

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Roots International Academy.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Roots International Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Roots International Academy
CDS Code: 1612590112805
Principal: Geoff Vu
Date of this revision: 6/6/2017

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

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

Contact: Geoff Vu
Address: 1390 66th Avenue
Oakland, CA 94621

Position: Principal
Telephone: 510-639-3226
Email: geoff.vu@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: **Roots International Academy**

Site Number: **226**

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|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

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

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

Date(s) plan was approved: 5.18.17

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

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

Signatures:

| | | |
|----------------------------------------------------|-----------|--|
| Geoff Vu | | |
| School Principal | Signature | |
| <input checked="" type="checkbox"/> Juan Hernandez | | |
| Print name of SSC Chairperson | Signature | |
| Mark Triplett | | |
| Network Superintendent | Signature | |
| Marcus Silvi | | |
| Coordinator, Office of Accountability Partners | Signature | |

| | |
|-------------------|------|
| <u>5/19/17</u> | Date |
| <u>05/18/2017</u> | Date |
| <u>5.22.17</u> | Date |
| <u>5/25/17</u> | Date |



OAKLAND UNIFIED SCHOOL DISTRICT
Community schools. Thriving students.

2017-2018 Single Plan for Student Achievement (SPSA)

School: **Roots International Academy**
CDS Code: **1612590112805**
Principal: **Geoff Vu**
Date of this revision: **5/16/2017**

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

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

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| Contact: Geoff Vu | Position: Principal |
| Address: 1390 66th Avenue | Telephone: 510-639-3226 |
| Oakland, CA 94621 | Email: geoff.vu@ousd.org |

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Roots International Academy

Site Number: 226

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

| Date | Stakeholder Group | Engagement Description |
|---------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.7.17 | SSC | General meeting with SSC to discuss Roots Cause Analysis for challenges, needs, and wants of student body and family community. |
| 3.6.17 | ILT | Meeting to review SPSA, brainstorm around SPF, and delegate between members Theory of Action and Leadership steps needed to address key goal areas of 2017-2018 year. |
| 3.17.17 | ILT | Meeting to update around next steps and key deliverables |
| 3.28.17 | SSC & Faculty | Meeting to finalize Site Plan and Vote for Approval |
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2017-2018 Final Budget

Programs Included in This Plan

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

| State Programs | Projected Budget | Final Budget |
|--------------------------------------------------------------------------------------------|---------------------|---------------|
| Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000 | \$74,475.00 | TBD |
| Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002 | \$243,135.77 | TBD |
| Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003 | \$98,354.46 | TBD |
| After School Education and Safety Program ... ASES #6010 | \$89,624.32 | TBD |
| TOTAL: | \$505,589.55 | \$0.00 |

| Federal Programs | Projected Budget | Final Budget |
|------------------------------------------------------------------------------------|--------------------|---------------|
| Title I, Part A: Schoolwide Program ... Title I Resource #3010 | \$52,074.85 | TBD |
| Title I, Part A: Parent Engagement Activities ... Title I Resource #3010 | \$1,743.92 | TBD |
| 21st Century Community Learning Centers ... Title IV Resource #4124 | \$0.00 | TBD |
| TOTAL: | \$53,818.77 | \$0.00 |

PART A: ABOUT THE SCHOOL

School Description

Roots International Academy is a public middle school committed to serving our community by providing the best possible education for our students in an environment that is safe, welcoming, and accessible for all learners. We believe that we are here in service of the "whole child." This means not only nurturing brains, but hearts as well. Our community consists of some of the most amazing young people you will find in Oakland, which is why we're so grateful to witness the extraordinary things they're capable of!

School Mission and Vision

We support the development of whole, happy, leaders who are college & career ready critical thinkers and positive change makers in our community & world.

We will engage students in rigorous curriculum and foster evidence-based discussion, thereby empowering critical thinkers who make meaning of the world around them and master grade-level literacy.

We value cultural competency and will build authentic relationships so that students develop community and situational appropriateness.

We will develop efficacious scholars who will continuously reflect through academic and social goal setting and who are able to see challenges as opportunities.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

By the final administration of the SRI in 2018, 65% or more of students will advance by at least 150 points on the SRI or will be on or above grade level.

30% of students will be proficient and an additional 20% will be nearly proficient in ELA as measured by the SBAC.

