
Ana Burgos	staff	-	3369 Shawway Hayward, CA 94541	(510) 754-2794	ana-burgos@ousd.k12.ca.us

Roots International Academy SSC / ELAC

Date: April 14, 2011

Time: 5:30 p.m. – 7:30 p.m.

Location: Roots International Academy – Room 110

Minutes submitted by Gregory Keener

- I. Welcome
 1. Ms Stewart introduces the meeting as a continuation of previous week's SIG informational meeting
 2. After hearing from the district representatives, we will have a few SSC items to vote on
- II. Roll call and establish quorum
 1. Delayed until following the District presentation on SIG
- III. District Representatives presentation on SIG Grant (School Improvement Grant)
 1. [woman] introduces herself, tells us she will be helping for the next few months with the SIG process
 1. Asks who is familiar with the SIG, based on previous meetings or last year's community forums
 2. Explains "the opportunity"
 1. Two schools, United for Success and Elmhurst receive approximately an additional 1 million per year
 1. Five schools were chosen, given the opportunity to accept or decline, there were good reasons for both
 2. The two schools now applying for the grant were in the original grant, Roots and Alliance
 2. There are four models for the schools which apply for the grant
 1. We will definitely NOT use "School Closure"
 2. The other two schools that now have the grant used the "Transformational" model
 1. It is "most likely" that the district will choose to partner with you in the "Transformational" model
 1. What goes into making that decision is what the district feels will be possible to support
 2. Transformational model entails: a new leader, increasing instructional time, and increasing student achievement, engaging family and community, and giving the schools the district help that they need
 3. The "Restart" model is closing the school and opening as a charter
 4. The last one is the "Turnaround" model, in which there is a new leader and 50% of the staff is replaced
 3. In a moment she will take questions, but there is space on the back where you can write questions and leave them for her in an envelope in the office
 1. Question: This grant as not applied for on behalf of Roots last year?
 1. Answer: No, Roots was on the list of schools that were accepted for the grant, this list of five schools was submitted by the district for approval, but Roots voted not to accept the grant
 2. Question: So no grant money was accepted on behalf of Roots last year?
 1. Answer: No
 3. Roots is in a strong position to receive this grant money this year, which can not be spent

on simply anything you want, but does give a school more opportunities they otherwise would not have

1. The purpose of the grant is to improve student achievement, and you have to justify all of the expenditures based on that
2. Pause for questions
 1. Question: So what do we need to do to receive that grant?
 1. A lot of the background information was compiled last year, but now a big group is actually writing the grant
 2. Question: Why didn't Roots receive the grant money last year?
 1. Both schools that did not accept it last year decided that they did not want to reorganize their school in a way that was necessary to receive the grant.
 3. Q: SO this year you have all the process to go ahead and do it?
 1. It's going to be a process over time; both schools that have the grant money this year have new principals in place and a revised process for evaluating teachers; then there are timelines to achieve these things, so it is a lot of work, for the best reasons.
 2. But since Alliance and Roots were already on the list to apply, the process is easier for them; to clarify – the process to apply
3. This is why we had one community meeting where the speaker's mother came to address parents, a different meeting to engage teachers, and there will be two community forums for parents to collaborate with the district and the schools
4. Another break for questions
 1. Q: In order to accept the grant, is it necessary to replace the teachers and principal?
 1. A: Yes, which is what makes it very hard for schools to accept.
 2. Q: At the staff meeting, the deadline for application for the grant was early in April; has it already passed?
 1. No, because the deadline was extended by the state
 3. Q: Regarding the "Transformation" model, how much time is given for turnaround, and if that turnaround is not achieved, what will happen to that money?
 1. In a transformation model, you have three years to achieve what has been set as the "ultimate goal;" there is language in the grant regarding what will happen if the money has not been spent appropriately to achieve the gains you have indicated; so its more about how the resources line up with achieving the goal, and you are compliant as long as you are working towards the goals and spending the money appropriately
4. This is all very difficult to explain, and if you have any other questions, be encouraged to submit them.
5. As difficult as it is to accept, it should be seen as an opportunity to take advantage of.
 1. Question: Why is it necessary to take away our teachers, and our principal, and why doesnt the state government just give us these resources to begin with, when we dont even have enough money to pay for enough teachers to reduce class sizes, to buy resources that we need.
 1. At this point there is a lot of agreement, and several parents voice their assent and frustration with the problems that the school and community is facing.
 2. Q: Can the extended day in the "Transformation" model include extracurriculars, or is it required to be simply mathematics and english instruction
 1. A: Yes, but this grant money may free up some of the regular budget to be spent creatively on these things, which kids need
 3. Q: What has the transformation model meant for the schools that implemented it this

year?

