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File ID Number	19-1332
Introduction Date	6/26/19
Enactment Number	19-1179
Enactment Date	6/26/19 er



Memo

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

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for RISE Community School

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

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

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

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

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for RISE Community School



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

Legislative File Id. No. 19-1332
Introduction Date: 6/26/19
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By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: RISE Community School
CDS Code: 1612590110262
Principal: Samantha Keller
Date of this revision: 5/23/2019

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

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

Contact: Samantha Keller

Address: 8521 A Street

Oakland, CA 94621

Position: Principal

Telephone: 510-729-7732

Email: samantha.keller@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: RISE Community School

Site Number: 192

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

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

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

Date(s) plan was approved: May 23, 2019

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

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

Signatures:

<p><u>Samantha Keller</u> <small>Principal</small></p>	<p><u>[Signature]</u> <small>Signature</small></p>	<p><u>5-23-19</u> <small>Date</small></p>
<p><u>Sherrell Fontineau</u> <small>SSC Chairperson</small></p>	<p><u>[Signature]</u> <small>Signature</small></p>	<p><u>5-23-19</u> <small>Date</small></p>
<p><u>Monica Thomas</u> <small>Network Superintendent</small></p>	<p><u>[Signature]</u> <small>Signature</small></p>	<p><u>5-23-19</u> <small>Date</small></p>
<p><u>MICHELLE JCS</u> <small>Officer, State and Federal Programs</small></p>	<p><u>[Signature]</u> <small>Signature</small></p>	<p><u>5/23/19</u> <small>Date</small></p>

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** RISE Community School**Site Number:** 192

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

Date	Stakeholder Group	Engagement Description
10.30.18	SSC	Review goals and budget
12.10.18	Faculty	Review goals and budget

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$67,292.51
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$447,618.71

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$66,023.68	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,389.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,268.83	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$170,111.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$50,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$102,262.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$67,292.51	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$378,135.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$445,427.51
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

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

1A: ABOUT THE SCHOOL

School: RISE Community School

School ID: 192

School Description

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

School Mission and Vision

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

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

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

Priority Strengths	Root Causes of Strengths
Satisfactory attendance rate has stayed mostly stable	Phone calls, personal touch by principal
Chronic absence rate has remained at or below the chronic absence rate for the same time last year	Regular attendance meetings focused on student data
Significant decrease in DF3 from Fall Literary Text (-109) to Midyear Informational Text (-79)	Strong TK-2 coaching and PD
31.7% of African American students reading at/above grade level on midyear SRI (overall percentage of students reading at/above on SRI midyear: 19.5%)	strong instruction and teacher coaching in foundational skills in earlier grades
We are posting huge gains in Kinder letter naming and 1st grade Phoneme Segmentation	strong instruction, professional development, and coaching
Priority Challenges	Root Causes of Challenges
Chronic absence increased to 24% (+4%)	Did not start analyzing attendance data early enough
Largest chronic absence in Kinder - 50%	Got new students in the middle of the year with poor attendance

59.3% of students reading multiple years below grade level as measured by the midyear SRI	Lack of strong Tier 1 instruction and/or strategic interventions; Not using data at the student level very effectively or strategically
7.8% of students met/exceeded standard on SBAC ELA	Lack of strong Tier 1 instruction and/or strategic interventions; Not using data at the student level very effectively or strategically
4.2% of students met/exceeded standard on SBAC Math	Lack of strong Tier 1 instruction and/or strategic interventions; Not using data at the student level very effectively or strategically

1C: 19-20 STUDENT GOALS & TARGETS

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

School Goal:	All students will build relationships to feel connected and engaged in learning.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	84.80%	90.00%	95.00%
Suspensions	African-American Students	-2pp	2.33%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	7.69%	5.69%	3.00%
Chronic Absence	African-American Students	-2pp	36.49%	19.00%	17.00%

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

School Goal:	All students will continuously grow towards meeting or exceeding standards in English Language Arts.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-88.5	-0.73	-68
ELA SBAC	Students with Disabilities	+20 points DF3	-141.1	-121.1	-100
ELA SBAC	African-American Students	+20 points DF3	-76.6	-56.6	-36.6

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

School Goal:	All students continuously grow towards meeting or exceeding standards in math.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

