

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for RISE Community School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for RISE Community School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: RISE Community School
CDS Code: 1612590110262
Principal: Katie Virga
Date of this revision: 5/11/2016

Legislative File Id. No. 16-1282
Introduction Date: June 22, 2016
Enactment No.: 16-1004
Enactment Date: June 22, 2016
er

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

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

Contact: Katie Virga
Address: 8521 A Street
Oakland, CA 94621

Position: Principal
Telephone: 510-729-7732
katie.virga@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: RISE Community School

Site Number: 192

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century

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

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

Date(s) plan was approved: 5/9/2016

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

- Fliers in students' home languages
- Announcement at a public meeting
- Other (Notices, Media Announcements, etc.)

Signatures:

<p><i>Katie Varga</i></p>	<p><i>[Signature]</i></p>	<p><i>5-20-16</i></p>
Print name of School Principal	Signature	Date
<p><i>Shante Abner</i></p>	<p><i>[Signature]</i></p>	<p><i>5/23/16</i></p>
Print name of SSC Chairperson	Signature	Date
<p><i>Monica Thomas</i></p>	<p><i>[Signature]</i></p>	<p><i>5/25/16</i></p>
Print name of Network Superintendent	Signature	Date
<p><i>Ruth Alahydoian</i></p>	<p><i>[Signature]</i></p>	<p><i>5-30-16</i></p>
Ruth Alahydoian, Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
12/7/2015	SSC	Shared overview of site plan and how the site plan informs decisions about budget, staffing, and also how it is impacted by discussions and planning re: enrollment and data
1/20/2106	ILT	ILT reviewed current SPSA plan as well as this year's school data and re-aligned priorities for 2016-17 based on student needs. next, outlined updates teacher, leadership, and organizational practices that meet the re-aligned foci.

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$51,682.57	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$158,200.90	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$99,329.30	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$406,091.94	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$56,181.03	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,440.14	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$57,621.17	\$0.00

ABOUT THIS SCHOOL

School Description

RISE serves 305 students in grades K-5 on the Highland Campus in East Oakland's Elmhurst neighborhood. Our students are 68 percent Latino, 30 percent African American and 2 percent Asian/Pacific Islanders. 100 Percent receive free and reduced-price lunch and 62 percent are English-Language learners. We have a great afterschool program run by Higher Ground that is an extension of our day program including sports, homework support, and computers. Parents are an important part of our school life which includes participation in PTA, SSC, ELAC, and parenting classes.

School Mission and Vision

At RISE our mission is to ensure a superior education for East Oakland's children, who are among the city's most underserved. Our program centers on rigorous academics, cultural pride, and the strong character development necessary to succeed in school and in life. The RISE partnership of educators, families and community members creates a solid foundation for our scholars and future leaders

MAJOR IMPROVEMENT PRIORITIES

- | | |
|---------------------------------------|---|
| Major Improvement Priority #1: | Balanced Literacy |
| Major Improvement Priority #2: | Multi-Tiered Systems of Support (MTSS) |
| Major Improvement Priority #3: | Standards Driven Planning in ELA and Math |

MAJOR IMPROVEMENT PRIORITY #1: Balanced Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
11.4% growth in reading proficiency as measured by SRI	SBAC proficiency was extremely low in ELA 2% and Math 3%
5.5% increase in reclassification	We have not made comparable growth in SRI from BOY to MOY as compared to last year - school has only gone from 7% to 11% - not on track to make end of year goal of 30%
Over 50% of students below grade level moved at least 2 levels by the end of January	46% of students still multiple years below grade level according to F&P

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

There are groups of students at every grade-level not making enough progress to be on track to make end of year goals in reading
 Why: students in all grades are lacking foundational skills Why: foundational skills are not taught at every grade level and were not taught well in previous years to k/1 students
 Why: teachers lack understanding of why to teach foundational skills
 Why: insufficient instructional planning based on student data

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

As a result of the performance challenges identified above the ILT has determined that one area of focus next year will be on small group instruction and differentiation with a focus on reading complex text and teaching / re-teaching foundational skills