1. A: Unfortunately, because the grant was not received until December, much of what they had planned to implement, including new teachers and other staff members, has not been able to be implemented yet
6. Evaluations are distributed.
 1. At this point, an unrelated debate erupts regarding the use and even possession of cell phones in schools.
 2. This conversation continues after the district representative has left, branching off onto topics such as:
 1. Who will the new principal be, and what role can the parents take in helping to choose the new principal [Ms. Stewart recommends that they contact the district themselves in large numbers and demand that a principal with experience be hired in this school]
 2. Parents, frustrated by the lack of participation in meetings such as this, suggest that if the school were ever closed, then parents would finally show up

IV. Approval of Minutes

V. Elect and vote for parents representatives – SSC

1. Last week we voted on the plan for how our budget would be spent in the next year.
2. When this was submitted to the district, they told us that we do not have enough parents on our roster
 1. They never told us this, even though the roster was submitted at the beginning of the year
 2. The problem is there needs to be an equal number of parents and staff members, and right now there are two more staff members
 1. So we need to elect two new parent representatives
3. Role of participation as elected SSC representative is explained
 1. Three parents volunteer: Sebastian Melendez, Lori Rivera, and Catalaria Cota
 1. It is explained that this will be too many parents, so they are asked if one would like to be the alternate.
 1. Sr. Melendez
4. Vote is taken amongst parent
 1. Both nominations are approved unanimously

VI. Roll call and establish quorum* *New agenda item

1. Martha Ferman X
2. Esther Rodriguez X
3. Mariela Lopez
4. Mario Cota X
5. Boris Kletser X
6. Gregory Keener X
7. Traivon Soto-Johnson X
8. William Starling X
9. Ana Burgos X
10. Brandee Stewart X
11. Candelaria Cota X
12. Lori Rivera X

VII. Vote and approve 2011 – 2012 SPSA activities

1. We need to vote again on the SSPA plan for what our goals as a school will be for next year, and how we will go about achieving those goals, including:
 1. A goal of 10 percent academic growth on state tests

- 2. Salaries for: Read 180 teacher, one TSA, and an Intervention Specialist
- 2. Vote: Is it ok to approve this plan for submission to the district?
 - 1. Approved: Unanimous
- VIII. Vote and approve Stimulus Money
 - 1. We previously voted to approve a few budget items regarding how to spend the remaining money in the budget for the rest of this year.
 - 2. First: Summer school for rising 6th, 7th, and 8th graders
 - 1. Conducted in conjunction with CCPA
 - 2. The money will be spent on the teachers and materials required
 - 3. Vote: Do you approve that we should spend approximately 40,000 for summer school?
 - 1. Approved: Unanimous
 - 3. Saturday school
 - 1. Use 5,000 to pay for teachers to work with students in Saturday school leading up to the CST?
 - 1. Approved: Unanimous
 - 4. Remaining money
 - 1. Spend the remaining money on books, computer software, and other materials for academic support?
 - 1. Approved: Unanimous
- IX. DAC representative report
- X. Public input
- XI. Establish date of next meeting and adjourn

**Alliance Academy Staff
– March 30, 2011**

S.I.G. Forum

School Improvement Grant Planning Meeting



expect Success

Alliance Academy
March 30, 2011 - 3:30-5:00

MEETING ROLES:

- **Facilitator:** _____
○ To lead & keep the meeting on track
- **Time Keeper:** _____
○ To ensure we honor established times
- **Recorder/Reporter:** _____
○ Take notes & report out at next meeting
- **Process Checker:** _____
○ To monitor best use of agreements

MEETING AGREEMENTS:

- **Show Up** (choose to be present)
○ Check My Assumptions and Be Fully Present
- **Tell the Truth** (without blame or judgment)
○ Use "I" Statements
- **Pay Attention** (to heart and meaning, and behavior)
○ Assume Positive Intent
- **Be Open to Outcome** (but not attached)
- **Commit to Actionable Work** (follow through)

Outcomes: • Discuss the School Improvement Grant opportunity. • Outline next steps for the Roots and it's community.