SCHOOL TARGETS for Literacy:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| SRI | All Students | 26.26% | 31.26% | 36.26% |

Other Leading Indicators for Literacy:

Quarterly SRI scores
 Error analysis of SRI tests
 Fountas and Pinnel growth (for students in reading intervention)
 AR word counts
 Expeditionary Learning benchmark assessment scores

NEEDS ASSESSMENT for Literacy:

| STRENGTHS | CHALLENGES |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Established ELA PLC that meets regularly</p> <p>Established History/ Science PLC focused on Nonfiction text</p> <p>8 week PD cycle focused on ELL Instructional strategies to increase verbal output, academic conversions and access to complex text</p> <p>Established Independent Reading culture in Advisory</p> <p>Launched reading intervention groups, serving 40 students</p> <p>Approximately 25% of students are reading at or above grade level</p> | <p>At beginning of 16-17 SY, Two-thirds of student body is reading multiple years below grade level</p> <p>In 2016 midterm SRI, only 2% of students showed growth</p> <p>60% of ELLs are LTELs and show stagnated reading growth</p> |

| ROOT CAUSE ANALYSIS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>School-wide focus on literacy is not clearly defined by key strategies that are consistent across the school</p> <p>Student reading data does not inform day to day instructional decisions</p> <p>Limited skill and training of secondary teachers in teaching reading fundamentals</p> <p>Limited access to reading intervention</p> <p>Lack of ELD instruction</p> |

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

Upon administration of 2017 SBAC, students will score > 26% on ELA and > 14% on math as a result of standards aligned planning and teaching.

SCHOOL TARGETS for Mathematics:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| SBAC Math | All Students | 6.93% | 10.47% | 14.00% |

Other Leading Indicators for Mathematics:

Leading indicators will include: progress on practice SBAC scores (administered in advisory), SMI, student understanding and proficiency on teacher created assessments

NEEDS ASSESSMENT for Mathematics:

| STRENGTHS | CHALLENGES |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>strengths:</p> <ul style="list-style-type: none"> - 3 out of 4 math members are returning members - There is consistent, allocated time for the math team to meet. A culture of learning from each other and a culture of learning is being built -Team is starting to utilize SMI data to assess student understandings and shortcomings per grade level. From this data, teachers will implement a strategy of their choice (3 reads, questioning strategies, number talks) and use SMI data to check for test score growth. | <p>challenges:</p> <ul style="list-style-type: none"> -Student SMI scores have decreased since last year (per SAM report) - There is no data or evidence that online programs like khan academy are pushing forward or effective in students learning math concepts -Math coach is new and is learning on job how to push standards aligned curriculum while building up the team - Allocated PLC time is not sufficient length of time to effectively and deeply discuss learnings and practices |

ROOT CAUSE ANALYSIS

Math team is too new to see changes in student test scores so far. Focus is in order of 1. team building/team identity formation, 2. studying data, 3. inquiry cycles (this is where we hope to see increase in student learning and test scores). In December 2016, we are currently just in the beginnings of phase 3.

What are missing instructional strategies? Standards alignment

CULTURE & CLIMATE PRIORITY: Suspensions

SCHOOL GOAL for Suspensions:

Our goal is 96% attendance. Reduce chronic absentee rate annually until we reach this goal.

SCHOOL TARGETS for Suspensions:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|-----------------|----------------|-----------------|---------------|---------------|
| Chronic Absence | All Students | 23.82% | 15.00% | 10.00% |

Other Leading Indicators for Suspensions:

Chronic Absences, and daily average attendance. Out-of-school Suspensions. Out of class referrals for Violence. Student Satisfaction Survey. Teacher satisfaction survey. Hero K12 usage reports.

NEEDS ASSESSMENT for Suspensions:

| STRENGTHS | CHALLENGES |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Strengths: - Weekly meetings of attendance team aggregating chronic absence data - Daily phone call protocol and processes to follow up with absences - Full returning attendance team - Monthly attendance recognition and celebrations | challenges: -CA continues to hover around 18% despite interventions |

ROOT CAUSE ANALYSIS

-Adult toolbox of skills and strategies are shallow and/or do not adequately meet the needs of all students
 -Mindsets and implicit biases have not been fully surfaced

FAMILY & STUDENT ENGAGEMENT PRIORITY: Student and Family Engagement

SCHOOL GOAL for Student and Family Engagement:

Reduce incidences of violence by 50% from EOY 2016-2017. Reduce suspensions by 50%. Increase student time in class by 50%.

SCHOOL TARGETS for Student and Family Engagement:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|-------------|----------------|-----------------|---------------|---------------|
| Suspensions | All Students | 0 | 0 | 0 |

Other Leading Indicators for Student and Family Engagement:

Attendance for students/staff. Electives program. Increasing enrollment and decreasing attrition. Increasing percentage of students selecting Roots as choice #1 by 20%.