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	All students will consistently grow in their reading proficiency with a goal that all students read at grade-level by the end of 3rd grade	SBAC ELA	Low- Income Students	3.1%	13%	23%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Every student will increase 2 F&P levels each trimester	F&P	All Students	33%	60%	75%	1: Graduates are college and career ready.
Academic	Every student will increase proficiency in writing as measured by quarterly performance tasks	SBAC ELA	Low- Income Students	3.1%	13%	23%	2: Students are proficient in state academic standards.
Academic	Increase the number of students eligible for reclassification by increasing student proficiency in reading, writing listening and speaking	EL Reclassification	English Learners	10.7%	15%	20.5%	4: English learners are reaching English fluency.
Academic	Increase the number of students proficient in reading complex text as measured by SRI	SRI	All Students	20.5%	25%	40%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *A clear, consistent balanced literacy program school-wide with a focus on small group instruction/differentiation that is based on student needs identified through data and assessment.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All RISE teachers will use Fountas & Pinnell Reading Records as diagnostic tools for literacy instruction and keep data on a central trackers	4x analysis of reading data to determine strengths, challenges, progress towards goals	Clear cycle of inquiry around reading and writing goals that includes analysis templates, schedules, and action plans
All RISE teachers analyze reading data 4x per year to identify strengths, challenges, progress towards goals.	Analysis of writing data to plan upcoming unit	Aligning schedules and prep to support academics as the priority through bi-weekly one on ones with teachers
All RISE teachers will use progress monitoring and small group instruction to address student reading needs based on assessments	Bi-weekly one-on-ones – observation and feedback to regularly monitor student progress and data	TSA schedule aligned to collaboration time
All RISE teachers will implement Writing Curriculum	Weekly Collaborative planning time for grade level teams with literacy coach during Wednesday's pd time. Every wednesday will be a designated PD time followed by facilitated and structured collaborative planning time in bands. Teachers also use this time for math and science planning with integrated literacy strategies.	ELA leads and TSA plan and implement PD aligned to student learning goals
All RISE teachers will writing assessments to progress monitor and plan small group instruction/differentiation	Mentor teachers working with new teachers to support school-wide initiatives and practice	Develop a schedule and plan for teachers to regularly assess students using F&P
All RISE teachers will analyze writing data 6x per year to plan for upcoming units.	Leadership teams facilitate school-wide data analysis of disaggregated data in regular cycles aligned to school calendar	Goal setting conferences with families to partner around school-wide literacy goals
All teachers will integrate ELD curriculum into their literacy block	School-wide reading and writing genre focus for each trimester	School-wide literacy nights
All teachers integrate literacy practice (close reading, 3 reads etc) into the math and science curriculums		Weekly walk-throughs with admin and TSAs
Teachers integrate technology into their classrooms using chromebooks for word study and reading/comprehension practice (reading A to z and AR)		Adult education: literacy - reading at home and computer literacy

Leveled libraries in all classrooms - spanish books for ELL students at their levels		Spring and summer family engagement events for incoming kinders: how to practice with math and phonics at home, what will kinder look like, and early reading strategies.
		ASP focuses on same literacy units as daytime to provide additional support for student goals

MAJOR IMPROVEMENT PRIORITY #2: Multi-Tiered Systems of Support (MTSS)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Strong culture and climate results on SPF- 4.75 across all groups	Significantly less office referrals - from 315 at the end of 2014-15 school year to 47 referrals at MOY 2015-16 but still mostly repeat students
On track to make strong growth in chronic absence - last year ended with 21%, currently below 15%	Although chronic absence rates have decreased from 21% at the end of 2014-15 they are still above 10%
On track to make strong growth in significantly decreasing suspension - from 7% at end of 2014-15 school year to less than 2%	

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
Although we have dramatically reduced suspension and office referrals there are still students being sent to the office for disciplinary concerns which impacts their learning time Why? Some student behaviors exceed what teachers feel can be handled at the classroom level Why? behavior is repetitive and interrupts classroom learning Why? Interventions teacher is trying aren't effective why? Not all teachers know how to respond to Tier 2 and 3 behavior
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Given the challenges we face I would say the increase in school-wide practices has greatly reduced overall time students spend out of class but tier 2 and 3 student concerns are still not being dealt with in a preventative manner