Time	Item	Lead	Notes
3:30-3:40 (10 MINUTES)	Introduction: Whose present and what roles do they play.	KIMI KEAN	
3:40-3:50 (10 MINUTES)	Grant Overview: Where we've been, where we are now, and what it means for us.	"	
3:50-4:15 (15 MINUTES)	Planning Forward: The process we'll use to move forward. The 4 Intervention Models.	"	
4:15-4:25 (10 MINUTES)	Next Steps: Where do go from here and what should we expect?	"	
4:30-4:40 (10 MINUTES)	Closure & Appreciations:	"	

**ALLIANCE ACADEMY
SIGN IN SHEET**

Name	Grades	Role	Email Address
1. Ann-Kathrin Pehmer		Graduate Student Observer	
2. Katherine Wolfe	6	Math/Science Teacher	katherine.wolfe@allianceousd.org
3. Courtney Ortega	6	Math/Science Teacher	courtney.ortega@allianceousd.org
4. Jo Wycoff		8 Algebra 1	koolcolors@yahoo.com
5. Akilah Byrd	6 & 7	READ 180 Teacher - Intensive English	akilah.byrd@gmail.com
6. Branessa Kunitz	6	Teacher - English/History	bkunitz@gmail.com
7. Toniesha Webb	7	Teacher - World History	toniesha.webb@allianceousd.org
8. Kafi Payne		Assistant Principal	kafi.payne@allianceousd.org
9. David Ramirez	8	Teacher - Science	david.ramirez@allianceousd.org
10. Ashley King	7	Teacher - Science	ashley.king@allianceousd.org
11. J. Hilliard	6	Teacher - English/History	JeffreyHilliard1@aol.com
12. Memo Durgin	CTA/OEA	Union Rep	gdurgin@cta.org
13. Rosaura M. Altamirano		Administrative Assistant	rosaura.altamirano@ousd.k12.ca.us
14. Claude Jenkins		CONS	cjenkins47@hotmail.com
15. Oveida Crespo		Bilingual Clerk	oveida.crespo@allianceousd.org
16. Seema Sharma	7	Teacher - Math	seema.sharma@allianceousd.org
17. Mike Kinne	7	ELA	michael.kinne@allianceousd.org
18. Greg Klein		Principal	greg.klein@allianceousd.org
19. Jane Kaufman	8	Teacher - History	kaufmanhist@gmail.com
20. Faris Jabbar	8	ELA	fjabbar007@gmail.com
21. Davina Goldwasser		Leadership Coach	davina.goldwasser@ousd.k12.ca.us
22. Kim Nguyen			kimdungngu@sbcglobal.net
			faculty@allianceousd.org
			staff@allianceousd.org
			electives@allianceousd.org
			COST@allianceousd.org

Alliance Academy

Initial Staff Engagement Notes

Q&A Discussion

- Can the money be used to prevent teachers from getting laid off?
 - I asked, but no it cannot.
 - But you could do more reading intervention
- We need this grant for our kids and need to think about how to make them
 - Lots of agreement in the room
- Under the transformation model, did 50% of the staff have to go?
 - No that's Turnaround, which is not really viable for us at this point
- Changes to teacher compensation
 - Staff really has an input but still maintaining collective bargaining
 - Yes, done in partnership with OEA
 - Not about forcing people to do what they don't want to do, but make sure that it's a good fit for people
- **Solicit in writing, when you think about the models, what are the questions that come up for Kimi?**
 - Last year we did so much research on it and got some good ideas.
 - We will get final proposal for administration
- Who will be responsible for writing the proposal? District or staff?
 - I want input from the staff because you are on the ground and know what's best, and what the problem areas are. I want as much from you as I can
- Transformation – returning staff worked hard on that proposal without the leadership of people who were here. Once the district decides, who is it up to? Last year, the teachers took the lead in the process.
 - One of QCSD's tasks is helping support school evaluation and transformation
 - Part of transformation is having an articulated plan for supporting teachers
 - "I would prefer to have effective, accountable, differentiated PD so I think that's a key piece we're thinking about
- Immediate thoughts on paper
- Work that was done last year – plan from last year will be sent
- Parent participation this year ?
 - Input is really important and is required as part of the grant, but parents, staff are not voting

Staff Suggestions

Response 1:

- Institute afterschool enrichment programs
 - Music
 - Art
 - Sports
- Add intervention groups
- Tutoring programs for intervention for low students

Response 2:

- This model would help us incorporate all the ideas we have. We can also utilize this money to purchase additional teachers to do intervention pull-out classes. We can purchase more elective teachers. We can also hire a second AP so we can have a dean of students for each grade level and tighten up discipline. We can use the \$ to release teachers who are coaches so they have time to do observations

Response 3:

- Actual, targeted professional developments
- TIME for teachers to plan
- Mandatory, all classroom shared practices in behavior, engagement, and teaching strategy
- Data analysis between shared class teachers, grade level, and content area – consistent analysis and focused instructional responses
- Culture – positive roles for kids and school community
- How are we going to do this with the resources we have?