NEEDS ASSESSMENT for Student and Family Engagement:

| STRENGTHS | CHALLENGES |
|-----------|------------|
|-----------|------------|

Established C&C team that meets regularly, Two deans of students, 100% teacher retention, 70% student satisfaction met as measured by survey data every marking period, 5 recorded suspensions this year compared to 30 recorded suspensions last year, HeroK12 system being implemented for school events, electives program that offers dance, music, art, spoken word, and martial arts.

Having systems in place to support Tier 2 and 3 behaviors, creating more schoolwide opportunities for PBIS, new to Roots teacher support in management,

ROOT CAUSE ANALYSIS

- Attendance is not yet seen as a community challenge, but one that rests on clerical and admin. Messaging has to be to teachers, families, and students at more targeted levels.

External factors:

Internal factors:

ADDITIONAL PRIORITY: Quality Art Offerings

SCHOOL GOAL for Quality Art Offerings:

Provide high quality arts electives options for 100% of students. Increase average daily attendance by 5% and reduce suspensions to under 50 a year.

SCHOOL TARGETS for Quality Art Offerings:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|-----------------|----------------|-----------------|---------------|---------------|
| Attendance Rate | All Students | 92.26% | 94.13% | 96.00% |

Other Leading Indicators for Quality Art Offerings:

Attendance and suspension rates

NEEDS ASSESSMENT for Quality Art Offerings:

STRENGTHS

CHALLENGES

Schedule to Support Programming: .5 and STIP teachers to assist in

- Art (2)
- MMA
- Music
- CS
- Spoken Word
- Yoga
- Dance

Partnership with ACOE and ILSP program to integrate studio habits of mind across all classrooms.

Strengths:

- 6 Week PD Cycle for all instructional staff diagraming EL practices, strategies, and building common language around how to support.
- Institutional knowledge and past success of EL Reclassification
- Offering of stipends for Roots staff to administer CELDT exam

Challenge:

- Recruiting and developing .5 skilled Arts teachers who are content specialists as well as culture curators and developers.
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Challenge:

- Transitions and physical movement from electives
- Engagement in classes (cutting class, going home early)
- Shared identification of students designated as EL
- Shared understanding of EL designation, implications, and or learning needs
- Depth of toolbox that support EL learners
- 34 person Classrooms that diminish participation opportunities for ELs

ROOT CAUSE ANALYSIS

Roots Cause Analysis

- Absence of integrated learning cycle, including measures/goals that address effectiveness.

Lack of engagement in most elective offerings to motivate them to come on time. Lack of relationships built between elective teachers and students. Need to strengthen offerings to be fun and more engaging. Lack of urgency for students to get to class. Less accountability for students to get to elective classes on time.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:

If we restructure advisories so that students are grouped by reading levels and EL designations, then our teachers can specialize in providing reading instruction targeted to the specific needs of their students, thus resulting in acceleration of reading growth.

Using our EL curriculum as a common core standards aligned foundation ...increasing our accessibility through direct reading strategies via Notice and Note and a focus on Integrated ELD for the 40% ELLs will help improve overall proficiency in Reading as measured by SRI and ELA SBAC. PDs and PLCs will be the vehicles in which these two strategies (N&N and ELD) will be explored, implemented, and monitored. 10% growth in SRI & ___ in SBAC ELA.

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| <p>SCHOOL THEORY OF ACTION for Mathematics:</p> | <p>If the math team continues to have weekly PLC time, then they will continue to make sense of the instructional core (teacher, student, content, task) and how it effects specific subgroups of students. Questions consistently investigated will include: How do these questions provide access for students who are English learners? How does this task provide access for foster youth who have had negative classroom experiences or do not trust other students? How is the task culturally responsive to low-income students? Continuously reflecting on lesson plans and doing the math as a team will strengthen the maths experiences for our students and over time, solidify a math program that focuses on and pushes for critical thinking, perseverance, and numeracy over speed and getting correct answers without reasoning.</p> <p>If the math team focuses on questioning strategies 'to and for students,' then students will be better positioned to approach math sets from critical perspectives rather than singular ones. If we create space and time for acceleration through BluePrint, then students who are currently below grade level will have access to targeted math support to supplement their current gaps.</p> |
| <p>SCHOOL THEORY OF ACTION for Suspensions:</p> | <p>Teachers need more hands-on training around RJ practices and de-escalation in order to build more healing-responsive spaces throughout classrooms. This is first predicated on mindset work that prepares teachers to approach student behavior from a frame of wellness over punitive or defecit frames. With the help of integral C&C personnel (deans and RJs) students will receive training alongside adult staff members and community partners. With an ongoing practice and emphasis on recognizing our own limitations understanding students and student experiences, teachers will be much more equipped to build instructional practices to support the continued engagement and achievement of our populace.</p> |
| <p>SCHOOL THEORY OF ACTION for Student and Family Engagement:</p> | <p>Multiple methods are needed to address attendance issues. There are typically several reasons why a student ends up in the truancy process.</p> <p>If the attendance team is able to convene weekly to identify, strategize, and intervene with students who have below 95% attendance, then we will see marked increases in numbers of families and students who attend Roots with more regularity.</p> <p>The attendance team uses both incentives and dispinary measures to improve student attendance. We have used our relationships with community partners to reward students with positive attendance (100%) with field trips. We also acknowledge those students who have improved their attendance, maintaining 95% or higher for a specific period. Our attendance clerks montior how many students are in the chronically absent or at risk categories. We then work with those families to determine the obstacle to good attendance.</p> |