Math SBAC	All Students	+15 points DF3	-115.2	-100	-85
Math SBAC	Students with Disabilities	+20 points DF3	-154.4	-134.4	-114
Math SBAC	African-American Students	+20 points DF3	-108.2	-88.2	-68

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

School Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	14.15%	12%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	0.00%	25.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All students will grow a year or more in reading each year.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	50.00%	35.00%	40.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	49.14%	39.00%	34%
K at or above Benchmark	All Kindergarten Students	+5pp	22.86%	27.86%	32.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	18.92%	23.92%	29.00%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority:	Literacy
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June 2021 Language & Literacy Goal:	By June 2021, 40% of students will score proficient on SBAC ELA.
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Theory of Action for Language & Literacy:	If we provide standards-based reading and writing instruction aligned to the common core state standards, then students will demonstrate competency on the SRI, Interim Assessments, Unit Assessments, and SBAC ELA.
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Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA	All Students	-107.5	-88.5

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have implemented cycles of inquiry focused on complex text and English Language Development.
 Teachers meet in PLCs weekly to develop standards-based lesson plans.

What evidence do you see that your practices are effective?

We saw significant decrease in DF3 from Fall Literary Text (-109) to Midyear Informational Text (-79).
 Midyear to midyear, we are ahead of where we were this time last year and on our way to meeting our goal of 35% at/above grade level for the end of the year.
 We are posting huge gains in Kinder letter naming and 1st grade Phoneme Segmentation.

What are some possible implications for your 2019-20 SPSA?

We will continue our focus on early literacy by developing strong foundational skills in TK-2.
 We will continue to ensure daily access to complex text.

18-19 Standards-Based Instruction Priority:	Mathematics
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June 2021 Standards-Based Instruction Goal:	By June 2021, 20% of students will score proficient SBAC Math.
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Theory of Action for Standards-Based Instruction:	If we provide direct, explicit instruction aligned to assessment data whole class and in small groups small, then we will ensure all students meet grade level standards.
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Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-115	-115.2

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We developed a PD series to deepen teachers' understanding of Common Core State Standards, including the progression of standards.

Teachers utilized blended learning programs to accelerate student learning.

What evidence do you see that your practices are effective?

We are seeing an average of -105 DF3 on the winter math IAB, with 3rd grade at -70.

What are some possible implications for your 2019-20 SPSA?

Continue to support teachers in implementing small group, differentiated instruction.

18-19 Conditions for Student & Adult Learning Priority:	Chronic Absence		
June 2021 Conditions for Student & Adult Learning Goal:	By June 2021, the student chronic absence rate will be 10%.		
Theory of Action for Conditions for Student & Adult Learning:	If we create a positive and joyous PBIS culture with a focus on schoolwide positive rewards, then we will see a decrease in referrals and suspensions, and school attendance will improve.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	20.6%	23.90%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our attendance team has had consistent meetings focused on student data and we have implemented targeted supports for students at risk of becoming chronically absent.

What evidence do you see that your practices are effective?

Our chronic absence rate has remained at or below the chronic absence rate for the same time last year.

What are some possible implications for your 2019-20 SPSA?

Increase incentives for students with satisfactory attendance and continue implementing targeted supports for students at risk of becoming chronically absent.

18-19 Conditions for English Language Learners Priority:	Reclassification		
June 2021 Conditions for English Language Learners Goal:	By June 2021, 15% of English Learners will be reclassified.		
Theory of Action for Conditions for English Language Learners:	If we provide targeted designated and integrated ELD, then all students will steadily increase their English proficiency so that they will reclassify by their fifth year at RISE.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	9.0%	14%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers have provided 30 minutes of daily designated ELD instruction and language-focused scaffolds in content area instruction (integrated ELD).

What evidence do you see that your practices are effective?

Our English Language Learners have shown steady growth on the SRI.

What are some possible implications for your 2019-20 SPSA?

Continue to provide 30 minutes of daily designated ELD instruction and language-focused scaffolds in content area instruction (integrated ELD).