Response 4:

- Professional learning communities
- Mandatory parent involvement
- Teacher collaboration time
- Computers in each classroom
- Leveled reading library in each (or English) classrooms
- Smaller class sizes
- RTI (Response to intervention)
- Full-time, credentialed librarian

Response 5:

- Smaller class sizes
- More intervention classes
- Increased class time for FBB students
- Mandatory parent involvement
- Teacher collaboration time
- Language development classes like Spanish for teachers
- Full time library
- More available technologies in the classroom
- Leveled reading library in classes based on the content area
- Experienced leadership (5+ years)

Response 6:

- Add interventions groups
- Smaller class sizes
- Add PD time
- Planning time/collaboration/observation release time
- Positive school culture
 - Rallies
 - Dances
 - Games
 - Family nights
- School facility improvements

Response 8:

More PD's with actual learning going on

- More support for students in terms of other services
- Facility issues

Response 9:

- Restorative justice coordinator
- Technology
 - Mobile laptop carts (at least 2)
 - Projectors

- More PD for teachers
 - Classroom management
 - Student engagement
- Student leadership opportunities
 - Lunch/break structured activities
- Citizen schools for all students (more adults on campus)
- *Response 10:*
- Intervention (math)
- Structural improvements
- Smaller size classes

**Alliance Academy Parents
– April 6, 2011**

S.I.G. Forum

School Improvement Grant Planning Meeting



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Alliance Academy – Community Meeting

April 6, 2011 – 5:00-6:00

MEETING ROLES:

- **Facilitator:** _____
 - To lead & keep the meeting on track
- **Time Keeper:** _____
 - To ensure we honor established times
- **Recorder/Reporter:** _____
 - Take notes & report out at next meeting
- **Process Checker:** _____
 - To monitor best use of agreements

MEETING AGREEMENTS:

- **Show Up** (choose to be present)
 - Check My Assumptions and Be Fully Present
- **Tell the Truth** (without blame or judgment)
 - Use "I" Statements
- **Pay Attention** (to heart and meaning, and behavior)
 - Assume Positive Intent
- **Be Open to Outcome** (but not attached)
- **Commit to Actionable Work** (follow through)

Outcomes: • Discuss the School Improvement Grant opportunity. • Outline next steps for the Roots community.

Time	Item	Lead	Notes
5:00-5:10 (10 MINUTES)	Introduction: Whose present and what roles do they play.	KIMI KEAN	
5:10-5:25 (20 MINUTES)	Grant Overview: <i>The Big Picture Then & Now</i> Where we've been, where we are now, and what it means for us. TABLE TALK: A look at the 4 models.	"	
5:25-5:40 (15 MINUTES)	Planning Forward: <i>What Does This Mean for Us?</i> The process we'll use to move forward. Best models.	"	
5:40-5:55 (15 MINUTES)	Next Steps: <i>What do next?</i> What should we expect & what can we do?	"	
5:55-6:00 (5 MINUTES)	Closure & Appreciations:	"	

Foro de S.I.G.

Subvención para la Mejora de Escuelas



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Alliance Academy – Junta de la Comunidad

6 de abril, 2011 – 3:45-4:45

FUNCIONES DEL REUNIÓN:

- **Facilitador:** _____
○ *Para dirigir y mantener la reunión*
- **Poseedor del Tiempo:** _____
○ *Para garantizar que honramos tiempos establecidos*
- **Grabadora/Reportero:** _____
○ *Tomar notas y informarnos en la próxima reunión*
- **Poseedor del Proceso:** _____
○ *Para vigilar el mejor uso de los acuerdos*

ACUERDOS DEL REUNIÓN:

- **Aparacen** (elija a estar presente)
 - *Comprobar mi hipótesis y estar completamente presente*
- **Decir la Verdad** (sin culpa o sentencia)
 - *Usar declaraciones del "Yo"*
- **Prestar Atención** (Oír el significación y el comportamiento)
 - *Asumir intenciones positivas*
- **Estar abierto a la Obtención de Resultados** (sin ser conectado)
- **Comprometerse al Trabajo** (Seguimiento Mediante)

Resultados:

- Discutir la Oportunidad de la Subvención para la Mejora de Escuelas. • Discutir los próximos pasos para la comunidad de Alliance.

Tiempo	Asunto	Facilitador	Notas
3:45-3:55 (10 MINUTOS)	Introducción: Quien está presente y los funciones que hacen.	KIMI KEAN	
3:55-4:15 (20 MINUTOS)	La Visión en General: Entonces y Ahora Donde hemos estado, donde estamos ahora, y lo que significa para nosotros. CONVERSACIÓN DE LA MESA: Discutir los cuatro modelos.	"	
4:15-4:30 (15 MINUTOS)	Planificación: ¿Qué significa tiene este para nosotros? El proceso usaremos para avanzar. Mejores modelos.	"	
4:30-4:45 (15 MINUTOS)	Próximos pasos: ¿Qué hacer a continuación? Lo que debemos esperar y lo que podemos hacer.	"	
4:45-4:50 (5 MINUTOS)	Cierre y agradecimientos	"	