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Every student feels respected, valued, safe, validated, invested, and loved	Culture/ Climate: Student	All Students	n/a	n/a	100%	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce chronic absence by 5% from end of 2015-16	Attendance Rate	African- American Students	21%	15%	10%	5: Students are engaged in school everyday.
Climate & Culture	Reduce suspension by 70%	Suspensions	African- American Students	7.3%	2%	1%	5: Students are engaged in school everyday.
Climate & Culture	Reduce number of students out of class due to behavior		African- American Males	315	70	40	5: Students are engaged in school everyday.
Climate & Culture	Increase numbers of students, parents and staff reporting positive school experiences as measured by CHKS from 72% to 85%	Culture/ Climate: Student	All Students	76%	81%	86%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *School-wide goals and expectations explicitly taught to students and referred to by all adults that aligns to restorative justice practices - process for referring students identified as tier 2 and 3 to COST for teacher support and if appropriate additional services*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Classroom culture plans with positive incentive plan and behavior/consequence system	Continuing to focus on team alignment: Lincoln, Higher Ground, COST, teachers, TSA, psychologist, resource teacher	Code of conduct is clear and aligned to school-wide goals
Family follow-up re: attendance and discipline data	Culture team looks at behavior and discipline data to examine trends and next steps	All teachers, staff, and support persons are accountable for attendance data and family supports

All staff will give out culture tickets as incentive to students making positive choices	Race and equity team creates measurable goals and objectives for school culture and eliminating disproportionality and uses those to backwards map from	Junior coaches support anti-bullying and conflict resolution strategies
All teachers will use RJ structures in their classrooms	RJ consultant will work with all teachers to classroom practices and school-wide structures	Collaborate with MS to align elementary goals to MS success
All teachers will have classroom culture plans with positive class and student rewards as well as their progressive discipline plans aligned to school-wide discipline and school-wide student norms developed by the climate and culture committee	Teacher led Climate and Culture Team: Team focuses on the development of a positive school culture plan that includes clear steps for staff and families to access.	Daytime support from coaches for conflict resolution, student behavior plans, and family communication
All teachers will identify 2 focal students based on behavior data to focus on during the race and equity COIs	Race and equity team facilitates data analysis of office referrals and a focal student plan directly aligned to AA males	School-wide expectations are established for classrooms and common areas and all adults explicitly teach and re-teach expectations
Teachers will have lesson plans for teaching and re-teaching the 3Bs	Access for all teachers to culturally responsive literature	Align school-wide practices for positive behavior intervention and restorative justice to student discipline plan and monitor the data to look for areas of improvement and areas of focus
	Race & Equity and Culture & Climate teams use data to progress monitor school progress towards culture goals and action plan based on data findings	Monthly walk-throughs with admin team and behavioral support staff to identify focal areas: areas of growth and areas for improvement
		Coordination of Services Team meets weekly to talk about: students of concern, support for homeless & foster youth, and academic interventions

MAJOR IMPROVEMENT PRIORITY #3: Standards Driven Planning in ELA and Math

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
11.4% growth in reading proficiency as measured by SRI	SBAC proficiency was extremely low in ELA 2% and Math 3%
5.5% increase in reclassification	We have not made comparable growth in SRI from BOY to MOY as compared to last year - school has only gone from 7% to 11% - not on track to make end of year goal of 30%
Over 50% of students below grade level moved at least 2 levels by the end of January	46% of students still multiple years below grade level according to F&P

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

All teachers are teaching reading and writing daily but are not backwards mapping from the CCSS standards - why? using the standards to plan has not been a focus why? the focus has been on curriculum and not standards why? teachers have never been given support to plan standards based units? why? we have been too focused on curriculum roll-out why? lesson planning has been a struggle at our site and teachers do not yet have the skills set for this type of planning