Provide PD for teachers.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

No significant changes

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

School: RISE Community School

School ID: 192

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Chronic Absence
School Theory of Action:	If we create a positive culture focused on schoolwide positive rewards, then we will see a decrease in referrals and suspensions, and school attendance will improve.
Related School Goal(s):	All students will build relationships to feel connected and engaged in learning.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Explicitly teach, model, and reinforce positive schoolwide and classroom behaviors, and consistently implement common expectations and practices (i.e. attention getters, volume levels, break space, etc.)	<p>PBIS team will refine lesson plans for teaching behavior expectations for the first two weeks of school</p> <p>PBIS team will refine the school culture plan and develop SEL-focused cycles</p> <p>Behavior matrices posted in common areas to reinforce behavior expectations</p>	PBIS Data (Tiered Fidelity Inventory) Referral and suspension data
1-2	Utilize schoolwide incentive program to reinforce positive behaviors and attendance to meet the needs of foster youth	<p>PBIS team will refine school culture plan that includes clear expectations for students and staff</p> <p>PBIS team will develop cycles and systems to assess school climate and culture</p>	PBIS Data (Tiered Fidelity Inventory)
1-3	Use behavior and academic data to refer students in need of additional intervention to support the needs of homeless students	PBIS and COST teams will meet bi-weekly to discuss COST referrals and at-risk students, and refer students who require additional support (such as economically disadvantaged students, homeless, and foster youth)	COST Tracker

1-4	Provide daily 30 minutes of explicit SEL instruction using Caring School Community during SEL block	Principal and PBIS team will provide training and PD to support implementation of Caring School Community	PBIS Data (Tiered Fidelity Inventory) Referral and suspension data PD calendar
1-5	Communicate monthly with families around students' academic achievement, behavior, and attendance, as well as class and school events	Regularly plan and host family engagement events in the evenings (literacy night, health and wellness, Black Family Achievement Night, etc.) Develop parent handbook to be distributed at registration and available on school website Maintain current website and social media accounts	Increased student attendance
1-6		Develop and communicate clear MTSS system for tiered academic and behavioral needs	Reduction in referrals and suspensions
1-7		Attendance Team will hold weekly meetings to monitor student attendance and employ systems for tiered supports (ie. tier 1: schoolwide recognition for satisfactory attendance; tier 2: attendance town hall meetings; tier 3: SART meetings, reach out to families, personal phone calls)	KPI/weekly attendance reports Weekly calendars

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

School Priority ("Big Rock"):	Mathematics
School Theory of Action:	If we provide targeted small group and whole class instruction based on formative assessment data, then we can increase student learning to meet grade-level standards as measured by the SBAC Math assessment.
Related School Goal(s):	All students continuously grow towards meeting or exceeding standards in math.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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2-1	Embed small group math instruction into daily schedules	Provide PD and coaching on small group instruction/math strategies, select model of instruction around small group math instruction	Formative assessments Math IABs SBAC Math
2-2	Progress monitor small group instruction through formative assessment and analysis of student work	PD on progress monitoring for grouping, create structured PLC around progress monitoring, observation and feedback	Formative assessments Math IABs SBAC Math PD/PLC agendas
2-3	Design lesson and unit plans that incorporate focus, coherence, and rigor	Provide coaching support teams to co-plan assessments	Lesson plans Coaching schedules/notes
2-4	Provide differentiation for low-income students through small group instruction time	Provide PD/PLC time to analyze data and create unit and lesson plans for differentiation	Formative assessments Math IABs SBAC Math
2-5	Provide GATE students with enrichment activities through small group instruction time	Provide PD/PLC time to analyze data and create unit and lesson plans for differentiation	Formative assessments Math IABs SBAC Math
2-6	Backwards plan each unit, focusing on the cognitive demands of the tasks within the core curriculum	Provide PD, coaching support focused on backwards planning	PD/PLC agendas Lesson plans Formative assessments
2-7	Teachers will collaborate with after school program to ensure academic alignment and to ensure foster students receive additional support	Collaborate with after school program to implement intervention and acceleration programs and work in collaboration with teachers to provide extended learning opportunities in order for students to master grade level curriculum	