ALLIANCE ACADEMY**ATTENDANCE**

Name	Student's Name	Address	Phone#
Olga Torres	Jessica Meza	9523 13 th St	510-878-2602
Ma Guadalupe Maravilla	Monica Maravilla	9604 13 th St	510-636-8565
Elivia Tevena	Cecilia Tevena		510-569-5673
M Carmen Corpos	Magallan Erika	1304 100 Ave	510-712-9446
Jose Argoeta	Jovani Argueto	1614 89 th Ave	510-472-2855
Gabriela Hernandez	Gabriela Hernandez-R	10005 A St	510-632-8742
Leticia Vega	Andres Vega	1086 100 th Ave	510-553-0971
Angelica Alvarez	Cesar Alvarez	9901 Olive St	510-569-6901
Maria Sanchez (Staff)			510-407-7070
Eustorgia Leon	Ivet Leon	1434 89 th Ave	510-927-7640
Greg Klein (Principal)		3945 Harrison St, #34	510-290-4005
Kafi Payne (Asst. Principal)		1800 98 th Ave	510-788-0408

Community Engagement

April 6, 2011

What do you remember about SIG?

- More money for students

Questions/Opinions

- Are we going to get the money?
 - Both schools that applied last year got the money. They are on the same campus but there is a difference
- Are you going to apply for programs we want? Are there specific things you have to use the money for?
 - Four options – depends on which option is chosen
 - Transformation – extended day for students
 - You can write what you think is most useful for the students into the grant (what supports and programs you think are most useful)
- **This is a good idea – we really need after school programs for kids**
- We have many needs here – more support for teachers – much need
- **Recognize students - Diplomas make students very happy**
- **Recognize teachers who are supporting students**
- **A way for helping students to understand the homework**
 - Better strategies for giving students, especially ELL students, more opportunities to speak. Small group work, separate interventions
 - For me, attendance is very important
- I like this teacher because she works hard – she is in the office until 8p
 - High expectations,
 - We need students to know we believe in them and support them
- If we get the money or not, I've heard teachers are getting pink slips - will they get fired?
 - That's a little different. Because the state budget is being cut so much, we will lose 20% of the funding for each student

- Teachers might have to be laid off because of state budget cuts, but the models we are looking at pursuing in the grant are not those where teachers would be fired
- Does the grant cover the entire school?
 - Yes, all students will benefit from the grant
 - Some examples: More hours for teachers. In most of the schools, students don't have enough time to organize and prepare their lessons. More time for development and collaboration to advance students. Later, help for teachers to improve their instruction (observe teachers and give them feedback)
- If we have principal- or teacher-specific concerns?
 - any parent that has a concern, it is very important to report this immediately.
 - I believe we can strengthen the culture and experience
- Greg Klein: We were just in a school culture meeting and we are making progress toward some basic things by spring break. Yes we hope we have a grant coming that can help us with that. But in the meantime we are working our butts off right now

Initial Implementation of the Four Intervention Models

Specific requirements for initial implementation of each of the four intervention models are:

Transformation Model

-Schools that implement the transformation model, including replacing the principal and increasing instructional time, as well as other required school improvement activities, **must have replaced the principal and instituted the new school schedule that increases instructional time prior to the beginning of the 2011–12 school year.**

Turnaround Model

-Schools that implement the turnaround model, including replacing the principal and up to 50 percent of instructional staff, as well as other required school improvement activities, **must have completed principal and instructional staff replacements and instituted the new school schedule that increases instructional time prior to the beginning of the 2011–12 school year**

Restart Model

-Schools that close and reopen under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) **must open under the new management prior to the beginning of the 2011–12 school year.**

Closure Model

-If an Local Education Agency elects to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving, **the LEA will prepare for the school's closure during the 2011–12 school year, but must close the school no later than June 30, 2012.**

**Alliance Academy SSC/Elac
– April 25, 2011**

ALLIANCE ACADEMY SSC MEETING

Date: MONDAY, APRIL 25TH

Time: 5:00PM

Location: ROOM 27

Agenda

- I. Welcome / Bienvenidos**
- II. Review and Approve Minutes / Revisar y aprobar el acta**
- III. School Improvement Grant Engagement & Process / Beca de mejoramiento de escuela y procesa**
- IV. Review and Modifications to 2010-2011 SPSA / Revision y Modificacion al SPSA**
- V. Review and Approve 2010-2011 Safety Plan / Revision y Aprobación de Plan de Seguro**
- VI. Review and Approve 2011-2012 SPSA / Revision y Aprobación de SPSA 2011-2012**
- VII. Public Input / Opinion Publica**
- VIII. Establish Date of Next Meeting and Adjourn / Establecer fecha para nuestra próximo junta y Despedidas**

