

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Roots International Middle School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Roots International Middle School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Roots International Middle School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Roots International Academy

0112805

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

Roots International Academy (RIA) was created from the small schools movement 6 years ago. It is 6-8th grade and shares the Havenscourt campus with Coliseum College Preparatory Academy, a 6-12 school. RIA and CCPA are next door to the Lockwood campus which contains two elementary schools, Futures and Communities United. RIA is a diverse campus of 66% Latino, 27% African American and 7% Other Asian, Cambodian, Samoan, Filipino, Pacific Islander and African students. Havenscourt is located between two low income housing developments and students are challenged by a myriad of social issues such as: depression, anger, PTSD, grief, undocumented immigration status, substance abuse, gang affiliations, single parent households, single grandparent households and sexual exploitation. Over 80% of students qualify for free and reduced lunch. RIA has over 70% of its core academic teachers with less than 3 years of teaching experience. Despite the harsh realities of our current students, 35% of our 366 students have GPA's of 3.0 or higher. Our campus houses a school based health center which opened this year and is run by La Clinica de la Raza. The clinic is providing free health care to all Havenscourt students for the next three years. RIA also has, for the first time in the 2011/12 school year, one Counseling Enriched Special Day Class and houses one Severely Handicapped Special Day Class. Educational research clearly states that ALL students, regardless of socio-economic status or ethnicity, can achieve when provided with high expectations, rigorous standards, and exceptional teaching. At RIA there are NO EXCUSES for scholar/revolutionaries (RIA student), parents, staff/teacher advocates and school leaders! We are all confident that the potential of our scholar/revolutionaries is unlimited. RIA is at a very critical time in its existence. This school year marks the beginning of a major transformation. For the 2012/13 school year, RIA has joined the Oakland Unified School District's new Office of School Transformation Network and will be receiving a School Improvement Grant (SIG). SIG will bring over \$1.2 million dollars to the school site each year over the next 3 years. This funding will help to assure that Roots International Academy scholar/revolutionaries are RELENTLESS leaders of positive social change in their communities and their world. RIA scholar/ revolutionaries think critically about their world because they know where they come from and know where they are going. Through the study of ethnic studies, they

recognize the connection between education, resistance and the upliftment of oppressed peoples. This knowledge of self and of their peers shared history, encourages pride in their heritage and the heritage of others. For example, speaking more than one language is looked at as an asset not a deficit. RIA youth develop literacy through public speaking, debate, drama and oral interpretation, and social media. They infuse creativity and arts into math, science and all content areas. The RIA scholar/revolutionary is one who understands the connection between a healthy mind, a healthy body, happiness and academic success. As a result, they are physically fit, exhibit self control and self discipline and make conscious decisions around academics and behavior. They learn about and practice empathy, resolve their own conflicts, are skilled in peace making, conflict resolution and utilize mindfulness strategies to cope with PTSD, anger management, stress and conflict. The RIA scholar/revolutionary is the embodiment of ROOTS. Each is Respectful, Organized, Optimistic, Takes ownership and Strives for excellence.

VISION

OUR SCHOOL VISION At Roots International Academy we are empowered as learners. We are committed to make choices that develop our passion for teaching and learning. This passion allows us to excel in all areas. Empowerment allows us to succeed academically, socially, and emotionally. Our empowerment is enriched by an education that: Encourages us to take responsibility for our learning Emphasizes our strengths and allows us to explore and discover our interests Expects us to think critically about our lives and our society Embraces our cultures, our languages, our families, and our communities Teaches respect for ourselves and others. We have self-confidence and self-efficacy. We make informed decisions that have a positive impact on our lives, our families, and our world. Ultimately, we are committed to use our knowledge to EMPOWER others! 7 BRANCHES High Expectations Roots staff, scholars and parents has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses. scholars, parents, teacher advocates, and staff create and reinforce a culture of pride, respect, achievement and support through a range of formal and intrinsic rewards and consequences for academic performance and behavior. The Power to Lead Roots will train our scholars to become leaders by giving them leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom. We believe that our school leaders need to have the power to lead the school, our teacher advocates should have the power to be leaders in their classrooms and the school community and our scholars have the power to lead their lives to make powerful change in the world. Focus on Results We are focused on RESULTS. The Roots family will focus relentlessly on high scholar performance, through not only standardized tests, but other creative methods of indicating mastery of a subject. Just as there are no shortcuts, there are no exceptions. scholars are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond. Cultural Competency We know where we're from and know where we're going. At Roots International Academy we believe that scholars learn best when they not only master academically; but also master who they are, and where they come from. Developing cultural competency results in people understanding and respecting self and others. We also feel strongly that scholars who attend our school will benefit greatly from international study and travel. Choice and Commitment Scholars and families make a choice to be at Roots International Academy through OUSD, School Options Program. When making the choice to attend Roots scholars are also making a commitment to the upliftment of the pillars and the expectations of our school. We want you to be here. We want to be apart of your success in middle school, high school, college and beyond. You have to also WANT the education that we are providing you. Respect for Self and Others We respect ourselves and others. Our scholars will strive to have a moral code of conduct, and a common respect for self and others. We understand that we have to treat others how we ourselves want to be treated. Expression through knowledge of Arts and Culture We strive for excellence by demonstrating our understanding of academic concepts and diverse backgrounds of others in a variety of creative ways. Through visual and performing arts we are unified. We show what we have learned, we express our opinions, improve health and wellness, and make social changes on a local, state, national and global level.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Gina Hill, Principal of Roots International Academy (RIA) will assure the monitoring and implementation of the CSSSP. Monitoring will occur through frequent review on behalf of the monthly School Site Council meetings and Weekly meetings with the school site Transformation Team (Instructional Leadership & Culture and Climate Teams). The Transformation Team follows through on delegated strategies to monitor per content area to assure implementation

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Roots International Academy

Principal: GINA HILL

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

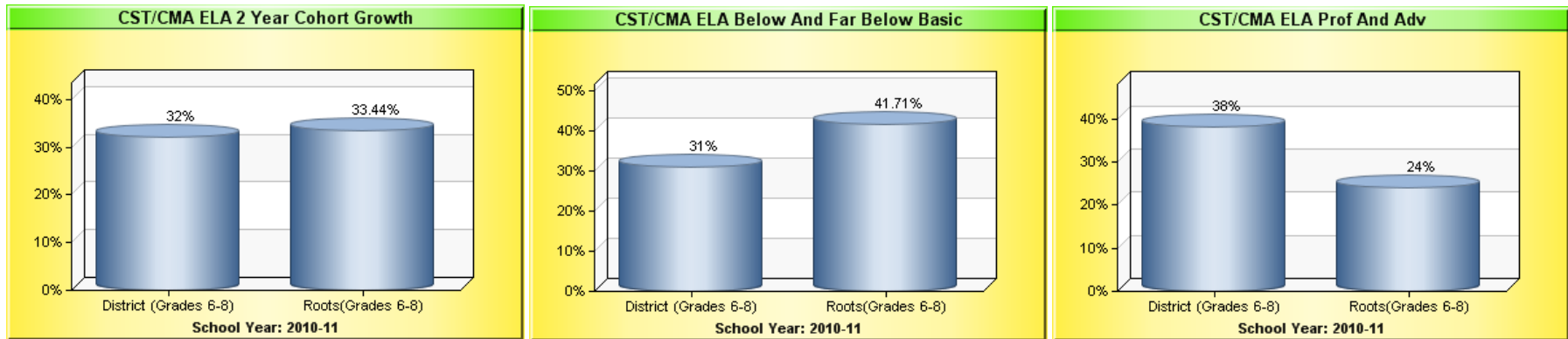
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- Over 40% of our school population scores below and far below basic in English Language Arts.
- Only 24% of our school population is scoring Proficient or Advanced in English Language Arts.

Data Analysis

- Approximately 1 out of 4 students are scoring Below and Far Below Basic in ELA

Theory Action

- If RIA implements reading strategies and focus on literacy across all content areas then students will develop a love of reading, ability to engage in dialogue, debate and critical analysis.
- If RIA implements Facing History...teacher PD, then ethnic studies & culturally relevant curriculum is developed and student engagement and political consciousness is increased engagement.
- If RIA teachers engage in ongoing, regular use of assessment (SRI, Formative & Summative Assessment, benchmark), data analysis to inform instruction and planning, then instruction becomes more targeted to address student need and increase student ac
- If RIA adopts College Board's Springboard ELA curriculum, then our college readiness charge is supported, curriculum is better aligned with common core, scholars engage in college prep courses thus increasing their chances of going to college