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| SCHOOL THEORY OF ACTION for Quality Art Offerings: | <p>Multiple methods are needed to address attendance issues. There are typically several reasons why a student ends up in the truancy process.</p> <p>If the attendance team is able to convene weekly to identify, strategize, and intervene with students who are have below 95% attendance, then we will see marked increases in numbers of families and students who attend Roots with more regularity.</p> <p>The attendance team uses both incentives and disciplinary measures to improve student attendance. We have used our relationships with community partners to reward students with positive attendance (100%) with field trips. We also acknowledge those students who have improved their attendance, maintaining 95% or higher for a specific period. Our attendance clerks monitor how many students are in the chronically absent or at risk categories. We then work with those families to determine the obstacle to good attendance.</p> |
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PART D: 17-18 STRATEGIES & KEY PRACTICES

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| Improvement Strategy #1: | Implement cross curricular instructional strategies for close reading and complex text AND structures for independent reading to promote a culture of efficacy within reading. |
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| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1-1 | Advisories are grouped by reading and language level so that students receive reading instruction target to their specific reading level. 40 students reading multiple years below grade level receive small group reading intervention instruction instead of traditional advisory. | Bi-weekly observation debrief with each advisor to monitor data. | Bi-weekly curriculum planning sessions with CCTL focused on reading advisory groups. |
| 1-2 | History and Science teachers implement informational text reading, writing, and/or discussion lessons at least once per week and routinely monitor students' progress towards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Common Core Standards. | (September) AP compares student SRI lexile score with level set lexile score to make sure lexiles are correct. History and Science teacher leaders look at data bi-weekly (college and career readiness data) | Maintain on-going PLC for history and science teachers to support collaboration and data-driven instruction |
| 1-3 | All English teachers implement close reading and complex text strategies-across grade level within each unit. | Provide PD to ILT on close reading and complex text strategies. | Provide PD and PLC for English/SS teachers on close reading, complex text strategies (September) |

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| 1-4 | Advisors identify year long word goal for each student in advisory. Monitor "independent reading" time during advisory. Support students in choosing appropriate independent reading novel. Monitor student goals on student tracker. Implement structures for student to take AR tests. Monitor AR data, provide feedback to students. | Create accountability structures (within ILT) to monitor teacher implementation of close reading strategies and provide school-wide feedback | Weekly observation and feedback on the implementation of strategies. |
| 1-5 | EL PD Strand incorporates EL strategies for newcomers and language learners | Perform bi-weekly observations that focus on EL implementation and track student/teacher talk-time | Create calendared time and bi-weekly observations that focus on EL implementation and track student/teacher talk-time |
| 1-6 | ELD course is designed and implemented to support the language needs of students who are in the beginning or intermediate stages of English language acquisition. | Identify strong ELD teacher Provide weekly coaching around data and student learning to support to support ELD teacher in monitoring and adjusting for student progress | Create calendared time for observations and coaching |

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| Improvement Strategy #2: | Math PLC Strategy: Focus on collaborative structures that support student ownership and perseverance through numeracy and reasoning |
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| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 2-1 | Creation and incorporation of at least ONE project-based learning unit for each math class. | Giving teachers paid space and time to meet outside of school hours to plan and brainstorm. Give teachers paid day of professional leave to observe other middle school teachers implement project-based unit or see students work on projects in real-time | Math Team (5 people) 1 -2x a semester off-site observation 1-2x a semester off-site planning day |
| 2-2 | Weekly analysis, investigation, and reflection on upcoming lesson for math teachers. Questions asked to fortify math learning experience for all students include: How does this task provide access for english learning students? How is this task inclusive of low-income students and foster youth? | Holding regular and weekly PLC meeting times for teachers to normlize the process of investigating and improving upon a lesson | Math Team (5 people) Once a week PLC meeting time and space |