Alliance Academy
School Site Council Meeting
Monday, April 25, 2011
Room 27

▪ Persons Present: Greg Klein, Oveida Crespo, Katherine Wolfe, Courtney Ortega, Maria Sanchez, Kafi Payne, Laura Monroe, Kimi Kean, Elvia Tejeda, Sergio Gaxiola, Marvel Morales, Maravilla Maravilla, Gabriela Hernandez, Olga Torres

I. Welcome

- Ms. Crespo brought the meeting to order at 5:10pm

II. Review and Approval of Minutes

- SSC members reviewed the minutes from 3/7/11
- No questions or problems were raised from the members.
- Ms. Sanchez made a motion to approve the minutes, seconded by Ms. Ortega, approved 7-0

III. Review and Modifications to 2010-2011 SPSA Process

- None.

IV. Review and Approve 2010-2011 Safety Plan

- Mr. Klein passed around the safety plan.
- Names were updated accordingly, but substantive changes were not made
- Ms. Tejeda asked what the earthquake procedure is at school. Mr. Klein and Ms. Crespo explained the district enforced 'duck and cover' policy .
- Ms. Tejeda asked about students loitering near campus after school hours. Ms. Payne and Ms. Oveida answered that the administration speaks to parents when their presence is brought to their attention.
- Ms. Sanchez voiced a concern about parents wanting more security on campus. Ms. Oveida brought up the need for more parent volunteers to fill that need.
- Ms. Wolfe made a motion to approve the plan, seconded by Ms. Sanchez, approved 7-0.

V. School Improvement Grant Engagement & Process

- Ms. Kean provided the council with an overview of the SIG opportunity.
- Superintendent Tony Smith is making the recommendation to the school board
- Alliance will follow a model, which requires that we follow certain guidelines and procedures next year, such as analyzing data, teacher evaluation, and strategic family involvement.
- Ms. Kean outlined some of the possibilities for the funds: professional developments, security, content specialists, more teachers able to provide small group support for students.
- Ms. Crespo asked if the funds were available for arts education. Ms. Kean answered that while the funds will not be directly available for art, the funds may free up school money for enrichment.
- Ms. Sanchez and Ms. Crespo asked if the funds could be used to fund an in-house suspension teacher. Ms. Kean responded that the funds need to be used for a system that works, and that system has not worked in other schools. She recommends looking at other models that do work and building positive school culture.

VI. Review and Approve 2011-2012 SPSA

- Ms. Crespo introduced the plan by reminding the council that this is the same plan we discussed at the last meeting, and similar to the this year's plan that we have been modifying all year. Tonight we confirm the plan.
- Mr. Klein noted that this plan will be changed if the SIG grant comes through in the fall.
- Ms. Crespo made a motion to approve the plan, seconded by Ms. Tejeda, approved 7-0

VII. Public Input

- Mr. Gaxiola commented passionately that the grant money should cover more than just academics.

VIII. Establish Date of Next Meeting and Adjourn

- Monday, May 23, 2011

ALLIANCE ACADEMY

Important meeting!

All parents and community are encouraged to participate in the School Site Council. The SSC develops and monitors the implementation of the *Single Plan for Student Achievement*, proposes expenditures and evaluates the results. Please come to the SSC meeting.

Date: MONDAY, APRIL 25TH

Time: 5:00PM

Location: ROOM 27

Proposed agenda

- I. Welcome / *Bienvenidos*
- II. Review and Approve Minutes / *Revisar y aprobar el acta*
- III. School Improvement Grant Engagement & Process / *Beca de mejoramiento de escuela y procesa*
- IV. Review and Modifications to 2010-2011 SPSA / *Revision y Modificacion al SPSA*
- V. Review and Approve 2010-2011 Safety Plan / *Revision y Aprobación de Plan de Seguro*
- VI. Review and Approve 2011-2012 SPSA / *Revision y Aprobación de SPSA 2011-2012*
- VII. Public Input / *Opinion Publica*
- VIII. Establish Date of Next Meeting and Adjourn / *Establecer fecha para nuestra próximo junta y Despedidas*