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

The challenges identified through root cause analysis are a lack of teacher understanding and practice with lesson planning- more specifically backwards mapping units and lessons to the CCSS. For next year a focus will be on using facilitated collaborative planning to support teachers to build skills on alignment, implementation, and assessment.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	All students will consistently grow in their reading proficiency with a goal that all students read at grade-level by the end of 3rd grade	SBAC ELA	Low- Income Students	3.1%	13%	23%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Every student will increase 2 F&P levels each trimester	F&P	All Students	33%	60%	75%	1: Graduates are college and career ready.
Academic	Every student will increase proficiency in math as measured by SBAC	SBAC Math	Low- Income Students	2.5%	13%	23%	2: Students are proficient in state academic standards.
Academic	All students will consistently grow in their proficiency in math as measured by SMI	SMI	All Students	NA	15%	20%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Next year a focus strategy will be increasing the time weekly teachers spend collaborative planning units in their grade level bands for ELA and Math aligned to CCSS and facilitated by instructional coaches*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Facilitated and structured collaborative planning for all grade-levels aligned to standards based planning	Bi-weekly one-on-ones – observation and feedback on teacher SMARTER goals and school wide expectations	School-wide goals and expectations created by ILT are shared and owned by all.
All teachers are using reading and writing instruction daily aligned to the standards and expectations for their grade level according to CCSS	Weekly Collaborative planning time for grade level teams with literacy coach aligned to goals	Teachers participate in collaboration times, PLCs, and inquiry cycles around school-wide goals
Instruction based on cycles of inquiry / assessment : foundational skills, small group instruction, conferring, intervention, group work	Mentor teachers working with new teachers to support school-wide initiatives and practice	Weekly walk-throughs with admin and TSAs are calendared and prioritized
Teachers meet with every family 3 times a year to set and monitor goals and student growth	Collaborative planning look-fors: agendas, norms, CCSS alignment, data progress monitoring	
Teachers will backwards map Reading/Writing units to develop monthly, weekly and daily Common Core learning targets	Supported data analysis to identify differentiated instruction for gifted and talented students	
All teachers are focused on engaging all learners and rigor		