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| 2-3 | Incorporation of Regular Number Talks. In order to improve numeracy, teachers will incorporate semi-regular number talks for students to practice mathematical flexibility and numeracy. We will use the SMI as a data point to analyze. | Watching videos of number talks to gain understanding and confidence. Sharing results, wow and wonders during PLC time to improve and share best practices on number talks. | Math Team (5 people) Occasionally during PLC meeting time |
| 2-4 | Teachers will utilize the district benchmark test or create their own mid and end-of-year assessment to gauge student learning and progress in order to guide adjustments to items in the instructional core (teacher, student, task, content). Teachers may attend the district math PD which provides overview to the benchmark | Giving teachers paid space and time to meet outside of school hours to plan and brainstorm an assessment or time to take and analyze the district benchmark | Math Team (5 people) Department time during PD Off-site hours, paid professional development PLC meeting time |
| 2-5 | Teachers will engage in 1-2x a semester peer observations followed by peer discussion to gain better understanding of our mathematical values and ways to do/teach math | Providing paid subs or having stip sub for easy coverage. | Math Team (5 people) |

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| Improvement Strategy #3: | Weekly identification and PBIS intervention of students falling below 95% attendance |
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| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 3-1 | Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in. | Attendance Field trips for students with 100% attendance | Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners - PBIS & Culture and Climate Committee |
| 3-2 | Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in. | Gift Cards from community partners for students with 95% attendance during a targeted time period. | Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners |
| 3-3 | Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in. | Positive attendance posters through-out campus. | Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners - PBIS & Culture and Climate Committee |
| 3-4 | Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in. | Positive attendance list posted in hallway | Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners - PBIS & Culture and Climate Committee |

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| 3-5 | Using a growth mindset we encourage students through incentives until the habit is formed and intrinsic motivation has set in. | SART-SARB meetings for those families who do not comply or respond to measures. | Attendance team: Assistant Principal, Administrative Assistant, Attendance Clerk, Community Partners |
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| Improvement Strategy #4: | RJ Training across school and staff |
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| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
|-----|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 4-1 | RJ Partnership built right into classrooms, where teachers can solicit the aid of RJC to support in holding circles | RJ coordinator facilitates restorative practices with students, families, teachers, and greater roots community to enhance relationships in and out of classrooms. | C&C Team - Deans, AP, P, once a week |
| 4-2 | STIP Dean of Students | Dean of students helps support think tank wellness room and student intervention. Assists RJC to extend communication and community to family and staff | C&C Team - Deans, AP, P, once a week |
| 4-3 | RJ Training | RJ tier 1,2,3 training for full staff, including SSO, clerical, and family leaders | Full staff, C&C Team - Deans, AP, P, once a week |
| 4-4 | Reading Book Club | Ongoing staff book-series to engage in relevant topics regarding race, identity, and power that happens once a week with core staff members | Core staff C&C Team - Deans, AP, P, once a week |
| 4-5 | Future Center FTE | FTE supports 'College-going culture' by building programs that bridge 5-6 transition and 8-9 transitions | Future Center FTE |

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| Improvement Strategy #5: | Elective Arts programs integrated throughout the day that are culturally and developmentally responsive will work to address chronic absence rates and student behavior/culture |
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| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices <i>People Teams Time Resources</i> |
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| 5-1 | Advisory is a space for teachers to develop community in a much more intentional way than with other classrooms and groups of students. Advisory is where teachers foster relationships with students, families, and all other stakeholders pertinent to their student's success. Advisors hold data, act as mentors, and are advocates for students inside and outside of the classroom. | PD: Leaders are responsible for developing the strategic plan of advisory outlining the central components of an advisor's role and responsibilities. Timeline: Leaders need to backwards map a timeline and/or cycle of advisory practices that advisors, students, and families can observe throughout the year. Time: Leaders need to create and plan for time - time for planning, action, and reflection on behalf of advisors and advisories. | At least 1 PD a month with all advisors. Common spaces/meeting places for advisories. Class sizes no greater than 20. |
| 5-2 | Teachers engage in BOY home visits for each advisory student or in grade level teams. Teachers travel to build asset-based support plans for students and families. Teachers sit down and review school policies, calendar, and communication agreements. | PD: Leaders are responsible for modeling components of a home visit, providing time for teachers to role-play. Time: Leaders need to plan minimum days for staff to complete home visits of students. | BOY PD to for home visits |
| 5-3 | In advisories, teachers support students in their preparation for SLCs. Teachers are responsible for teacher and family outreach and scheduling of all SLCs. | PD: Leaders are responsible for developing an SLC cycle and timeline for students and advisors to prepare, practice, and implement with families. Time: Leaders need to plan minimum days to accommodate SLCs. | PD cycle during the month of SLCs. Minimum days for students to present SLCs. |
| 5-4 | Teachers use restorative practices in the classroom to develop relationships with teachers. | RJ practices are used during professional development. PD: leaders provide professional development around restorative justice. | Provide an RJ Coordinator who implements school-wide practices. Supports teachers and leaders in developing professional development for students and staff. |
| 5-5 | Teachers will learn and implement best practices in their classrooms around supporting students with trauma. PD provided by Mental Health Clinicians (EBAC) | Leaders will implement strategies in PD to address teaching and supporting students with trauma. PD will be developed and supported by Mental Health Clinicians (EBAC). | Mental Health services will be provided through EBAC to support students without medical. |
| 5-6 | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | Responsible for hiring and finding professional development opportunities for elective instructors. | Creating room in the master schedule for all elective courses to transpire in the afternoon. |