Flyer must be posted 72 hours in advance of meeting date

S.I.G. Forum

School Improvement Grant Planning Meeting

- COMMUNITY SIGN-IN - APRIL 25, 2011



Maria Sanchez	staff		1262 Manuel Ct	692-7452	Mary-Alfonse@yahoo.com
Greg Klein	staff		3945 Harrison St #24	290-4005	greg.klein@ousd
Kate Payne	Staff		1800 98th Ave	788-0408	KATE.PAYNE@OUSD
Sergio Gaxiola L.		SAMUEL G.	9136 MAC. ARTHUR	(510) 978 6207	
Gabriela Hernandez		Gabriela Hernandez	10005 A St OAKLAND CA 94603	(510) 632-8742	
Ma Guadalupe Maravilla		Monica Maravilla	9604 B St	510) 636-8565	
Elva TILDEA		Cealia TILDEA		(510) 569-5673	
Olga Torres		Jessica MEZA	9523 B St OAKLAND CA 94603	(510) 878-2602	
Oveida Crespo	staff				oveidita@yahoo.com
Courtney Onteja	staff				courtney.onteja@ousd
Laura Montiel	SE				
Kimi Kean	Regional Office Officer, OUSD				kimi.kean@ousd.k2.ca.us

**Board of Education Public Hearing
– May 2, 2011**

OAKLAND UNIFIED SCHOOL DISTRICT
Notice of Public Hearing

***Come learn more about the School Improvement Grant Applications
for Roots International Academy and Alliance Academy***

The Governing Board of the Oakland Unified School District will be holding two public hearings. The first on **Monday, May 2, 2011**, at a Special Board Meeting and the second on **Wednesday, May 11, 2011**, at the Regular Board Meeting. These hearings are designed to provide more information about the District's application to the State for the School Improvement Grant.

Time	Date	Meeting Location
6:00 P.M.	Monday May 2, 2011	Special Board Meeting: Auditorium, Roots International Academy @ Havenscourt, 1390 66 th Avenue, Oakland, CA 94621
6:00 P.M.	Wednesday May 11, 2011	Regular Board Meeting: Board Room, Paul Robeson Building, 1025 2 nd Avenue, Oakland, CA 94606

The hearings will allow an opportunity for input from staff, parents, and the school communities of Alliance Academy and Roots International Academy on the specific Intervention Models offered by the grant –

- **Turnaround model**, in which the District will, among other actions, replace the principal and at least 50 percent of the school's staff, adopt a new governance structure, and implement a new or revised instructional program; or
- **Restart model**, in which the District will close the school and reopen it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) that has been selected through a rigorous review process; or
- **School closure**, in which the District will close the school and enroll the students who attended the school in other, high-achieving schools in the District; or
- **Transformation model**, in which the District will among other actions, replace the principal and address four specific areas critical to transforming a school:
 - Developing teacher and school leader effectiveness;
 - Implementing comprehensive instructional reform strategies;
 - Extending learning time and creating community-oriented schools; and
 - Providing operating flexibility and sustained support.

In this discussion of the four models the Board will address "persistently" low student performance at these schools and the models offered by the School Improvement Grant (SIG) to substantially raise academic achievement for these students.

A copy of the Applications are available for review prior to the public hearings via computer terminal in the first-floor lobby, the Office of the Superintendent, Room 301 and the Office of the Governing Board, Room 320 at the Oakland Unified School District, Paul Robeson Building, 1025 2nd Ave., Oakland, CA and on the World Wide Web at [http:// publicportal.ousd.k12.ca.us/19941081819255553/site/default.asp](http://publicportal.ousd.k12.ca.us/19941081819255553/site/default.asp) on or after April 22, 2011.

s/Edgar Rakestraw, Jr. Secretary, Governing Board, Oakland Unified School District

DISTRITO ESCOLAR UNIFICADO DE OAKLAND
Aviso de Audiencia Pública

***Asista y entérese sobre las solicitudes de Fondos para el
Mejoramiento Escolar de Roots International y Alliance Academy***

La Mesa de Gobierno del Distrito Escolar Unificado de Oakland, tendrá dos audiencias públicas. La primera **lunes 2 de mayo, 2011**, en la junta especial, segunda el **miércoles 11 de mayo, 2011**, en la junta regular de la Mesa Directiva. Estas audiencias son con el fin de proporcionar más información sobre la solicitud del Distrito al Estado para Fondos de Mejoramiento Escolar.

Hora	Fecha	Lugar de la Junta
6:00 P.M.	Lunes Mayo 2, 2011	Junta Especial: Auditorio/Salón usos múltiples, Roots International Academy @ Havenscourt, 1390 66 th Avenue, Oakland, CA 94621
6:00 P.M.	Miércoles Mayo 11, 2011	Junta Mesa Directiva de Educación: Salón de Juntas, Paul Robeson Building, 1025 2 nd Avenue, Oakland, CA 94606

Las audiencias son oportunas para que personal, padres y la comunidad escolar de Alliance Academy y Roots International expresen opiniones específicamente en modelos de intervención ofrecidos por el fondo –