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------|---------------|-----------|-----------|--------------|-----------------------------------------------|----------------------------|---------------------------------|------------|-----|---------------|
| Provide reading / literacy intervention teacher and technology access for students reading below grade level administering through online Achieve 3000 program | SRI, GPA, CST, CELDT | FBB, BB and BAS | 9/2012-6/2013 | Gina Hill | 5/18/2012 | 226SQ11A2025 | | N/A | | | 0 | \$0.00 |
| Purchase reading books for creation of classroom leveled libraries throughout the content areas to be utilized in implementation of school wide Sustained Silent Reading program | SRI, GPA, CST, CELDT | All Students | 8/12-6/13 | Gina Hill | 5/18/2012 | 226SQ11A4205 | Purchase supplemental instructional materials | 3180-SIG - ORIGINAL - 2008 | 4200-BOOKS-OTHER THAN TEXTBOOKS | | 0 | \$45,000.00 |
| Develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area | CST, GPA, | All | 08/12- | Gina Hill | 5/18/2012 | 226SQ11A4204 | Fund Instructional facilitator to support the | 3180-SIG - ORIGINAL - | | TC111F9999 | 1 | \$93,408.29 |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------|-------------|-----------|-----------|--------------|---------------------------------------------------------------|----------------------------|---------------------------|------------|--|------|-------------|
| PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area. | CELDT, SRI | Students | 06/12 | | | | development of PLCs | 2008 | | | | | |
| Develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area. | CST, GPA, CELDT, SRI | All Students | 08/12-06/12 | Gina Hill | 5/18/2012 | 226SQ11A4208 | Support conferences aligned to focus areas to build expertise | 3180-SIG - ORIGINAL - 2008 | 5220-CONFERENCE EXPENSE | | | 0 | \$20,000.00 |
| Develop English Department PLC's that learn and build the necessary capacity to lead implementation of literacy across the curriculum and quality content area PLC's. Focused ELA/Literacy standards and strategies replicated across the curriculum and in every content area. | CST, GPA, CELDT, SRI | All Students | 08/12-06/12 | Gina Hill | 5/18/2012 | 226SQ11A4209 | Provide sub coverage for conference attendance | 3180-SIG - ORIGINAL - 2008 | 1150-TEACHERS SUBSTITUTES | | | 0 | \$3,920.00 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CST, GPA, CELDT, SRI | All Students | ongoing | Gina Hill | 5/18/2012 | 226SQ11A1799 | Intervention Class | 3010-Title I | | K12TCH1365 | | 0.75 | \$63,966.90 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CST, GPA, CELDT, SRI | All Students | ongoing | Gina Hill | 5/18/2012 | 226SQ11A1800 | Intervention Class | 7090-EIA - SCE | | K12TCH1365 | | 0.05 | \$4,264.46 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CST, GPA, CELDT, SRI | All Students | ongoing | Gina Hill | 5/18/2012 | 226SQ11A1804 | Intervention Class | 7090-EIA - SCE | | K12TCH1767 | | 0.1 | \$5,655.64 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CST, GPA, CELDT, SRI | All Students | ongoing | Gina Hill | 5/18/2012 | 226SQ11A1807 | Intervention Class | 7090-EIA - SCE | | K12TCH1514 | | 0.2 | \$13,233.72 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CST, GPA, CELDT, SRI | All Students | ongoing | Gina Hill | 5/18/2012 | 226SQ11A1808 | Intervention Class | 3010-Title I | | TCSTIP0241 | | 1 | \$37,517.16 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CST, GPA, CELDT, SRI | All Students | ongoing | Gina Hill | 5/18/2012 | 226SQ11A3308 | Intervention Class Materials | 7090-EIA - SCE | 4310-SUPPLIES | | | 0 | \$7,221.61 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CST, GPA, CELDT, SRI | All Students | ongoing | Gina Hill | 5/18/2012 | 226SQ11A4210 | Fund additional supplies to support instruction | 3180-SIG - ORIGINAL - 2008 | 4310-SUPPLIES | | | 0 | \$17,794.19 |
| Teachers and support staff will disaggregate data daily, weekly and monthly and use it to determine how to | | | | | 5/18/2012 | 226SQ11A4582 | | N/A | | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Roots International Academy

Principal: GINA HILL

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

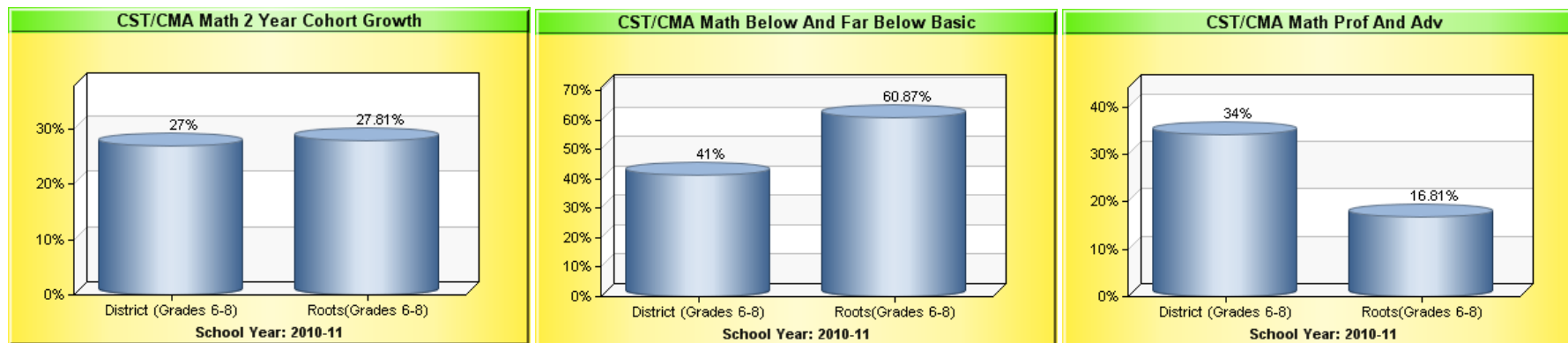
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

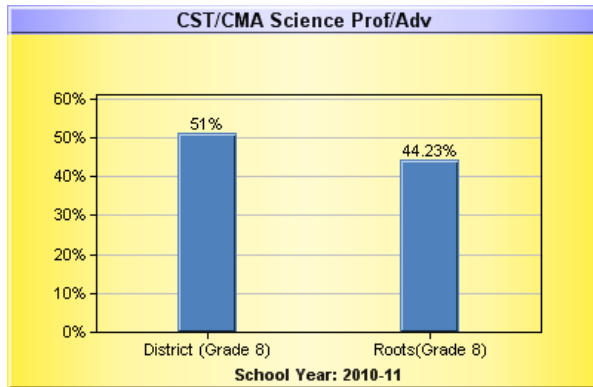
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- Only 44% of RIA scholar/revolutionaries are reaching proficiency in science. This percentage is below the district average.

Data Analysis

- This data indicates that there is lack of rigor in classes, lack of engagement and interest in STEM. RIA serves a population that is historically undeserved in STEM.

Theory Action

- If RIA uses a project based and learning inquiry model in Math & Science, then academic rigor and relevance will increase student engagement, academic success and college readiness.
- If RIA integrates visual and performing arts in the content areas, then understanding of academic concepts is demonstrated in diverse, creative ways thus honoring multiple intelligences.
- If RIA scholar/revolutionaries are engaged in quality STEM programs, lessons, and guest speakers then interest in school is piqued and academic performance improves.
- If RIA adopts College Board's Springboard Math then scholar/revs are better prepared for success with Common Core shift

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------|-----------------------|---------------------|-----------|-------------|--------------------|----------------|-----------|------------|-----|---------------|
| RIA will increase project based learning opportunities through tighter connection of after school program with the core day science and math classes. | ASP Attendance, GPA, | All Students | August - ongoing | Gina Hill | 5/18/2012 | 226SQ1B3320 | | N/A | | | 0 | \$0.00 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CSTs, benchmarks, internal assessments | FBB, BB and BAS | August 2012-June 2013 | Principal, Teachers | 5/18/2012 | 226SQ1B2542 | Intervention Class | 7090-EIA - SCE | | K12TCH1458 | 0.2 | \$11,313.20 |
| Teachers to provide instruction/intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class | CSTs, benchmarks, internal assessments | FBB, BB and BAS | August 2012-June 2013 | Principal, Teachers | 5/18/2012 | 226SQ1B2544 | Intervention Class | 7090-EIA - SCE | | K12TCH1908 | 0.2 | \$11,317.04 |

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| structure Teachers to provide instruction/ intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CSTs, benchmarks, internal assessments | FBB, BB and BAS | August 2012-June 2013 | Principal, Teachers | 5/18/2012 | 226SQ11B2545 | Intervention Class | 7090-EIA - SCE | | K12TCH0874 | 0.2 | \$10,516.42 |
| Teachers to provide instruction/ intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CSTs, benchmarks, internal assessments | FBB, BB and BAS | August 2012-June 2013 | Principal, Teachers | 5/18/2012 | 226SQ11B3323 | Intervention Class Materials | 3010-Title I | 4310- SUPPLIES | | 0 | \$1,217.59 |
| Teachers to provide instruction/ intervention/tutorial/academic support as an extension of the core day and/or as part of the core day but as an extension of duties beyond core day class structure | CSTs, benchmarks, internal assessments | FBB, BB and BAS | August 2012-June 2013 | Principal, Teachers | 5/18/2012 | 226SQ11B4211 | Fund instructional facilitator to improve teacher's effectiveness | 3180-SIG - ORIGINAL - 2008 | | TC111F9999 | 1 | \$93,408.29 |
| RIA will implement hands on inquiry based science projects for grades 6-8th grade. | CST, GPA, SRI | | August 2012- Ongoing | Gina Hill | 5/18/2012 | 226SQ11B4767 | | N/A | | | 0 | \$0.00 |
| RIA will prioritize STEM based field trips to increase engagement of our scholar/revolutionaries. | CST, GPA, SRI | | August 2012- Ongoing | Gina Hill | 5/18/2012 | 226SQ11B3456 | | N/A | | | 0 | \$0.00 |
| Field trip to the Academy of Science, Marin Headlands, Pixar, | attendance, referral data, suspension rates | All Students | Aug 2012- ongoing | Gina Hill | 5/18/2012 | 226SQ11B4766 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Roots International Academy

Principal: GINA HILL

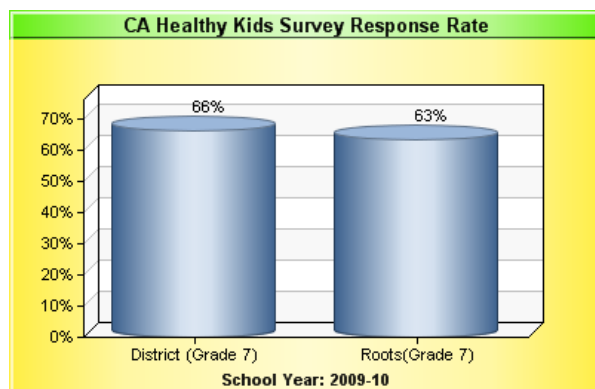
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



School Data

- all students to be offered summer school when funds are available

Theory Action

- If rising 6th graders and families have orientation before June 15th, then expectations are set early so culture, climate and commitments to excellence are established in advance.
- If rising 6th graders' 5th and 6th grade teachers meet to review SRI, CST and assessment data from neighboring schools then teachers can begin to plan targeted & differentiated instruction.