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	After School Program	Continuing to focus on team alignment: Lincoln, Higher Ground, COST, teachers, TSA, psychologist, resource teacher	A1.6: After School Programs	5825	n/a	n/a	n/a	192-1	192
\$7,000.00	General Purpose Discretionary	Copier Maintenance	All RISE teachers will implement Writing Curriculum	A2.1: Implementation of CCSS & NGSS	5610	n/a	n/a	n/a	192-2	192
\$12,000.00	General Purpose Discretionary	Extended Contracts for Committees: ILT, Race and Equity, Culture and Climate	Leadership teams facilitate school-wide data analysis of disaggregated data in regular cycles aligned to school calendar	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	192-3	192
\$7,352.06	General Purpose Discretionary	Supplies	Leveled libraries in all classrooms - spanish books for ELL students at their levels	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	192-4	192
\$22,330.51	General Purpose Discretionary	.18 of Science Prep Teacher to add a second science class biweekly for classrooms teachers to participate in one-on-ones	Bi-weekly one-on-ones – observation and feedback to regularly monitor student progress and data	A2.6: Teacher Evaluation	4399	n/a	n/a	n/a	192-5	192
\$3,000.00	General Purpose Discretionary	Substitutes for professional development and data analysis / planning	4x analysis of reading data to determine strengths, challenges, progress towards goals	A2.1: Implementation of CCSS & NGSS	1150	n/a	n/a	n/a	192-6	192
\$52,337.61	LCFF Concentration	Coach teachers on Tier 1 school-wide practices and provide intervention support for Tier 2 and 3	All teachers will have classroom culture plans with positive class and student rewards as well as their progressive discipline plans aligned to school-wide discipline and school-wide student norms developed by the climate and culture committee	A2.2: Social Emotional Learning	n/a	10 MONTH CLASSROOM TSA	C10TSA0174	0.5	192-7	192
\$31,433.31	LCFF Concentration	Teacher planning and collaboration	All teachers are using reading and writing instruction daily aligned to the standards and expectations for their grade level according to CCSS	A2.3: Standards-Aligned Learning Materials	n/a	10 MONTH CLASSROOM TSA	C10TSA0173	0.5	192-8	192
\$7,587.50	LCFF Concentration	Noon supervisor for recess, lunch, and dismissal support	Daytime support from coaches for conflict resolution, student behavior plans, and family communication	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0118	0.25	192-9	192
\$17.88	LCFF Concentration	Supplies	School-wide literacy nights	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	192-10	192
\$4,153.00	LCFF Concentration	Farmer's Market	Family follow-up re: attendance and discipline data	A5.2: Health and Wellness (Mental & Physical Health)	5758	n/a	n/a	n/a	192-11	192
\$3,800.00	LCFF Concentration	Extended Contracts for Teacher Planning	All RISE teachers analyze reading data 4x per year to identify strengths, challenges, progress towards goals.	A2.8: Data & Assessment	1120	n/a	n/a	n/a	192-12	192
\$103,231.75	LCFF Supplemental	.8 Literacy TSA: Support teachers with small group instruction/differentiation; coaching and planning support for teachers; develop and lead professional development	All RISE teachers will use progress monitoring and small group instruction to address student reading needs based on assessments	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0033	0.8	192-13	192
\$30,643.98	LCFF Supplemental	.35 EEIP prep - music: Provide extra enrichment for students as well as an additional period for teacher planning and collaboration.4	Weekly Collaborative planning time for grade level teams with literacy coach during Wednesday's pd time. Every wednesday will be a designated PD time followed by facilitated and structured collaborative planning time in bands. Teachers also use this time for math and science planning with integrated literacy strategies.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.35	192-14	192
\$24,200.34	LCFF Supplemental	.22 of Science Prep Teacher to add a second science class biweekly for classrooms teachers to participate in one-on-ones	Bi-weekly one-on-ones – observation and feedback to regularly monitor student progress and data	A2.6: Teacher Evaluation	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0030	0.22	192-15	192
\$124.83	LCFF Supplemental	Supplies	School-wide literacy nights	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	192-16	192
\$20,304.09	Measure G (School Libraries)	.5 Library Clerk	School-wide reading and writing genre focus for each trimester	A2.3: Standards-Aligned Learning Materials	n/a	LIBRARY CLERK SR	LBCLKS0023	0.5	192-17	192
\$695.91	Measure G (School Libraries)	Books	Leveled libraries in all classrooms - spanish books for ELL students at their levels	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	192-18	192

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$17,510.85	Measure G (TGDS)	.2 EEIP prep - music: Provide extra enrichment for students as well as an additional period for teacher planning and collaboration	Weekly Collaborative planning time for grade level teams with literacy coach during Wednesday's pd time. Every wednesday will be a designated PD time followed by facilitated and structured collaborative planning time in bands. Teachers also use this time for math and science planning with integrated literacy strategies.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.2	192-19	192
\$429.15	Measure G (TGDS)	Supplies	Teachers integrate technology into their classrooms using chromebooks for word study and reading/comprehension practice (reading A to z and AR)	A3.1: Blended Learning	4310	n/a	n/a	n/a	192-20	192
\$4,377.71	Program Investment	.05 EEIP prep - music: Provide extra enrichment for students as well as an additional period for teacher planning and collaboration	Weekly Collaborative planning time for grade level teams with literacy coach during Wednesday's pd time. Every wednesday will be a designated PD time followed by facilitated and structured collaborative planning time in bands. Teachers also use this time for math and science planning with integrated literacy strategies.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.05	192-21	192
\$10,000.00	Program Investment	Higher Ground Contract: Support for Tier 1 - whole school PBIS Behavior Intervention - Tiers 2 and 3	Daytime support from coaches for conflict resolution, student behavior plans, and family communication	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	192-22	192
\$11,842.29	Program Investment	Supplies	All RISE teachers will use progress monitoring and small group instruction to address student reading needs based on assessments	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	192-23	192
\$25,807.94	Title I Basic	.8 Literacy TSA: Support teachers with small group instruction/differentiation; coaching and planning support for teachers; develop and lead professional development	All RISE teachers will use progress monitoring and small group instruction to address student reading needs based on assessments	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0033	0.2	192-24	192
\$373.09	Title I Basic	Supplies	All RISE teachers will implement Writing Curriculum	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	192-25	192
\$30,000.00	Title I Basic	Higher Ground Contract: Support for Tier 1 - whole school PBIS Behavior Intervention - Tiers 2 and 3	Daytime support from coaches for conflict resolution, student behavior plans, and family communication	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	192-26	192
\$1,440.14	Title I Parent Participation	Supplies	Teachers meet with every family 3 times a year to set and monitor goals and student growth	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	192-27	192