| | | | |
|-----|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5-7 | | TSA of Culture & Climate who is trained in PBIS and RJ practices to train and support implementation of school wide systems | Afterschool programing will be used to supplement learning from the classroom and provide recreational and enrichment activities to increase student success and build positive SEL |
| 5-8 | | Family Resource Coordinator to lead PD strand to train teachers around family relationship building and communication. Assist in home visits and support of homeless/foster youth student population. | |

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

226

School:

Roots International Academy

| BUDGET AMOUNT | BUDGET RESOURCE | SPECIFIC BUDGET ACTION | ASSOCIATED STRATEGY | ASSOCIATED LCAP ACTION AREA | OBJECT CODE | POSITION TITLE | UPC | FTE | BUDGET ACTION NUMBER |
|---------------|----------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------|----------------------------------|------------|------|----------------------|
| \$89,624.32 | After School Education & Safety (ASES) | Afterschool Programming | Afterschool programing will be used to supplement learning from the classroom and provide recreational and enrichment activities to increase student success and build positive SEL | A1.6: After School Programs | 5825 | | | | 226-1 |
| \$1,000.00 | General Purpose Discretionary | Postage | In advisories, teachers support students in their preparation for SLCs. Teachers are responsible for teacher and family outreach and scheduling of all SLCs. | A3.3: Family Engagement focused on Literacy Development | 5724 | | | | 226-2 |
| \$52,054.80 | General Purpose Discretionary | Supplies | Teachers will learn and implement best practices in their classrooms around supporting students with trauma. PD provided by Mental Health Clinicians (EBAC) | A2.3: Standards-Aligned Learning Materials | 4310 | | | | 226-3 |
| \$3,500.00 | General Purpose Discretionary | Refreshments | Provide PD and PLC for English/SS teachers on close reading, complex text strategies (September) | A2.2: Social Emotional Learning | 4311 | | | | 226-4 |
| \$8,000.00 | General Purpose Discretionary | Equipment Management | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5610 | | | | 226-5 |
| \$9,920.20 | General Purpose Discretionary | Attendance Clerk | Attendance | A5.1: School Culture & Climate (Safe & Supportive Schools) | | SPECIALIST, ATTENDANCE BILINGUAL | SPATBL0009 | 0.20 | 226-6 |
| \$12.20 | LCFF Concentration | Surplus to be allocated in Fall 2017. | n/a | n/a | 4399 | | | | 226-7 |
| \$7,400.00 | LCFF Concentration | Extended day/enrichment for struggling readers to receive small group acceleration | Provide PD to ILT on close reading and complex text strategies. | A4.1: English Learner Reclassification | 1120 | | | | 226-8 |
| \$28,928.95 | LCFF Concentration | Class size reduction in support of ELLs | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | A2.7: Class Size Reduction | | TEACHER STRUCTURED ENG IMMERSN | K12TCH1767 | 0.45 | 226-9 |
| \$29,629.13 | LCFF Concentration | Class size reduction in support of ELLs | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | A2.7: Class Size Reduction | | TEACHER STRUCTURED ENG IMMERSN | K12TCH0871 | 0.50 | 226-10 |
| \$32,384.19 | LCFF Concentration | Class size reduction in support of ELLs | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | A2.7: Class Size Reduction | | TEACHER STRUCTURED ENG IMMERSN | K12TCH2496 | 0.50 | 226-11 |