- If all rising 6th graders enter RIA summer school and grant funded enrichment(6 hour day) then learning is accelerated, and instructional time is not lost at the beginning of the school year to learning policies, etc.
- If rising 7,8,9 with below 2.0 GPAs are offered summer intervention, then a culture of high expectations for all is supported

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---------------------|------------|-----------------|----------|-----------------------------------------------|-----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Summer Intervention | | FBB, BB and BAS | | Steven Daubenspeck/Community Schools Director | 5/18/2012 | 226SQ11C4768 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Roots International Academy

Principal: GINA HILL

School Quality Standards relevant to this Strategic Priority

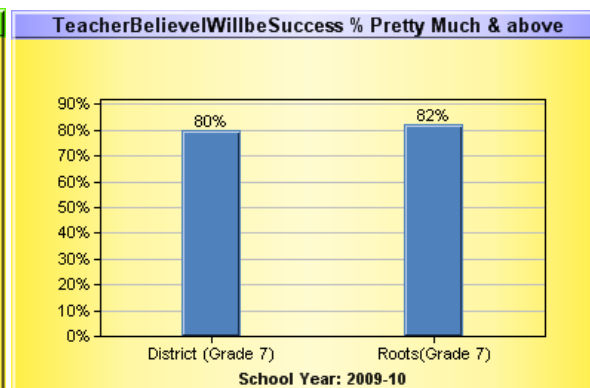
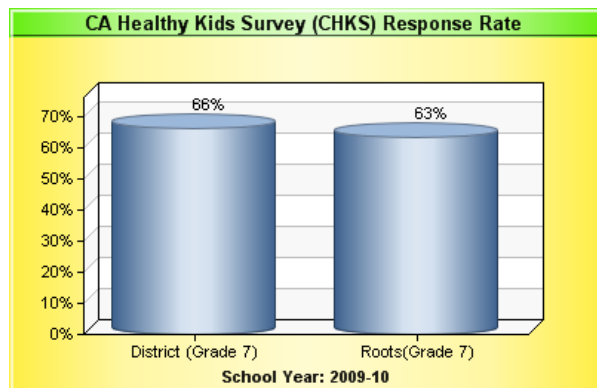
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Roots International Academy

Principal: GINA HILL

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- Almost 1/2 of all RIA African American Males & Female scholar/revolutionaries are scoring below and far below basic in English Language Arts
- Almost 3/4 of all RIA African American Male & Female scholar/revolutionaries are scoring below and far below basic in Math

Data Analysis

- At RIA our scholar/revolutionaries of African decent are about 30% of our school population. This group of children are in need of culturally relevant curriculum, consistency, rigor, and a sense of pride and awareness.
- There are some historical and current day implications that are impacting and hindering the academic progress of Af Am males..
- Our African descent scholar/revolutionaries must have teachers, staff, administration that are conscious and knowledgeable of the children's specific development, families, culture, and historical and current trends.
- The advocates who want to see this group succeed will find it necessary to build and repair relationships and hold high expectations through high rigorous, engaging, data driven curriculum.

Theory Action

- If curriculum rigor, relevancy, and engagement are increased at RIA, then the academic progress of all scholar/revolutionaries, including Af Ams, will increase.
 - If RIA creates an assessment driven culture, then all teacher advocates will assess all students, including Af Ams, daily, weekly, monthly and term lev
 - If RIA imbeds time for teachers to reflected on and analyze data then, data will be used to drive instruction and planning and all scholar/revs will increase academic and behavior achievement, including Af Ams.
 - If RIA administration and coaches hold one-on-one data conferences with Teacher Advocates then reflection, support, and feedback will insure accountability to all subgroups including AF AMs
 - If we engage RIA (staff,students & families) in equity focused PD/workshops, then all scholar/revolutionaries will be denied the "freedom to fail".
-

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------|-----------------------|-----------|-----------|-------------|----------------------------------------------------------------------------|----------------------------|------------------|------------|-----|---------------|
| RIA will implement longer class blocks in order to create more detailed lessons that include small group instruction, more active scholar participation, and daily assessments in the form of "exit tickets". | CST, GPA, SRI | All Students | August 2012-ongoing | Gina Hill | 5/18/2012 | 226SQ1E1896 | | N/A | | | 0 | \$0.00 |
| RIA will provide data conferences with teachers every marking period in order to monitor overall AF AM achievement to drive daily, high rigor instruction. | CST, GPA, SRI | All Students | August 2012-ongoing | Gina Hill | 5/18/2012 | 226SQ1E1897 | Fund RTI coach to support teachers to look at data | 3180-SIG - ORIGINAL - 2008 | | T10TSA9999 | 0.5 | \$39,838.91 |
| RIA staff will attend a mandatory "Teaching with a Cultural Eye" Workshop in order to be a better equipped staff for teaching students who come from a group who has been historically oppressed. | CST, GPA, SRI | All Students | August 2012 - ongoing | Gina Hill | 5/18/2012 | 226SQ1E1900 | FUnd contract with National Equity Project to send teachers to conferences | 3180-SIG - ORIGINAL - 2008 | 5825-CONSULTANTS | | 0 | \$15,000.00 |
| RIA will core ELA/History courses and engage teachers in the "Facing History And Ourselves" professional development so AF AM scholars are engaged in culturally relevant curriculum that teaches critical thinking skills | CST, GPA, SRI | All Students | Aug 2012-ongoing | Gina Hill | 5/18/2012 | 226SQ1E4765 | | N/A | | | 0 | \$0.00 |
| RIA staff will require scholar/revolutionary led conferences where teachers and staff will have an opportunity build relationships with families, as well as create a culture of academic achievement and respect. | CST, GPA, SRI, self reflective young people | Ethnicity | August 2012-Ongoing | Gina Hill | 5/18/2012 | 226SQ1E4764 | | N/A | | | 0 | \$0.00 |
| RIA staff, advocates and supporters will sponsor a school/community conference with focus on the historical and current realities of people of African decent. The conference will be used as a springboard to future actions steps for creating positive school and life experiences for all scholar/revolutionaries. | Positive relationships, higher interest in self and ROOTS, Increase in academic acheivement | Far Below Basic | August 2012-Ongoing | Gina Hill | 5/18/2012 | 226SQ1E3473 | | N/A | | | 0 | \$0.00 |
| RIA will implement the "Facing History and Ourselves" curriculum | attendance, referral data, suspension rates | All Students | August 2012-ongoing | Gina Hill | 5/18/2012 | 226SQ1E4763 | | N/A | | | 0 | \$0.00 |
| Field trips to Museum of the African Diaspora, Asian Art Museum, Precita Eyes Mural Tour | attendance, referral data, suspensions | All Students | Aug 2012-ongoing | Gina Hill | 5/18/2012 | 226SQ1E4762 | | N/A | | | 0 | \$0.00 |
| | | | | | | | Provide high-interest | | | | | |

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|---------------------------------------------------------|-----|------|-----------------------|------------------------|-----------|--------------|---------------------------------------------------------------------------------------|-----|--|--|---|--------|
| Implement differentiated instruction for GATE students. | CST | GATE | August 2012-June 2013 | Principal and Teachers | 5/18/2012 | 226SQ11E4778 | and challenging extension activities integrated into classroom instructional program. | N/A | | | 0 | \$0.00 |
|---------------------------------------------------------|-----|------|-----------------------|------------------------|-----------|--------------|---------------------------------------------------------------------------------------|-----|--|--|---|--------|

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Roots International Academy

Principal: GINA HILL

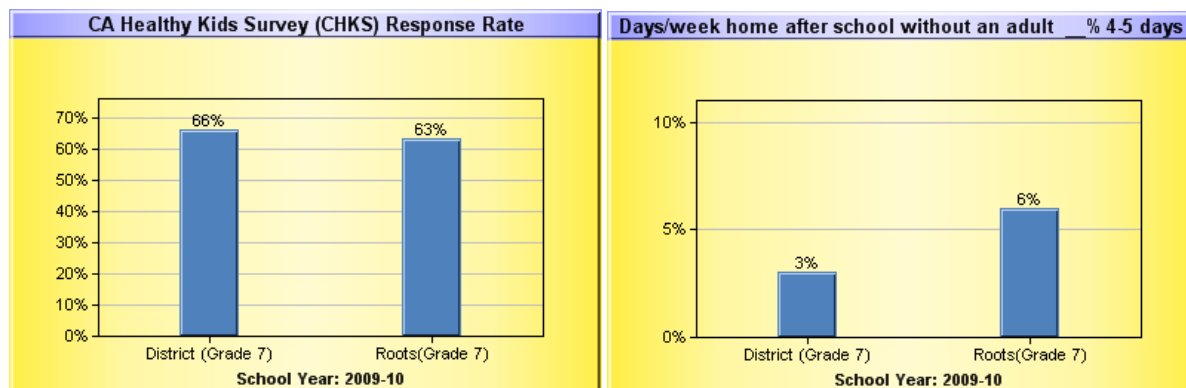
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- While only 6% of our 7th graders are at home without an adult after school, it is higher than the district's 3%.

Data Analysis

- Although the percentage of scholar/revolutionaries who are at home alone after school is minimal; we contend that more of our students are being impacted by the lack of supervision when they go home.
- In addition, the scholar/revolutionaries who may be at home with a parent, may not receive the academic assistance or the access to enrichment opportunities that is highly needed.

Theory Action

- If RIA develops a new after school academy that addresses the needs of the scholar/revs, then core day expectations are reinforced, academic assistance & enrichment is easily accessible and learning time increased

- If SRI data and on going assessments from core day are used to create more targeted and effective instruction, then Academic intervention is differentiated for Reading, Writing and Mathematics through the RIA SWAAG hour, etc
- If after school academy is mandatory for all scholar/revolutionaries who do not meet the minimum 2.0 academic GPA, then promotion eligibility and adult expectation will increase.
- If new experiences are created for our scholar/revs through extended learning time, SWAAG hour, mandatory After School Academy, then scholar/revs are active and healthy, creative and open to diversity, supported and safe.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------|---------------------|-----------|----------|-------------|----------------------------------------------------------------------------------|----------------------------|-----------------------------------|----------|-----|---------------|
| Targeted intervention for ELA, ELD, Math, Reading through extended day SWAAG (Students Working to Achieve Academic Greatness) hour | Benchmarks, CST, SRI, GPA, honor roll | All Students | Aug 2012-ongoing | Gina Hill | 5/4/2012 | 226SQ1F4216 | Fund academic mentors to support connections between school day and extended day | 3180-SIG - ORIGINAL - 2008 | 2128-INSTRAIDES SALARIES HOURLY | | 0 | \$60,000.00 |
| Targeted intervention for ELA, ELD, Math, Reading through extended day SWAAG (Students Working to Achieve Academic Greatness) hour | Benchmarks, CST, SRI, GPA, honor roll | All Students | Aug 2012-ongoing | Gina Hill | 5/4/2012 | 226SQ1F4217 | Fund additional enrichment consultants | 3180-SIG - ORIGINAL - 2008 | 5825-CONSULTANTS | | 0 | \$60,000.00 |
| Targeted intervention for ELA, ELD, Math, Reading through extended day SWAAG (Students Working to Achieve Academic Greatness) hour | Benchmarks, CST, SRI, GPA, honor roll | All Students | Aug 2012-ongoing | Gina Hill | 5/4/2012 | 226SQ1F4218 | Fund transportation services for students following extended day | 3180-SIG - ORIGINAL - 2008 | 5826-NON-CONTRACT SERVICES | | 0 | \$20,000.00 |
| Provide summer programming for students to provide academic intervention | CST scores, Benchmark scores and Grade Point Averages | FBB, BB and BAS | June 2013-July 2014 | Gina Hill | 5/4/2012 | 226SQ1F4219 | Fund teacher salaries for summer intervention | 3180-SIG - ORIGINAL - 2008 | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$21,600.00 |
| Provide summer programming for students to provide academic intervention | CST scores, Benchmark scores and Grade Point Averages | FBB, BB and BAS | June 2013-July 2014 | Gina Hill | 5/4/2012 | 226SQ1F4220 | fund admin for summer intervention programming | 3180-SIG - ORIGINAL - 2008 | 1322-SUPV&ADM SALARIES EXTRA COMP | | 0 | \$3,500.00 |
| Provide summer programming for students to provide academic intervention | CST scores, Benchmark scores and Grade Point Averages | FBB, BB and BAS | June 2013-July 2014 | Gina Hill | 5/4/2012 | 226SQ1F4221 | fund clerical staff for summer intervention | 3180-SIG - ORIGINAL - 2008 | 2422-CLERICAL SALARIES EXTRA COMP | | 0 | \$4,800.00 |
| Provide summer programming for students to provide academic intervention | CST scores, Benchmark scores and Grade Point Averages | FBB, BB and BAS | June 2013-July 2014 | Gina Hill | 5/4/2012 | 226SQ1F4222 | fund materials for summer intervention | 3180-SIG - ORIGINAL - 2008 | 4310-SUPPLIES | | 0 | \$3,000.00 |

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Roots International Academy

Principal: GINA HILL

School Quality Standards relevant to this Strategic Priority

A quality school...