Parent/Guardian

- I will support RISE's 4 character traits:
 - Cooperation
 - Respect
 - Responsibility
 - Self-Disipline
- I will make sure my child arrives at school every day on time between (8:00 and 8:30am) NOT BEFORE.
- I will send my child to school every day in the RISE uniform (maroon or white top, khaki bottoms).
- I will keep the emergency card correct with up to date, working phone numbers where I can be reached.
- I will remain a collaborative relationship with my child's teacher and other staff members to ensure that my child receives the support needed for success.
- I will provide a quiet organized place where my child will complete homework.
- I will read and support the school's disciplinary policy.

Parent/Guardian Signature

Teacher's Pledge

- I promise to appreciate, support, and respect every student as they grow and students and community members.
- Every member of the RISE Community staff, including myself, will demonstrate the highest standards of professionalism and serve as a role model for the school's 4 characteristic traits:
 1. Cooperation
 2. Respect
 3. Responsibility
 4. Self-Disipline
- I will enforce RISE Community School's value consistently and fairly.
- I will be prepared for class and hold my colleagues accountable for the quality of the instructional program and student progress.
- I will work respectfully with parents, communicating with them regularly, their input, and working as a team in order to serve students more effectively.

Teacher Signature

Student's Pledge

- I promise to work very hard to achieve my personal best.
- I will do my best to attend school every day, on time and in uniform (khaki bottom, maroon or white top).
- I will study RISE Community School's 4 character traits and try to live up to them every day:
 - **Cooperation**- I work with others and share materials. When conflicts happen, I use my problem solving skills to resolve these conflicts peacefully.
 - **Self-Disipline**-I come to school ready to learn. I follow directions the first time and do my best. When things seem difficult, I persevere.
 - **Respect**-I treat others the way that I want to be treated. I show respect for people and my environment through my words and actions.
 - **Responsibility**- I understand that I am in charge of my choices, words and actions.
- I understand that RISE's standards for academics and behavior are very high. There will be consequences if I do not live up to the 4 character traits. If I fail to honor any of the traits, I'll take responsibility for my actions, learn from my mistakes, and work to improve my behavior and academic performance.

Student Signature

Promesa del padre/tutor

- Yo apoyaré los 4 rasgos de carácter de RISE:
 - o Cooperación
 - o Respeto
 - o Responsabilidad
 - o Auto-disciplina
- Yo aseguraré de que mi hijo/a llegue a la escuela todos los días a tiempo entre (8:00 y 8:30 am) NO ANTES.
- Mi hijo/a vendrá a la escuela todos los días con el uniforme de RISE (caqui abajo, blanco o vino arriba).
- Yo rellenare la información corriente para la tarjeta de emergencia para que la escuela pude comunicar por teléfono conmigo o con otro adulto responsable.
- Yo tendré una relación de colaboración con el maestro de mi hijo y otro personal de la escuela para asegurar que mi hijo/a reciba el apoyo necesario para el éxito.
- Yo proveeré un lugar tranquilo y organizado donde mi hijo/a puede completar la tarea.
- Yo prometo leer y apoyar al plan de disciplina de las escuela.