| | | | | | | | | | | |
|-------------|-------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------|--------------------------------|------------|------|--|--------|
| \$2,500.00 | LCFF Supplemental | Classified overtime to support ELLs and academic acceleration | Attendance | A5.1: School Culture & Climate (Safe & Supportive Schools) | 2225 | | | | | 226-12 |
| \$11,404.49 | LCFF Supplemental | Expeditionary Learning (current ELA/SEL curriculum) with additional SEL coaching and professional learning options | Teachers engage in BOY home visits for each advisory student or in grade level teams. Teachers travel to build asset-based support plans for students and families. Teachers sit down and review school policies, calendar, and communication agreements. | A2.2: Social Emotional Learning | 5220 | | | | | 226-13 |
| \$30,000.00 | LCFF Supplemental | Class size reduction in support of ELLs | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5825 | | | | | 226-14 |
| \$10,000.00 | LCFF Supplemental | Non Contract Services | Teachers use restorative practices in the classroom to develop relationships with teachers. | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5826 | | | | | 226-15 |
| \$5,000.00 | LCFF Supplemental | Admission Fees | Attendance Field trips for students with 100% attendance | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5829 | | | | | 226-16 |
| \$200.00 | LCFF Supplemental | Fingerprinting | Family Resource Coordinator to lead PD strand to train teachers around family relationship building and communication. Assist in home visits and support of homeless/foster youth student population. | A6.4: Parent / Guardian Volunteer Support | 5838 | | | | | 226-17 |
| \$36,500.00 | LCFF Supplemental | Extended day/enrichment for struggling readers to receive small group acceleration | Provide PD to ILT on close reading and complex text strategies. | A2.5: Teacher Professional Development for CCSS & NGSS | 1120 | | | | | 226-18 |
| \$465.03 | LCFF Supplemental | Books for classroom library collection and book sets for small group guided reading and literature circles | All advisors implement differentiated reading groups within their advisory | A2.3: Standards-Aligned Learning Materials | 4200 | | | | | 226-19 |
| \$30,000.00 | LCFF Supplemental | Supplementary ELD materials & instructional technology | EL PD Strand incorporates EL strategies for newcomers and language learners | A2.3: Standards-Aligned Learning Materials | 4310 | | | | | 226-20 |
| \$16,071.64 | LCFF Supplemental | Class size reduction in support of ELLs | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | A2.7: Class Size Reduction | | TEACHER STRUCTURED ENG IMMERSN | K12TCH1767 | 0.25 | | 226-21 |
| \$43,780.10 | LCFF Supplemental | STIP Sub | Providing paid subs or having stip sub for easy coverage. | A3.4: Teacher Professional Development focused on Literacy | | TEACHER STIP | TCSTIP0711 | 1.00 | | 226-22 |
| \$381.29 | Measure G: TGDS | Supplies | Teachers will learn and implement best practices in their classrooms around supporting students with trauma. PD provided by Mental Health Clinicians (EBAC) | A2.3: Standards-Aligned Learning Materials | 4310 | | | | | 226-23 |

| | | | | | | | | | |
|-------------|---------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------|--------------------------------|------------|------|--------|
| \$15,000.00 | Measure G: TGDS | Surplus to be allocated to ITL | Maintain on-going PLC for history and science teachers to support collaboration and data-driven instruction | A3.4: Teacher Professional Development focused on Literacy | 4399 | | | | 226-24 |
| \$6,133.71 | Measure G: TGDS | STIP Sub | STIP Dean of Students | A3.4: Teacher Professional Development focused on Literacy | | TEACHER STIP | TCSTIP0679 | 0.14 | 226-25 |
| \$5,000.00 | Supplemental Program Investment | Extended Contract | Provide PD for English/SS teachers on close reading, complex text strategies (September) | A2.5: Teacher Professional Development for CCSS & NGSS | 1120 | | | | 226-26 |
| \$7,500.00 | Supplemental Program Investment | Licensing Agreements | Advisories are grouped by reading and language level so that students receive reading instruction target to their specific reading level. 40 students reading multiple years below grade level receive small group reading intervention instruction instead of traditional advisory. | A2.5: Teacher Professional Development for CCSS & NGSS | 5846 | | | | 226-27 |
| \$6,428.66 | Supplemental Program Investment | Class size reduction in support of ELLs | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | A2.7: Class Size Reduction | | TEACHER STRUCTURED ENG IMMERSN | K12TCH1767 | 0.10 | 226-28 |
| \$25,000.00 | Title I Basic | Restorative Justice (RJ) Coordinator | RJ Partnership built right into classrooms, where teachers can solicit the aid of RJC to support in holding circles | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5736 | | | | 226-29 |
| \$787.51 | Title I Basic | Books Other Than textbooks | All advisors implement differentiated reading groups within their advisory | A2.3: Standards-Aligned Learning Materials | 4200 | | | | 226-30 |
| \$26,287.34 | Title I Basic | STIP Sub | Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically. | A3.4: Teacher Professional Development focused on Literacy | | TEACHER STIP | TCSTIP0679 | 0.60 | 226-31 |
| \$1,743.92 | Title I Parent Participation | Language link | In advisories, teachers support students in their preparation for SLCs. Teachers are responsible for teacher and family outreach and scheduling of all SLCs. | A3.3: Family Engagement focused on Literacy Development | 4310 | | | | 226-32 |