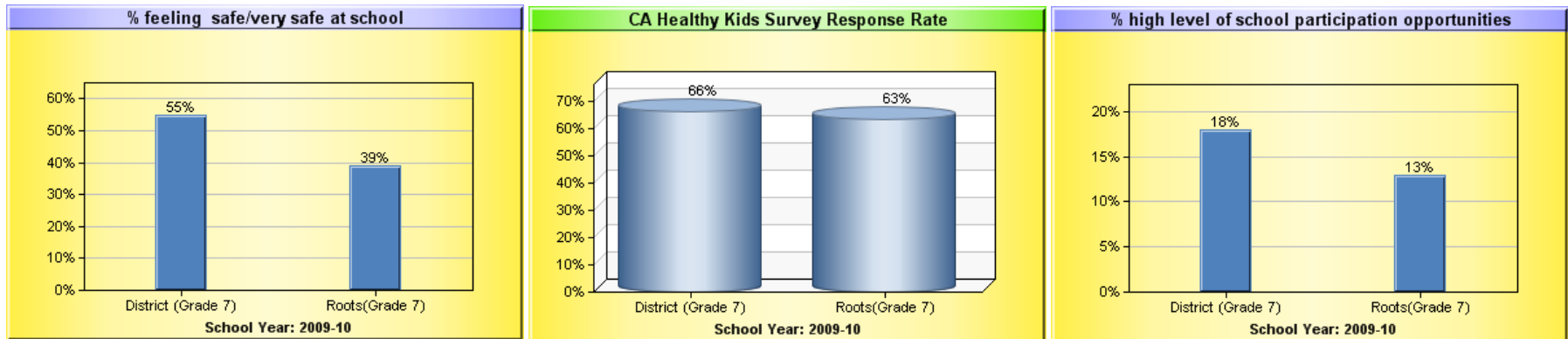
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

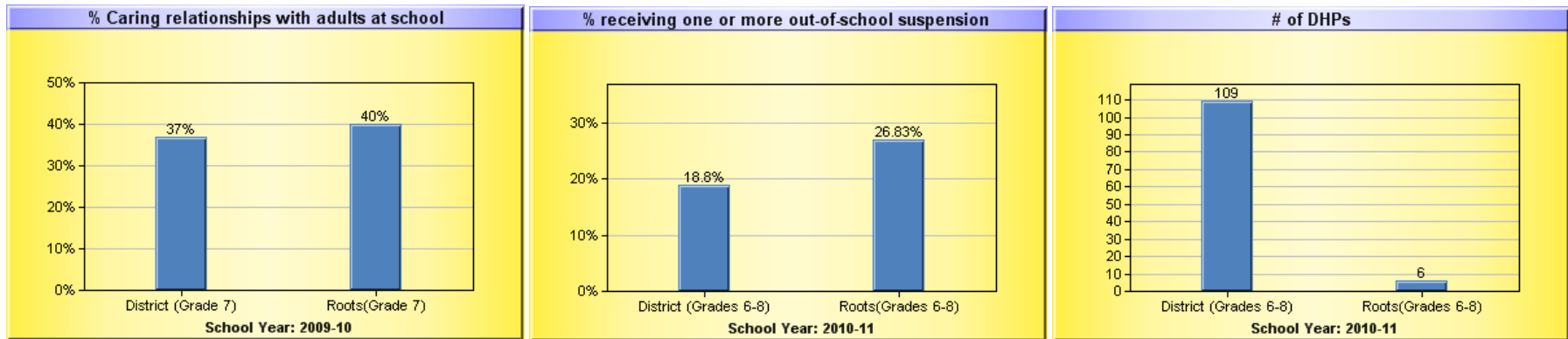
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- The majority of teacher discipline referrals are for defiance and disrespect, verbal conflicts arise in the classrooms during instruction and most COST referrals are related to anger management
- Over 40% of current 8th graders have below 2.0 GPAs

Data Analysis

- Few students report having meaningful relationships with adults which could be the result of high teacher turnover and lack of structures for building community
- The lack of relationships between adults and youth increases the likelihood of conflict. Thus the the high suspension rate that exceeds the district's rate
- If students do not feel safe, the likelihood of academic success decreases. Increased relational trust can can improve safety on campus

Theory Action

- At RIA we strive to have Respect for ourselves and for others. Our scholar/revolutionaries have a moral code of conduct, and a common respect for self and others.
- RIA scholar/revolutionaries make no excuses and have high expectations of self and others as reflected through conduct which is clearly defined & measurable.
- RIA staff advocates support a culture of ROOTS - Respect, Organized, Optimistic, Taking Ownership & Striving for Excellence, through a range of formal and intrinsic rewards and consequences for academic performance and behavior.
- Teacher/Staff Advocates have relational trust with students creating a safe space for learning and risk taking to happen.
- RIA will train our scholars to become leaders by giving them leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|----------|-------|-----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| RIA will have new Scholar Orientation extend our school year and receive instruction clarifying the detailed expectations and procedures of RIA. Teachers leaders reinforce these expectations daily ? from giving specific directions, to reflecting on | | All Students | | | 5/18/2012 | 226SQI2A1895 | | N/A | | | 0 | \$0.00 |

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| building blocks, to explicitly teaching social skills required for school wide culture. | | | | | | | | | | | | |
| RIA will have new Scholar Orientation extend our school year and receive instruction clarifying the detailed expectations and procedures of RIA. Teachers leaders reinforce these expectations daily ? from giving specific directions, to reflecting on building blocks, to explicitly teaching social skills required for school wide culture. | | All Students | | 5/18/2012 | 226SQI2A4212 | Fund summer orientation for new students | 3180-SIG - ORIGINAL - 2008 | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$4,800.00 | |
| RIA will have new Scholar Orientation extend our school year and receive instruction clarifying the detailed expectations and procedures of RIA. Teachers leaders reinforce these expectations daily ? from giving specific directions, to reflecting on building blocks, to explicitly teaching social skills required for school wide culture. | | All Students | | 5/18/2012 | 226SQI2A4213 | Fund summer orientation for new students | 3180-SIG - ORIGINAL - 2008 | 1322-SUPV&ADM SALARIES EXTRA COMP | | 0 | \$1,750.00 | |
| RIA will have new Scholar Orientation extend our school year and receive instruction clarifying the detailed expectations and procedures of RIA. Teachers leaders reinforce these expectations daily ? from giving specific directions, to reflecting on building blocks, to explicitly teaching social skills required for school wide culture. | | All Students | | 5/18/2012 | 226SQI2A4214 | Fund summer orientation for new students | 3180-SIG - ORIGINAL - 2008 | 2422-CLERICAL SALARIES EXTRA COMP | | 0 | \$1,200.00 | |
| RIA will have new Scholar Orientation extend our school year and receive instruction clarifying the detailed expectations and procedures of RIA. Teachers leaders reinforce these expectations daily ? from giving specific directions, to reflecting on building blocks, to explicitly teaching social skills required for school wide culture. | | All Students | | 5/18/2012 | 226SQI2A4215 | fund summer orientation for new students | 3180-SIG - ORIGINAL - 2008 | 4310-SUPPLIES | | 0 | \$2,000.00 | |
| Grade level incentives program. Every Friday there will be a Friday Fun activity per grade level to | | | | 5/18/2012 | 226SQI2A1894 | | N/A | | | 0 | \$0.00 | |

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| reinforce the positive behavior. | | | | | | | | | | | | |
| Implementation of daily check ins, and weekly RJ circles in every grade level. | | | | | 5/18/2012 | 226SQI2A1893 | | N/A | | | 0 | \$0.00 |
| RIA will use homeroom as a guide to monitoring and guiding behavior. Scholar Revolutionaries will maintain 80% or higher in their weekly monitoring report-which will be an indicator that they are proficient in the cultural/behavioral expectations of RIA. | | | | | 5/18/2012 | 226SQI2A1892 | | N/A | | | 0 | \$0.00 |
| RIA will have a small targeted girls and boys group who will meet at least once a week to go over goals, academics, and a plan to shift homeroom grades to over 80%. | | | | | 5/18/2012 | 226SQI2A1890 | | N/A | | | 0 | \$0.00 |
| Term assemblies celebrating achievements in acadmic and behavior and culture | | | | | 5/18/2012 | 226SQI2A1889 | | N/A | | | 0 | \$0.00 |
| Establish homeroom structure where scholar/revs are led by their teacher advocates through a metacognitive process of self assessment through data collection, portfolio creation and student led conferences. | Attendance, suspensions, referrals | | August 2012-ongoing | Gina Hill | 5/18/2012 | 226SQI2A2329 | Fund a TSA to lead develop of structure and support school climate | 3180-SIG - ORIGINAL - 2008 | | T10TSA9999 | 1 | \$79,677.81 |
| through the creation of core classes, structured homeroom | | | | | 5/18/2012 | 226SQI2A2328 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Roots International Academy