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

School Priority ("Big Rock"):	Literacy
School Theory of Action:	If we provide standards-based reading and writing instruction aligned to the common core state standards, and daily access to complex text and text-based writing, then students will demonstrate increasing proficiency on assessments such as the SRI, Interim Assessments, Unit Assessments, and SBAC ELA.
Related School Goal(s):	Increase Pacing (coverage of standards by end of year), Progress (opportunities for access to curriculum within weekly schedule), and Practice (within lesson)
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Design standards-aligned reading, writing, and language (designated ELD) lesson and unit plans to implement during designated literacy block	Principal and ILT will develop an instructional schedule with designated literacy blocks Principal, ITL, ELC will provide PD and on-going coaching on language instruction using: -California ELD Standards -ELA/ELD framework -high impact language practices -protocols for equitable participation -using appropriate levels of scaffolding	Schedules Lesson and Unit Plans Observation Notes
3-2	Provide language-focused scaffolds, such as sentence unpacking/repacking, in literacy block (integrated ELD)	Principal, ITL, ELC provide PD and on-going coaching on language instruction using: -California ELD Standards -ELA/ELD framework -high impact language practices -protocols for equitable participation -using appropriate levels of scaffolding	Assessment Data (SRI, interim, unit, and formative assessments)
3-3	Analyze student data every six weeks and develop lesson plans to ensure students are on track to demonstrate proficiency of grade-level standards	Principal, ITL, ELC provide PD to guide teachers through data analysis at each cycle of inquiry Principal, ITL, ELC develop assessment calendar and plan to gather student data: SRI, running records, writing samples, SIPPS Mastery Tests	Data Trackers Assessment Calendar Intervention Schedules (K-5) SIPPS Mastery Tests (K-5) SRI (2-5) IABs (3-5)
3-4	Provide direct and differentiated language and literacy instruction (whole class and small group) based on student need and to support the needs of students with disabilities	Principal will align resources (academic mentors) to provide acceleration and intervention support during literacy blocks	Schedules Assessment Data

3-5	Assess incoming kindergartners on foundational literacy skills	Principal, CSM collaborate with CDC around Pre-K to K transition, end-of-year meeting with key stakeholders to discuss transition plan	SIPPS Placement Tests CORE Multiple Measures IGDI (TK)
3-6	Provide daily small group SIPPS instruction in grades K-2 in order to build and strengthen foundational skills	Provide SIPPS training, targeted SIPPS coaching, and feedback from observations	SIPPS Mastery Tests SIPPS Tracker Observation/Feedback Notes

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification
School Theory of Action:	If we provide targeted designated and integrated ELD, then all students will steadily increase their English proficiency so that they will reclassify by their fifth year at RISE.
Related School Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Provide 30 minutes of daily designated ELD instruction using Systematic ELD for newcomers and a combination of supplemental curriculum and content embedded language instruction for all other ELs	Provide PD, on-going coaching, and opportunities for teachers to collaboratively identify language demands in content area standards and curriculum	Reclassification rate SRI growth Writing assessments Analyze student academic conversations
4-2	Provide language-focused scaffolds in content area instruction (integrated ELD)	Provide PD and ongoing coaching on language instruction using California ELD Standards, ELA/ELD framework, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding	Reclassification rate SRI growth Writing assessments Analyze student academic conversations
4-3	Provide students access to high-interest books for independent reading	Ensure all students have access to high-interest books for independent reading; leveled libraries stocked with books in English and Spanish	Robust and diverse classroom libraries

4-4	Teachers will use strategies to explicitly teach language functions to English Language Learners to support instruction in science using NGSS-aligned FOSS lessons.	Provide PD and ongoing coaching/feedback on NGSS and FOSS	Formative assessments FOSS Map
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 192

School: RISE Community School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	EBAC	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Collaborate with after school program to implement intervention and acceleration programs and work in collaboration with teachers to provide extended learning opportunities in order for students to master grade level curriculum	192-1
\$2,143.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	192-2
\$6,000.00	General Purpose Discretionary	Copy Machine Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	192-3
\$19,250.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	584	Noon Supervisor	0.35	Develop and communicate clear MTSS system for tiered academic and behavioral needs	192-4
\$6,500.00	LCFF Concentration	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Ensure all students have access to high-interest books for independent reading; leveled libraries stocked with books in English and Spanish	192-5
\$43,500.00	LCFF Concentration	Academic Mentors (3)	Goal 2: Students are proficient in state academic standards.	2928	Other Classified Salaries: Hourly		n/a		Principal will align resources (academic mentors) to provide acceleration and intervention support during literacy blocks	192-6
\$12,378.00	LCFF Supplemental	Stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Provide PD, on-going coaching, and opportunities for teachers to collaboratively identify language demands in content area standards and curriculum	192-7
\$21,470.08	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.25	Provide PD, on-going coaching, and opportunities for teachers to collaboratively identify language demands in content area standards and curriculum	192-8