- **Turnaround model**, en el cual el Distrito entre otras acciones, reemplazará el director y por lo menos 50 por ciento del personal escolar, creando una nueva estructura de gobernabilidad, e implementará una nueva, o revisará el programa de enseñanza; o
- **Restart model**, en el cual el Distrito, cerrará la escuela y la reabrirá bajo nueva administración como escuela charter, organización operativa charter (CMO) *por sus siglas en inglés* u organización administrativa educacional (EMO), que ha sido seleccionado a través de un riguroso proceso de selección; o
- **School closure**, en el cual el Distrito cerrará la escuela e inscribirá a los estudiantes que asisten a esta, en otra escuela, escuelas de alto-aprovechamiento en el Distrito; o
- **Transformation model**, en el cual el Distrito entre otras acciones, reemplazará al director y se enfocará en cuatro áreas específicas esenciales para transformar la escuela:
 - Incrementar efectividad de maestros y líder escolar;
 - Implementar reformas de estrategias integrales de enseñanza;
 - Incrementar tiempo de enseñanza y crear escuelas con orientación-comunitaria; y
 - Acceso a flexibilidad operativa y apoyo constante.

En esta discusión de los cuatro modelos la Mesa de Educación insistirá “persistentemente” en estudiantes de bajo rendimiento en estas escuelas y los modelos ofrecidos por el Fondo de Mejoramiento Escolar (SIG) *por sus siglas en inglés* para incrementar substancialmente el aprovechamiento académico de estos estudiantes.

Copias de las solicitudes están disponibles para su revisión antes de las audiencias públicas vía terminal de computadora en el primer piso del lobby, la Oficina del Superintendente, Sala 301 y la Oficina de la Mesa de Gobernabilidad, Sala 320 en el Distrito Escolar Unificado de Oakland, Edificio Paul Robeson, 1025 2nd Ave., Oakland, CA y en World Wide Web at <http://publicportal.ousd.k12.ca.us/19941081819255553/site/default.asp> en o después del 22 de abril, 2011.

s/Edgar Rakestraw, Jr. Secretary, Consejo de Administración, Distrito Escolar Unificado de Oakland

SCHOOL IMPROVEMENT GRANTS

Oakland Board of Education
Public Hearing
May 2, 2011
May 11, 2011



OAKLAND UNIFIED
SCHOOL DISTRICT

*Community Schools.
Thriving Students*

Background

March, 2010, Five (5) OUSD middle schools were designated by the State as “persistently low-performing schools”

- **Elmhurst Community Prep**
- **Alliance Academy**
- **Roots International Academy**
- **United for Success Academy**
- **Explore College Prep (Closed, June 2010)**

OUSD had opportunity to apply for School Improvement Grant on behalf of these schools.



Background

OUSD chose to pursue 2010 SIG grant on behalf of:

- **Elmhurst Community Prep**
- **Unified for Success Academy**

OUSD was awarded 3-year grant totaling approximately \$8 million

OUSD is again eligible to pursue a 2011 SIG grant on behalf of:

- **Roots International Academy**
- **Alliance Academy**

Background

The SIG Grant Requires Choosing one of the following reforms for each school

* Schools that do not follow one of these strategies are not eligible for the improvement funding

School Closure

Close the school and enroll students in other, higher performing schools

Restart

Close the school and restart the school under a charter school operator

Turnaround

Replace the principal and at least 50% of the staff and adopt new supervision structure for school and new instructional programs

Transformation

Extend school time, enhance community engagement, improve effectiveness of principal, teachers, and instructional programs, provide increased flexibility and support (*replace principal if hired more than two years prior*)



What Has Been Done So Far

- Engagement of stakeholders at school sites and within the central office has begun.
- School-based engagement at Roots International Academy and Alliance Academy have included:
 - Staff discussions
 - Site Leadership discussions
 - Parent meetings
 - SSC/ELAC presentations
 - scheduled Board of Education Public Hearings
- Grant writing team has been assembled and preliminary grant application under development with consideration of stakeholder input regarding preferred reform strategy.



Next Steps

- Application due to the CDE - TBA
- OUSD is completing grant application and preparing Superintendent recommendation to Board of Education regarding selection of Reform Models for each school.
- Following the Public Hearing scheduled for May 11, 2011; the Board of Education will receive a recommendation from the Superintendent re: proposed SIG Reform Models for selection.

Goals

- Support schools developing Full Service Community School models
- Build on those elements of school and district work that have been successful in recent years and to eliminate those that have not
- Take maximum advantage of available funding to increase both student achievement and other students outcomes, as well as maximize meaningful community involvement



Purpose of Public Hearing

This Public Hearing is intended to allow the public; including parents, families, staff and students associated with eligible schools to comment on the proposed School Improvement Grant opportunity and the multiple Reform Strategies that are under consideration.



Public Hearing

Now Open for Comment



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools
Thriving Students