Principal: GINA HILL

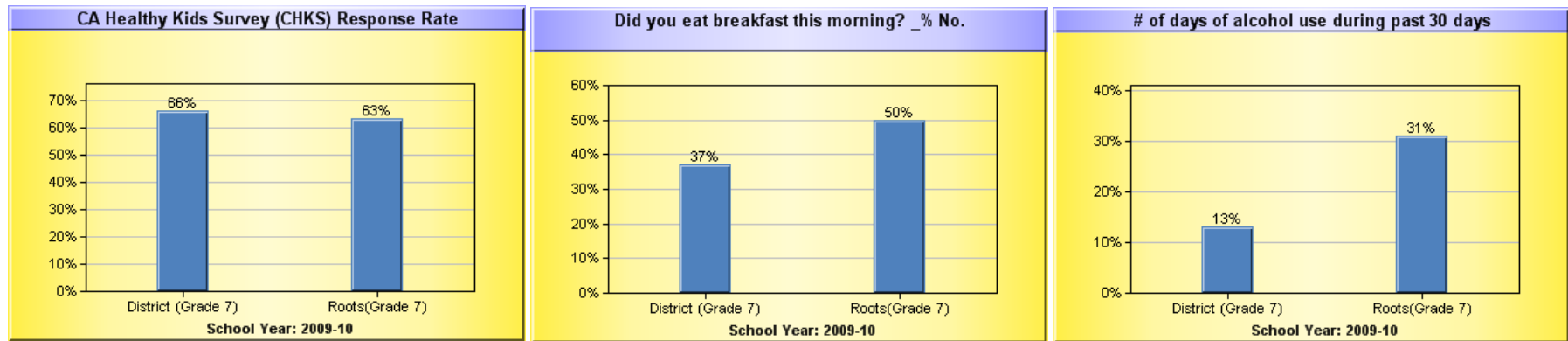
School Quality Standards relevant to this Strategic Priority

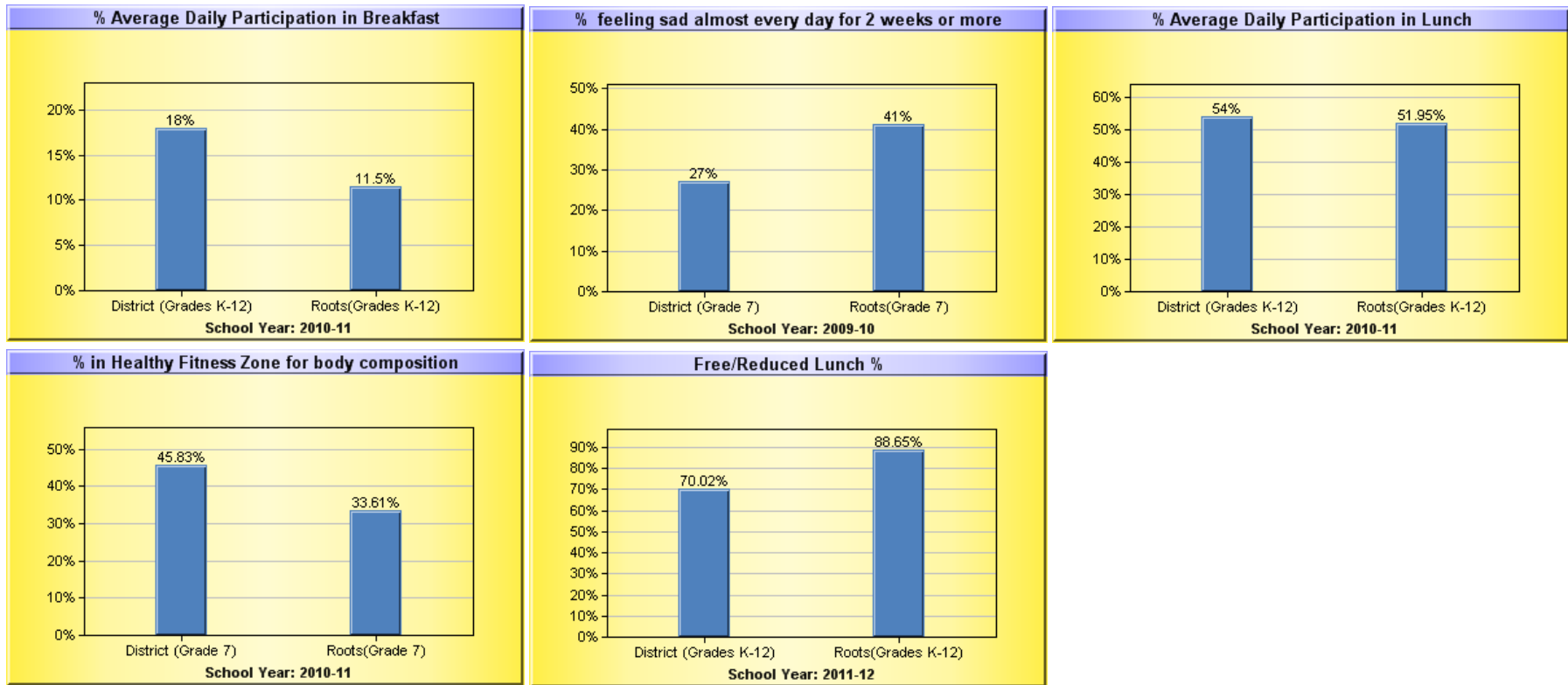
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





School Data

- Many RIA scholar/revolutionaries do not eat during the school day. Only 1/2 are eating breakfast and only 1/2 of the student body eats lunch
- RIA kids are depressed and angry so they act out and/or disengage in academics, etc

Theory Action

- If the RIA scholar/revolutionary understands the connection between a healthy mind and body then s/he is happier and experiences more academic and behavioral success
- If the RIA scholar/revolutionary utilizes mindfulness strategies to cope with PTSD, anger management, stress and conflict the s/he is happier and experiences more academic and behavioral success
- If the RIA scholar/revolutionary & teacher/staff advocate practices restorative justice, then alternatives to suspension are created so instruction time is not lost, and the RIA community begins to develop genuine relational trust.
- If scholar/revs increase intake of healthy breakfasts, snack and lunch then conflict and referrals will decrease and academic success will increase.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
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| In collaboration with the district nurse, the Havenscourt Health Clinic | | | | | | | | | | | | |

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| and La Clinica de la Raza, RIA will implement and enforce a campus wide no junk food policy | | All Students | | | 5/18/2012 | 226SQI2B1955 | | N/A | | | 0 | \$0.00 |
| In collaboration with Havenscourt Health Clinic and La Clinica de la Raza, RIA will provide health awareness as part of our family literacy component and homeroom/advisory structure | | All Students | | | 5/18/2012 | 226SQI2B1956 | | N/A | | | 0 | \$0.00 |
| MInd/Body Awareness campaign that involves students in mindfulness plus intense physical activity through sports, cultural dance, martial arts, etc both during the school day and as part of a revamped after school program structure. | | All Students | | | 5/18/2012 | 226SQI2B1954 | FUnd contract with East Bay Agency for Children for additional mental health services | 3180-SIG - ORIGINAL - 2008 | 5825-CONSULTANTS | | 0 | \$60,000.00 |

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Roots International Academy

Principal: GINA HILL

School Quality Standards relevant to this Strategic Priority

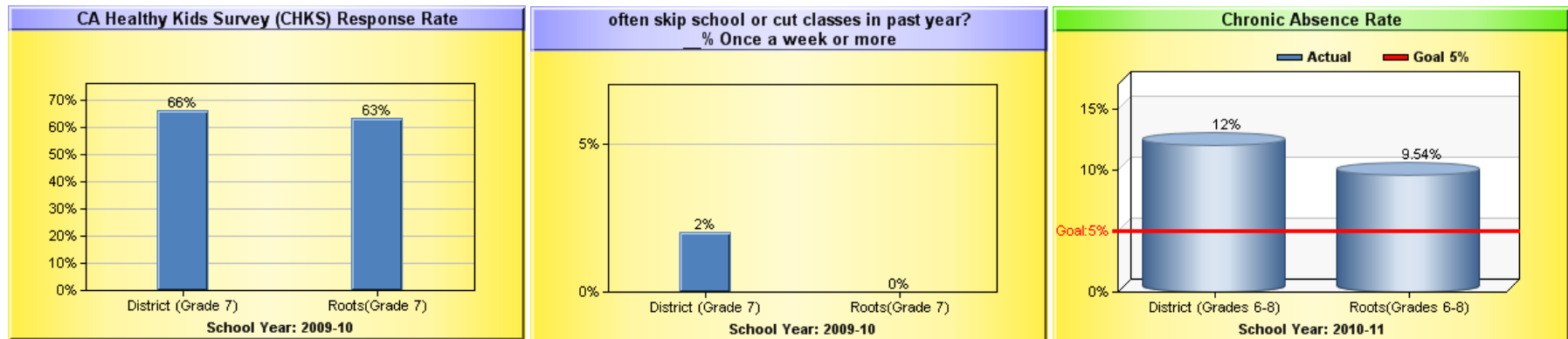
A quality school...

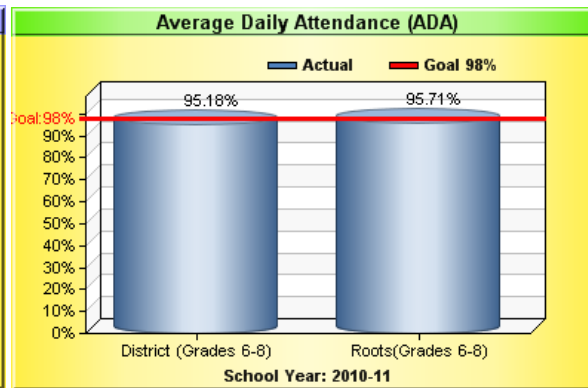
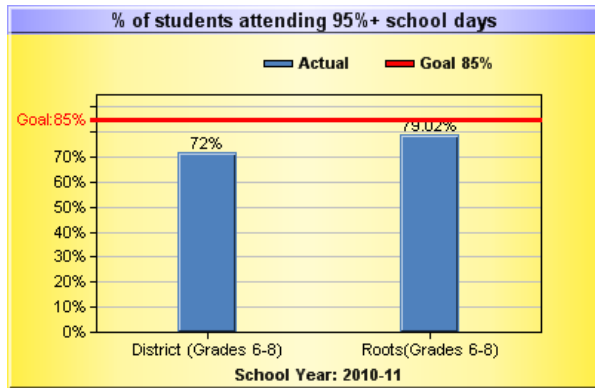
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





School Data

- 44 scholar/revolutionaries are chronically absent--- 9.4 %

Data Analysis

- Scholar/revolutionary absences are due to various factors: transportation, unstable homes, lack of seeing school as priority, and lack of quality relationships with staff