\$21,582.31	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2306	Teacher, Structured English Immersion	0.30	Teachers will use strategies to explicitly teach language functions to English Language Learners to support instruction in science using NGSS-aligned FOSS lessons.	192-9
\$32,500.00	LCFF Supplemental	Community School Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a		Principal, CSM collaborate with CDC around Pre-K to K transition, end-of-year meeting with key stakeholders to discuss transition plan	192-10
\$79,898.00	LCFF Supplemental	TSA-ITL	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.60	Principal, ITL, ELC will provide PD and on-going coaching on language instruction.	192-11
\$2,859.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Ensure all students have access to high-interest books for independent reading; leveled libraries stocked with books in English and Spanish	192-12
\$17,423.00	Measure G	Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.20	Ensure all students have access to high-interest books for independent reading; leveled libraries stocked with books in English and Spanish	192-13
\$10,091.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	192-14
\$3,000.00	Title I: Basic	Site License- ST Math	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Provide PD and coaching on small group instruction/math strategies, select model of instruction around small group math instruction	192-15
\$5,000.00	Title I: Basic	BookTrust - Contract	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		Ensure all students have access to high-interest books for independent reading; leveled libraries stocked with books in English and Spanish	192-16
\$5,000.00	Title I: Basic	Lincoln- Contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		PBIS and COST teams will meet bi-weekly to discuss COST referrals and at-risk students, and refer students who require additional support (such as economically disadvantaged students, homeless, and foster youth)	192-17

\$52,207.49	Title I: Basic	ITL	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.40	Principal and ILT will develop an instructional schedule with designated literacy blocks Principal, ITL, ELC will provide PD and on-going coaching on language instruction using: -California ELD Standards -ELA/ELD framework -high impact language practices -protocols for equitable participation -using appropriate levels of scaffolding	192-18
\$1,268.83	Title I: Parent Participation	Surplus	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		n/a		Regularly plan and host family engagement events in the evenings (literacy night, health and wellness, Black Family Achievement Night, etc.) Develop parent handbook to be distributed at registration and available on school website Maintain current website and social media accounts	192-19



Title I School Parental Involvement Policy 2018-19

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

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

Involvement of Parents in the Title I Program

RISE Community School agrees to implement the following statutory requirements:

(Name of school)

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

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

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

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

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

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



STATE AND FEDERAL PROGRAMS

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

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

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

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

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

Title I parents are invited to all parent meetings.

School-Parent Compact

(Name of school) RISE Community School :

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



Building Parent Capacity for Involvement

(Name of school) RISE Community School:

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

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

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

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

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

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

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

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

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



STATE AND FEDERAL PROGRAMS

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

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

Activities are included in SSC and PTA meetings.

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

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

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

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

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

Translation and other supports are available for all meetings.

Accessibility

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

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

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



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) RiSE Community School Site Council on (Date) 10.2.18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) RiSE Community School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

10.2.18

(Date)

RISE Community Elementary School Compact

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

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

Signed on this 2nd day of October, 2018.



2018-2019

School Site Council Membership Roster – Elementary

School Name: **RISE Community School**

Chairperson : Charlicia Davis Allen
Vice Chairperson: Sherrell Fontineau
Secretary: Samantha Keller

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
✓ Esperanza Cortez				X
✓ Silvia Guizar				X
✓ Laura Mariscal				X
✓ Charlicia Davis Allen				X
✓ Sherrell Fontineau				X
✓ Norma Heredia			X	
✓ DeBora Douglas		X		
Terrilynn vanRossum		X		
Stephanie Kott		X		
Samantha Keller	X			

Meeting Schedule (day/month/time)	last Tuesday of the month @ 3pm
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SSC Legal Requirements: (Ed. Code 52852)

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

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