Firma de padre/tutor

Promesa del maestro

- Yo prometo apreciar, apoyar y respetar a cada estudiante mientras que crece como estudiantes y miembros de la comunidad.
- Cada miembro del personal de RISE, incluso yo, mostrara los niveles más altos estándares de profesionalidad y servir como un modelo a seguir para 4 rasgos característicos de la escuela:
 - o Cooperación
 - o Respeto
 - o Responsabilidad
 - o Auto-disciplina
- Yo haré cumplir a todos los estudiantes los 4 rasgos de carácter de una manera consistente y justa.
- Yo estaré preparado para las clases y tomare responsables para la calidad del programa de instrucción y el progreso del mis estudiantes.
- Yo trabajaré respetuosamente con los padres, comunicando con ellos regularmente, solicitando sus opiniones y trabajando como socio con ellos para servir a los estudiantes de manera más eficaz.

Firma de maestro

Promesa del estudiante

- Yo prometo trabajar muy duro para lograr mi mejor marca personal.
- Yo prometo hacer todo posible para venir a la escuela todos los días, a tiempo y en uniforme.
- Yo estudiaré RISE 4 rasgos de carácter viviré según ellos todos los días:
 - o **Cooperación**- Yo trato a los demás como yo quiero que me traten. Cuando los conflictos ocurren, uso mis destrezas de resolver problemas pacíficamente.
 - o **Auto-disciplina**-Vengo a la escuela listos para aprender. Sigo las instrucciones la primera vez y pongo mi mejor empeño. Cuando las cosas son difíciles, yo persevero.
 - o **Respeto**-Yo trato a los demás como yo quiero que me traten. Muestro respeto para la gente y para el medio ambiente con mis palabras y acciones.
 - o **Responsabilidad**-Yo entiendo que soy responsable de mis decisiones, palabras y acciones.
- Yo entiendo que las expectativas para las académicas y el comportamiento son muy altos. Habrán consecuencias si no me porto según los 4 rasgos de carácter. Si fallo en alguno de los rasgos, yo asumo la responsabilidad de mis actos, aprendo de mis errores, y trabajar para mejorar mi comportamiento y rendimiento académico.

Firma de estudiante



School Site Council Membership Roster - Elementary

School Name: Alse

School Year: 2015-16

Chairperson: <u>Maria Zuno</u>	Vice Chairperson: <u>Shante Abner</u>
Secretary: <u>Shanika Lacy</u>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<u>Isabel Vega</u>	X			
<u>Shanika Lacy</u>			X	
<u>Andrea Ruiz</u>		X		
<u>Gisela Fuentes</u>				X
<u>Maria Zuno</u>				X
<u>Enka Pollak</u>		X		
<u>Shante Abner</u>				X
<u>Ann Baxter</u>		X		
<u>Gabriela Salazar</u>				X
<u>Maura Henriquez</u>				X

Meeting Schedule (day/month/time) Thursdays - 13th of each month 3:00-4:00

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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15

Title I School Parental Involvement Policy 2015 - 2016

Involvement of Parents in the Title I Program

Rise Community School agrees to implement the following statutory requirements:

- 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.
Meeting times and information are sent out to parents, robo calls to families, and meeting information is posted.
- Offer a flexible number of meetings for parents. *SSC, PTA meeting are at times that held in the morning and late afternoon providing for more 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.
Parents are invited to be involved in SSC, PTA and parent volunteers.
- Provides parents of Title I students with timely information about Title I programs. *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. *Provided during parent conferences, Back to School Night, 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. *Title 1 parents are invited to all parent meetings.*

School-Parent Compact

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.

Building Parent Capacity for Involvement

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

An annual Title I parent meeting is provided for parents to learn about the program and how we can support their children.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Parents are given information during Parent Conferences. Math, Reading, and Science Nights are held during the school the school year to give parents 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. *The school vision includes parents are partners in the education of their children. Teachers and staff develop strategies during professional development and meeting on how to improve communications with parents and the community.*
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *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. *Information is distributed to parents during all meetings.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Translation and other community support is 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. *Accommodations are provided for all parents including translation of information 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 RISE School Site Council on 10/23/14 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, and children. It will be made available to the local community. The *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)

9/21/15

(Date)