Theory Action

- If RIA's new SART team includes COST team members, office staff, teachers and family advocate then regular assessment of root causes will lead to support and increased attendance and academic outcomes.
- If access to support increases and all relevant stakeholders are united in efforts to engage families and students in school, then RIA will be a place where kids can learn, grow, be safe, be creative, excel and be happy.
- If all RIA stakeholders have a shared understanding of the commitment to excellence, then RIA community will have a sense of urgency around academic success, and will be on time daily.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------|----------------------|-----------|-----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| RIA will address the CHRONIC Absence strategy, by creating a new SART team. The SART team become mentors and lead support for FOCAL FIFTEEN with structures in place that forge deeper relationships and support for scholar/revolutionaries and families through home visits, and rewards | Once a month SART team will meet to discuss and collaborate on the Focal Fifteen | All Students | | | 5/18/2012 | 226SQI2C2015 | | N/A | | | 0 | \$0.00 |
| RIA will provide regular and consistent feedback to scholar/revolutionaries about their attendance and punctuality. | 100% of scholar/revolutionaries will know their attendance data and be expected to be reflective and | All Students | August 2012- Ongoing | Gina Hill | 5/18/2012 | 226SQI2C2021 | | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------|---------------------|-----------|-----------|--------------|--|-----|--|--|---|--------|
| | proactive to improve the data | | | | | | | | | | | |
| RIA will have term awards, recognition and assembly for perfect attendance, and improved attendance. | | | August 2012-Ongoing | Gina Hill | 5/18/2012 | 226SQI2C2026 | | N/A | | | 0 | \$0.00 |
| RIA homeroom teachers will have one-on-one meetings with all scholar/revolutionaries who have more than 3 unexcused absences to develop a plan to shift the behavior | 100% of homeroom teacher are having personal conversations with the scholar/revolutionaries and families | All Students | August 2012-Ongoing | Gina Hill | 5/18/2012 | 226SQI2C2035 | | N/A | | | 0 | \$0.00 |
| RIA will create its own Family Resource Center to provide outreach and access to resources for RIA families | Attendance, referral data, suspension rates | All Students | August 2012-Ongoing | Gina Hill | 5/18/2012 | 226SQI2C4769 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Roots International Academy

Principal: GINA HILL

School Quality Standards relevant to this Strategic Priority

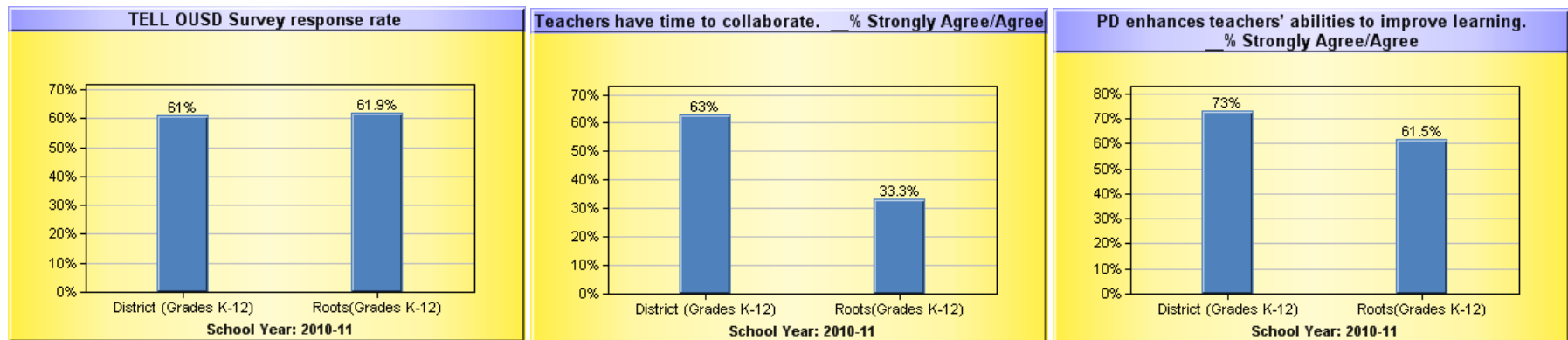
A quality school...

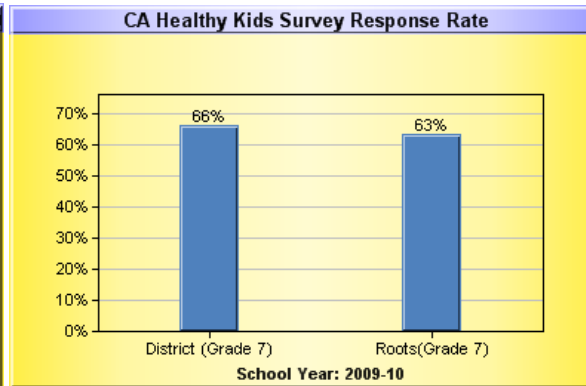
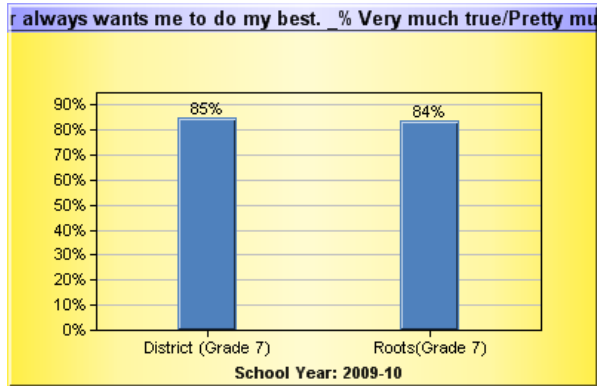
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|---------------------|-----------|-----------|--------------|---------------------------------------------------------------------|----------------------------|-----------------------------------|------------|-----|---------------|
| Engaging Admin team and Transformation team in Leading for Equity and Teaching With a Cultural Eye professional development workshop. This the professional development planned with Roots and the National Equity Project | | | | | 5/18/2012 | 226SQI3A1899 | | N/A | | | 0 | \$0.00 |
| Principal to receive a coach via the Office of School Transformation to focus on operations support | | | | | 5/18/2012 | 226SQI3A2134 | Fund school improvement coach to provide leadership coaching | 3180-SIG - ORIGINAL - 2008 | | SCHICH9999 | 0.5 | \$54,975.34 |
| Office of School Transformation to engage principal, admin team, transformation team, etc in PD that is consistent from one site to the next, expands capacity for collaboration and provides an opportunity for leader PLC's | CHKS, TEACHER RETENTION | All Students | AUGUST 2012-ONGOING | Gina Hill | 5/18/2012 | 226SQI3A2136 | FUnd manager of content coaches to support professional development | 3180-SIG - ORIGINAL - 2008 | | MGRCTC9999 | 0.5 | \$61,900.19 |
| Office of School Transformation to engage principal, admin team, transformation team, etc in PD that is consistent from one site to the next, expands capacity for collaboration and provides an opportunity for leader PLC's | CHKS, TEACHER RETENTION | All Students | AUGUST 2012-ONGOING | Gina Hill | 5/18/2012 | 226SQI3A4223 | Fund summer retreats for professional development | 3180-SIG - ORIGINAL - 2008 | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$27,360.00 |

| | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|---------------------|-----------|-----------|--------------|---------------------------------------------------|----------------------------|-----------------------------------|---|------------|
| Office of School Transformation to engage principal, admin team, transformation team, etc in PD that is consistent from one site to the next, expands capacity for collaboration and provides an opportunity for leader PLC's | CHKS, TEACHER RETENTION | All Students | AUGUST 2012-ONGOING | Gina Hill | 5/18/2012 | 226SQI3A4224 | Fund summer retreats for professional development | 3180-SIG - ORIGINAL - 2008 | 2422-CLERICAL SALARIES EXTRA COMP | 0 | \$4,800.00 |
| Office of School Transformation to engage principal, admin team, transformation team, etc in PD that is consistent from one site to the next, expands capacity for collaboration and provides an opportunity for leader PLC's | CHKS, TEACHER RETENTION | All Students | AUGUST 2012-ONGOING | Gina Hill | 5/18/2012 | 226SQI3A4225 | Fund summer retreats for professional development | 3180-SIG - ORIGINAL - 2008 | 5624-RENTALS - FACILITY | 0 | \$8,000.00 |
| Office of School Transformation to engage principal, admin team, transformation team, etc in PD that is consistent from one site to the next, expands capacity for collaboration and provides an opportunity for leader PLC's | CHKS, TEACHER RETENTION | All Students | AUGUST 2012-ONGOING | Gina Hill | 5/18/2012 | 226SQI3A4226 | Fund summer retreats for professional development | 3180-SIG - ORIGINAL - 2008 | 4311-MEETING REFRESHMENTS | 0 | \$4,000.00 |
| Office of School Transformation to engage principal, admin team, transformation team, etc in PD that is consistent from one site to the next, expands capacity for collaboration and provides an opportunity for leader PLC's | CHKS, TEACHER RETENTION | All Students | AUGUST 2012-ONGOING | Gina Hill | 5/18/2012 | 226SQI3A4227 | Fund summer retreats for professional development | 3180-SIG - ORIGINAL - 2008 | 4310-SUPPLIES | 0 | \$3,000.00 |
| Principal and designated team member to attend Breakthrough Training in August | CHKS, TEACHER RETENTION | All Students | August 2012 | Gina Hill | 5/18/2012 | 226SQI3A4770 | | N/A | | 0 | \$0.00 |

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Roots International Academy

Principal: GINA HILL

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Data Analysis

- More than 80% of RIA families qualify for free and reduced lunch.
- RIA is predominantly Latino, native spanish speakers.