Roots International Academy **Secondary School Compact**

School Name

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

Student Pledge:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

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

Signed on this _____ day of _____, 20_____.



School Site Council Membership Roster – Middle School

School Name: Roots International

School Year: 2016-17

| | | | |
|------------------------------------------------------|---------------|---------------------------------------------------|---------------|
| Chairperson: Juan Hernandez | | Vice Chairperson: Sabrina Benali | |
| Email: | Phone: | Email: | Phone: |
| Secretary: Francisca Gatica | | LCAP Parent Advisory Nominee: Olga Herrera | |
| Email: | Phone: | Email: | Phone: |
| LCAP EL Parent Advisory Nominee: Pedro Alfaro | | LCAP Student Nominee: | |
| Email: | Phone: | Email: | Phone: |

Place "X" in Appropriate Members Column

| Members' Names | Members' Phone and E-mail (If not included above) | Principal | Classroom Teacher | Other Staff | Parent/Comm. | Student |
|------------------------|------------------------------------------------------|-----------|-------------------|-------------|--------------|---------|
| Geoff Vu | | X | | | | |
| Shannon Bennett | | | X | | | |
| Francisca Gatica | | | | X | | |
| Elizabeth Rose Chardak | | | X | | | |
| Thirkel Debellotte | | | X | | | |
| Kenia Abarca | | | | | X | |
| Juan Henandez | | | | | X | |
| Sabrina Boval | | | | | X | |
| Olga Herrera | | | | | X | |
| Pedro Alfano | | | | | X | |
| Jonar Ventura | | | X | | | |
| Mohammed Esmail | | | | | X | |

| | |
|--------------------------------------|---------------------------------------------------------------------------------------|
| Meeting Schedule (day/month/time) | Last Tuesday of the month. 5-6 PM |
|--------------------------------------|---------------------------------------------------------------------------------------|

SSC Legal Requirements: (Ed.Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
Or
3-Parent /Community and
3-Students

Revised 8/22/2016



Title I School Parental Involvement Policy 2016 - 2017

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

Roots Family Resource Center will be responsible for the Title 1 meeting that will occur Sept 22, 2016.

Offer a flexible number of meetings for parents.

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

This meeting will take place on Sept 22 from 5 - 6 with daycare to accommodate all family types.

Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

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

- Contacting families by flier, robo-calls, one-to-one parent outreach, talking pts.
- Meeting and inviting families in the morning

STATE AND FEDERAL



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

Principal will review SRI data and current up-to-date budget. Principal will explain nuances of reading score break-downs.

Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

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

Principal will show how encumbered monies reflect literacy programs, software, etc.

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

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

Principal and Assistant Principal will review and invite families to participate in SSC and Family Resource Center.



Building Parent Capacity for Involvement

Name of School: 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

Principal reviews curriculum, assessments, standards, and proficiency levels with families during Title 1 meeting and after regular benchmark exams. Families will also review online based tools (engrade, A3k, Khan Academy)

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

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

Monthly Engrade & Achieve 3K Training and Access



STATE AND FEDERAL

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

Staff and families will engage in regular conferences to review student data, share best practices between school, home, and create support plans together.

STATE AND FEDERAL



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

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

Ask families for annual hours of support, in class and for school events throughout the year.

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

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

The annual Family Engagement and Title 1 meeting Calendar will be distributed to parents in August and information will also be communicated via electronic Robo Call in English and Spanish. All languages to parents will be in both languages at all times.

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

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

Families have time during every meeting to present new ideas or ask for support/solutions facing new challenges.



Accessibility

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

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

Everything presented will be in English and Spanish, both via text and orally via translators in the school and through family volunteers.



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

September Back to School Night
September 22nd Title 1 Meeting

This policy was adopted by the Roots International Academy School Site Council on 10/22/2016 and will be in effect for the period of 2016-2017 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 30th. It will be made available to the local community on or before December 2016. 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.

Principal's Signature

Sept 22th, 2016

Date