Theory Action

- RIA families are valuable & esteemed members of the community who assure the academic & behavioral success of all scholar/ revolutionaries. The PARENT LEADERSHIP TEAM informs transformation.
- Development of SOCIAL CAPITAL for parents through meaningful engagement towards understanding and navigating the school's system. Parent will have opportunities to learn how do read all the data and metrics used
- The RIA community practices the belief - one love one world. All races, ethnicities, socio-economic statuses, etc work together
- RIA is data driven. Thus, there is partnership alignment to schools theory of action through development of rubric with METRICS of attendance and achievement
- When making the choice to attend RIA, scholar/revolutionaries are also making a commitment to the upliftment of the pillars and the expectations of our school. We want you to be here. We want to be apart of your success in middle school, high school

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|-------------------------------------------------------------------------|--------------------------|--------------|---------------------|-----------------------------------------------|-----------|--------------|--------------------------------------------------------|-------------------------------------|---------------------------|----------|-----|---------------|
| Develop authentic relationships with parent through listening campaigns | interviews/focus groups/ | All Students | Sep-2012 -June 2013 | Steven Daubenspeck/Community Schools Director | 5/18/2012 | 226SQI4A1933 | Provide refreshments for parent meetings and workshops | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$2,329.91 |
| Develop a PARENT LEADERSHIP TEAM to inform the transformation of | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|--|--|-----------|--------------|-------------------------------------------------------------------------|----------------------------|------------------|--|---|--------------|
| ROOTS through regular opportunities to participate in the school be viewed and esteemed members of the community. | | All Students | | | 5/18/2012 | 226SQI4A3461 | Fund contract with Oakland Schools Foundation to support FamELI program | 3180-SIG - ORIGINAL - 2008 | 5825-CONSULTANTS | | 0 | \$100,000.00 |
| Develop a PARENT LEADERSHIP TEAM to inform the transformation of ROOTS through regular opportunities to participate in the school be viewed and esteemed members of the community. | | All Students | | | 5/18/2012 | 226SQI4A4228 | Fund contract with UC Berkeley Destination College Advising program | 3180-SIG - ORIGINAL - 2008 | 5825-CONSULTANTS | | 0 | \$30,000.00 |
| Development of SOCIAL CAPITAL for parents through meaningful engagement towards understanding and navigating the school's system. Parent will have opportunities to learn how do read all the data and metrics used | | Basic | | | 5/18/2012 | 226SQI4A3459 | | N/A | | | 0 | \$0.00 |
| Family Literacy workshops hosted by English Dept, Family Advocate, High school & college counselors, language teachers | | All Students | | | 5/18/2012 | 226SQI4A3458 | | N/A | | | 0 | \$0.00 |
| Partnership alignment to schools theory of action through development on rubric with METRICS of attendance and achievement | | All Students | | | 5/18/2012 | 226SQI4A3457 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Roots International Academy

Principal: GINA HILL

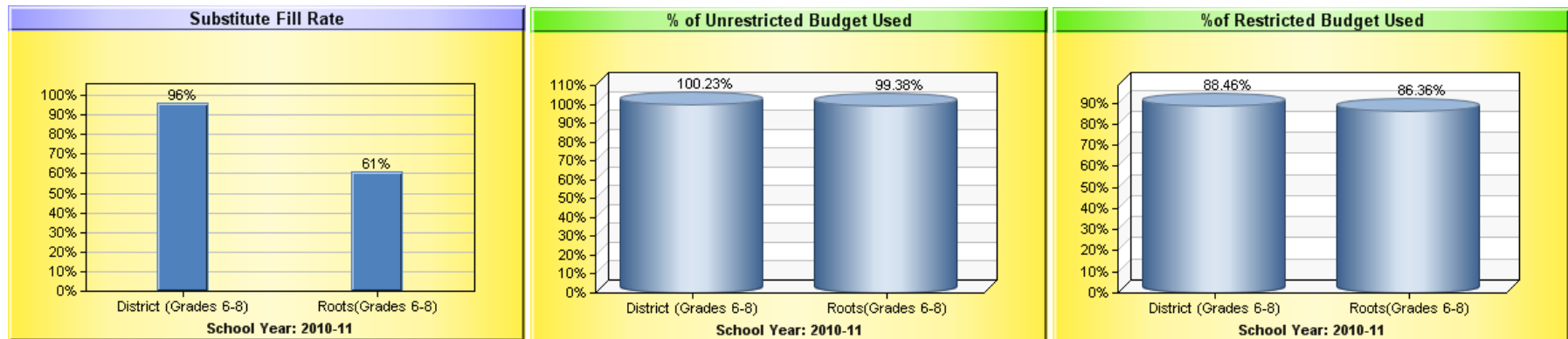
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



School Data

- The substitute fill rate at RIA is much lower than the district's which leaves students missing out on valuable instruction time
- RIA utilized less than 90% of its restricted budget which is consistent with district practice

Data Analysis

- RIA, a high needs campus, can plan more strategically how to better allocate restricted funds.

Theory Action

- If RIA can plan deliberately to reacclimate all staff and orient them to the FSCS model/mindset, then RIA students, families, teachers and staff will have an improved public school experience..
- If RIA administrators are coached in community engagement, quality instructional leadership, and leading for equity, then RIA culture and climate will improve and academic achievement of every child will increase.
- If Roots International Academy opens its own Family Resource Center & director, and is strategic about identifying family assets and need, then RIA can wholistically support each student's academic goals
- If RIA can establish a quality Transformation/Leadership Team with relevant stakeholders involved, then a shared vision in service of student achievement will emerge and become reality.
- If RIA can develop quality PLCs with school day imbedded time for data driven collaboration, then instruction will become more focused and thus student academic needs met.

Type into the gray boxes, then print and sign.

ASSURANCES 2012-2013

School Site: Roots International Academy
Site Number: 226

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 3/29/12
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 3/29/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:


SSC Chairperson's Signature

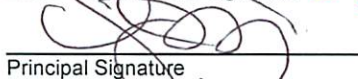
Esther A Rodriguez
SSC Chairperson's Name (printed)

5/7/12
Date


ELAC Chairperson's Signature

Esther A Rodriguez
ELAC Chairperson's Name (printed)

5/7/12
Date


Principal Signature

Gina Hill
Principal's Name (printed)

5/7/12
Date


Executive Officer's Signature

Matt D Hill
Executive Officer's Name (printed)

5/11/12
Date


Director, State & Federal Compliance Signature

Susana Ramirez
Director, State & Federal's Name (printed)

6/8/12
Date

School Site Council Membership Roster – Roots International Academy Roster with no student representation

School Name: Roots International Academy

School Year: 2011-2012

| | |
|---------------------------------------|------------------------------------------------------------------------------------------|
| Chairperson : Esther Rodriguez | Vice Chairperson: Mario Cota |
| Secretary: Persephone Hintlian | <u>DAC Representative: Gaudencia Almazan</u> Alternate: Candelaria Cota |

Check Appropriate Representation

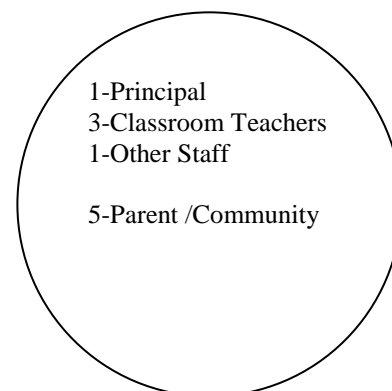
| Members' Names | Address | Princi- pal | Classroom Teacher | Other Staff | Par- ent/Comm | Student |
|---------------------------|-----------------------------------------------|----------------|----------------------|----------------|------------------|---------|
| Gina Hill | 1390 66 th Ave., Oakland, CA 94621 | X | | | | |
| Brendan Appold | 1390 66 th Ave., Oakland, CA 94621 | | X | | | |
| Ana Burgos | 3369 Shawn Way, Hayward, CA 94541 | | | X | | |
| Persophone Hintlian | 1390 66 th Ave., Oakland, CA 94621 | | X | | | |
| Boris Kletser | 1390 66 th Ave., Oakland, CA 94621 | | X | | | |
| Esther Rodriguez | 1707 70 th Ave., Oakland, CA 94621 | | | | X | |
| Gaudencia Almazan | 956 72 nd Ave., Oakland, CA 94621 | | | | X | |
| Guillermina Ramirez | 1412 55 th Ave., Oakland, CA 94621 | | | | X | |
| Candelaria Cota | 1805 89 th Ave., Oakland, CA 94621 | | | | X | |
| Mario Cota | 1805 89 th Ave., Oakland, CA 94621 | | | | X | |
| | | | | | | |
| | | | | | | |
| DAC Representative | Gaudencia Almazan | | | | | |
| | | | | | | |
| Home Ph. (510) 586-4746 | Email: | | | | | |

| | |
|-------------------------|-----------------------|
| Meeting Schedule | March 29, 2012 |
|-------------------------|-----------------------|

SSC Legal Requirements:

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent//community/student
3. Majority of school staff members must be classroom teachers;
4. **Students are not required to be members of the Middle School SSC**
5. Parent//community members cannot be employees at the site.

This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2010. Fax # 879-809





Title I School Parental Involvement Policy 2011- 2012 **ROOTS INTERNATIONAL ACADEMY**

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

ROOTS INTERNATIONAL ACADEMY 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.
- **All Roots Parents may participate in the SSC, where they are advised on the Title I funds and how the categorical funds operate and can be spend.**
- **Parents/teacher conferences. Student's Led Conference twice a year.**
- **Parents, teachers, staff, and community, we went over the Title 1 Parental Involvement Policy for the year 2011 2012 and their participation to the development of the District's Tile I Plan.**
- **All our Roots students can participate in the Title I due to low income population.**
- Offer a flexible number of meetings for parents. **Parents/teacher will meet twice during the year for students Led Conference or as needed. We also send the students progress report 6 times a year and the teachers send their progress reports weekly.**
- 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.
- *Roots providers as Elev 8 who provides and has many resources for the enrichment of the students as well a very strong after school program homework club, in conjunction with teachers whom support with the after school program. Americorp is also supporting student achieve academically.*
- Provides parents of Title I students with timely information about Title I programs.
- **We currently send handouts with students, use U.S. mail, as well as the use of the District School Messenger to provide families with programs and events.**
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Teachers distribute syllabi and course descriptions to all students to take home, review with parent and get signed
- **Student Advisor and parent participate in Student Led Conferences 2-3 times per year. One conference highlights assessments, academic goals and goals associated with CST performance**
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- Teacher, student, administration and family engage in regular parent conferences on an as needed bases

School-Parent Compact

Roots International Academy 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.

Attach a copy of the School-Parent Compact to this policy.



Roots International Academy – Parent Compact

Roots International Academy and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California’s high academic standards.

This School-Parent Compact is in effect during the 2011-2012 school year

School Responsibilities - Roots International Academy will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California’s student academic achievement standards as follows:

The school will provide high-quality curriculum and instruction, using California standards-aligned instructional materials within a supportive and effective learning environment.

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.

Parent-teacher conferences will be held twice during the school year and as needed.

3) Provide parents with frequent reports on their children’s progress.

Report cards will be sent four times a year and as needed. Students will bring a progress report weekly to be signed by parents and return to their advisory.

4) Provide parents reasonable access to staff.

School staff will be available for consultation with parents as needed.

5) Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

Parents may volunteer, participate, attend meetings and observe classroom activities.

Parent Responsibilities –

We, as parents will support our children’s learning in the following ways:

- *Monitoring attendance*
- *Make sure homework is completed*
- *Promoting positive use of child’s out of school time*
- *Support school policies and procedures*

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California’s academic standards. We will:

- *Do my homework every day*
- *Ask for help when I need it*

- *Read for at least 30 minutes every day outside of school*

school parent compact Spanish 2011 2012



Roots International Academy - Convenio Entre Escuela y Padres

Roots International Academy y los padres de los estudiantes convienen que este convenio delinea como los padres, todo el personal escolar, y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico del estudiante y los medios por los cuales la escuela y los padres van a crear y desarrollar una sociedad que le ayude a los niños a lograr los altos estándares académicos del Estado de California.

Este Convenio Entre Escuela y padres está en efecto durante el año escolar 2011 – 2012

Responsabilidades de la Escuela – Roots International Academy son las siguientes:

1) Proveer un currículo e instrucción de alta calidad en un ambiente de aprendizaje que provea apoyo y sea efectivo que le permita a los estudiantes participantes satisfacer los estándares de rendimiento del Estado de California para Estudiantes de la manera siguiente:

La escuela proveerá un currículo e instrucción de alta calidad, usando los estándares de California, alineados con materiales de instrucción dentro de un ambiente de aprendizaje con sustento y efectivo.

2.) Llevar a cabo conferencias entre padres-maestros (por lo menos anualmente en las escuelas primarias) durante las cuales se discutirá éste convenio en lo que se relaciona con el rendimiento individual del niño.

Las conferencias de padres y maestros se llevarán a cabo dos veces durante el año escolar y cuando sea necesario.

3.) Provéale a los padres con reportes frecuentes del progreso de sus niños.

Las calificaciones serán enviadas a los padres cuatro veces al año y cuando sea necesario. Los estudiantes recibirán calificaciones de progreso cada semana las cuales deben de ser firmados por los padres y el estudiante debe de regresarlo a su maestro de consejería.

4.) Proveer a los padres con un acceso razonable a los maestros.

El personal de la escuela estará disponible para consultas con los padres, según sea necesario.

5.) Proveer a los padres con oportunidades para ser voluntarios y participar en la clase de su hijo, y observar las actividades del salón.

Los padres pueden ser voluntarios, participar y observar las actividades en el salón de clases.

Responsabilidad de los Padres –

Nosotros, como padres apoyaremos el aprendizaje de nuestros niños en las formas siguientes:

Describe las formas en los cuales los padres apoyarán el aprendizaje de sus niños tales como:

- *Monitorear la asistencia*
- *Asegurarse que la tarea esté completa*
- *Promover el uso positivo del niño fuera del horario escolar*
- *Apoyar con los reglamentos y procedimientos de la escuela*

Responsabilidades del Estudiante –

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar el rendimiento académico y lograr los estándares académicos del Estado de California. Nosotros:

Describe las formas en las cuales los estudiantes apoyarán su rendimiento académico, tales como:

- **Haremos la tarea cada día**
- **Pedir ayuda cuando lo necesite**
- **Leer por lo menos 30 minutos cada día fuera de la escuela**

Building Parent Capacity for Involvement

Roots International Academy 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

Students receive weekly progress reports for parent review and signature
Student progress is monitored and participation in intervention meetings results in daily behavior contract monitoring
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement
- *Roots collaborates with the Family Resource Center and Parent Family Advocate to organize and lead parent education workshops around various topics monthly (ie: Understanding your Child's Report Card; ESL classes; Improving Family Communication; Gang Intervention)*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- **Collaborate with Family Resource Center and Parent Family Advocate to lead engagement events that improve communication between school site and family**
- 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. *Roots collaborates with the Family Resource Center and Parent Family Advocate to organize and lead parent education workshops around various topics monthly (ie: Understanding your Child's Report Card; ESL classes; Improving Family Communication; Gang Intervention)*
- 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. All materials distributed via flyer, school messenger etc are translated prior to distribution. Translation is provided at all meetings
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. **Roots events strive for always providing childcare at all activities for full involvement of all parents**

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.

- Translation is provided at all meetings; topics are chosen as they relate to various ethnic groups served
- **Adoption**

Roots International Academy 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

August 26, 2011 – Panel Discussion with Parents “Improving Communication Between School & Families”

September 21, 2011 – “Back to School Night”

October 11, 2011 – Family Engagement Activity “Parents Involved in Academics”

November 9, 2011 – Family Engagement Activity “Nutrition Night”

This policy was adopted by the Roots International Academy School Site Council on (October 27, 2011, and will be in effect for the period of 2011-2012. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 10, 2011. It will be made available to the local community on or before November 10, 2011. The Roots International Academy’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.

Gina Maria Hill (Principal’s Signature)

November 9, 2011
Date

Striving for Excellence Agreements

RIA Students Striving for Excellence Agreements

Students Agreement

I fully commit to Roots International Academy in the following ways:

1. I will I will arrive at Roots International Academy on time everyday and attend the after school program.
will come to Roots International Academy on appropriate Saturdays.
2. I will come to school every day prepared to learn (examples: supplies ready, well-rested, positive attitude).
3. I will not take shortcuts. I will give 100% everyday- work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow teammates and me to learn. Every day, I will be the best student and person I can be.
4. I will take charge of my own learning by following the principle of **STAR**: **S**itting up straight, **T**racking the speaker, **A**sking and answering questions, **R**especting myself and ALL others.
5. I will complete all my homework every night. I will make sure my homework is of the best quality and that my parent/guardian signs my agenda, contract, progress report, and Boomerang folder daily/weekly.
6. If I am assigned a Roots detention (Grade level, Non social Lunch, After School Detention or Friday Night Blues) I will stay. If I receive more than 5 detentions, I will attend a Student Success Team meeting designed to set goals to support my success.
7. I will come I will strive for a 80% and a 3.0 gpa in all classes.
8. I will ask my teachers for help when I need it both in class and outside of class.
9. I am responsible for our own behavior. If I make a mistake, I will take responsibility and I will OWN it, by telling the truth, and fixing the behavior.
10. I will always follow my teachers' directions and school rules. If I disagree with something, I will follow the directive and at an appropriate time, I will meet with that staff member to discuss my concerns.
11. I will respect the rights and interests of all members of the Roots International Academy community regardless of race, color, gender, disability, age, religion, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
12. I will always use appropriate tone and body language when speaking with someone at Roots International Academy. I will address all people by their name and with respect.
13. I will follow the Roots International Academy dress code every day.
14. I will leave an area better than how I found it, by not littering, tagging and cleaning up after ourselves and others and keeping our campus clean and beautiful.
15. I will take pride in my culture and respect the culture of others.
16. I will uphold the high expectations of Roots International Academy at all school related events on and off campus.
17. I will uphold the Roots core values and the 7 branches.

X _____

RIA Staff/Teacher Advocates Striving for Excellence Agreements

We fully commit to Roots International Academy in the following ways:

1. We will arrive at Roots International Academy no later than 7:50am (Monday – Friday).
2. We will remain at Roots International Academy every day until at least 3:15 pm (Monday – Friday).
3. We will commit to not letting failure be an option for our students. We will expect our students to reach a minimum of 80% or higher in all classes. We are committed to results (both academic and personal).
4. We will always teach in the best way we know how, and we will do whatever it takes for every single one of our students to learn.
5. We will value our students, families, and cultural backgrounds and let it be an asset to our classrooms and school community.
6. We will plan and execute rigorous lessons to prepare our students for success in high school, college and in life.
7. We will hold *all* of our students, parents, fellow staff members, and ourselves to Roots International Academy high expectations.
8. We will collaborate and plan with colleagues on a regular basis. We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.
9. We will make ourselves available to students, parents/guardians, and fellow staff members via phone, email, or in person with consistent and timely communication.
10. We will regularly provide parents/guardians with updates on their children's progress via school wide monitoring , progress reports, and report cards.
11. We will respect the rights and interests of everyone at Roots regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
12. We will always act in a professional manner when speaking with all people in our school community: fellow colleagues, parents/guardians, and students.
13. We will strive to be the best teachers, staff and advocates that we can be, modeling excellence and taking no shortcuts in preparing our students for success in high school, college, career and in life.
14. We will ensure the safety of all students under our supervision.
15. We are responsible for our own behavior. If we make a mistake, I will take responsibility and I will OWN it, by telling the truth, and fixing the behavior.
16. All adults in the Roots International Academy community will advocate tirelessly for equitable outcomes for all of our scholars.
17. We will uphold the Roots core values and 7 branches.

Roots Families/Community Commitment

We fully commit to Roots International Academy in the following ways:

1. We will make sure our child arrives at Roots International Academy everyday no later than 8:05 am (Monday – Friday).
2. We will make arrangements so our child can remain at Roots International Academy up to and beyond dismissal-doing whatever it takes to ensure your students success.
3. We will expect our child to earn a minimum 80% and a 3.0 gpa in all classes.
4. We will make arrangements for our child to come to Roots International Academy on appropriate Saturdays .
5. We commit to volunteering at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, school events, office/classroom support, donations etc).
6. If our child needs to stay for Roots detention (Grade level, Non social Lunch, After School Detention or Friday Night Blues) more than 5 times consecutively, I will attend a Student Success Team meeting to design goals to support my child's success.
7. We give permission for our child to participate in supplemental instruction as needed (for example, Weekend Wakeup, before/after school program and Saturday Academy).
8. We will partner with the teachers and staff of Roots International Academy to help our child excel in school, both academically and behaviorally.
9. We will insure our child completes homework every night. We will make sure homework is of the best quality. We will sign agenda, contract, progress report, and Boomerrang folder daily/weekly
10. We will always make ourselves available to our children and the school and respectfully address any concerns they may have. We will meet regularly with teachers to discuss our child's progress.
11. If our child is going to miss school, we will call the office the morning of the absence. If the student is going to be tardy we will immediately contact the office.
12. We will allow our child to go on Roots International Academy field trips.
13. We will make sure our child follows the Roots International Academy dress code.
14. We understand that our child needs to respect the rights and interests of everyone at Roots International Academy regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
15. We will always act in a professional manner when speaking with all people in our school community: Roots International Academy staff members, fellow parents, and students (i.e. use of profanity, shouting, threatening or demeaning language of any kind)
16. We will help our child prepare for high school, college and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
17. We are responsible for our own behavior, as well as our child's. If a mistake is made we will take responsibility and I will OWN it, by telling the truth, and fixing the behavior.

