

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

Legislative File ID No: 18-1342
Introduction Date: 6/27/18
Enactment No.: 18-1144
Enactment Date: 6/27/18 er

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Roosevelt Middle School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Roosevelt Middle School.



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

Legislative File ID No: 18-1342
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Roosevelt Middle School
CDS Code: 1612596057087
Principal: Clifford Hong
Date of this revision: 5/14/2018

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: Clifford Hong	Position: Principal
Address: 1926 19th Avenue Oakland, CA 94606	Telephone: 510-535-2877 Email: clifford.hong@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Roosevelt Middle School

Site Number: 212

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

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

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

Date(s) plan was approved: 5/15/18

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

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

Signatures:

<u>Clifford Hong</u> Clifford Hong, School Principal	<u>[Signature]</u> Signature	<u>5/15/18</u> Date
<u>Brenda Saechao</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/15/18</u> Date
<u>Mark Triplett</u> Mark Triplett, Network Superintendent	<u>[Signature]</u> Signature	<u>5/23/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>6/5/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Roosevelt Middle School**Site Number:** 212

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/15/2018	SSC	SSC will review and approve the SPSA.
4/17/2018	SSC	SSC will review and advise on the SPSA.
3/14/2018	School Leadership Team	SLT will review and advise on the SPSA.

2018-2019 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	\$211,272.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$374,359.10	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$235,211.02	TBD
TOTAL:	\$845,842.13	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$109,462.80	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,089.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$112,551.80	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Roosevelt Middle School

School ID: 212

School Description

Roosevelt Middle School, located in Oakland's San Antonio neighborhood, was first established in 1923. As a public middle school in the Oakland Unified School District (OUSD), we enroll students in grades 6-8. Currently, our school serves approximately 520 students from multiple racial & ethnic backgrounds: 45% Asian/Pacific Islander, 34% Latino, and 17% African American. 35% percent of our population is classified as English Language Learners, and there are over 20 different home language groups represented within our student body. 96% of our students qualify for the free or reduced-price meal program and 15% of our students have a disability. According to OUSD live/go data, 51% of Roosevelt students live in the immediate neighborhood of the school.

School Mission and Vision

Roosevelt's mission is to empower all students to be creative community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic. We will achieve this vision by creating a vibrant learning experience through personalizing student learning, designing solutions to real-world problems, and by supporting the whole child. We believe that this model will provide students with a strong foundation for success in high school, college, career, and global citizenship.

Our vision for what we want for all RMS students is represented in our graduate student profile, where we articulate what we expect all students to know and be able to demonstrate as a result of a Roosevelt Middle School education. We expect that all Roosevelt Middle School students will:

- Build a strong academic foundation. Students will demonstrate grade level proficiency and/or show significant academic growth in foundational reading, math, and writing skills that will support their high school and college readiness and success.
- Develop and demonstrate 21st Century Skills. Students will be well prepared for high school, college, and career by developing and demonstrating their ability to respectfully collaborate, powerfully communicate, think critically and creatively, and work productively.
- Exemplify the RMS Community Ethic. Students will make positive contributions to our school and Bay Area communities.

Family & Student Engagement

Family partnership is an important factor in Roosevelt's culture. We actively seek parent participation in school life through the school site council, the English Language Site committee, and through volunteering for various projects. We have a family engagement team made up of staff and parents that meets monthly. Student engagement takes place at Roosevelt through the form of formal surveys on current issues and informal focus groups.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	<p>Roosevelt achieved/exceeded reading growth overall for all students and for low-income students, based on the SRI.</p> <p>Roosevelt achieved/exceeded high reclassification levels for English Learners.</p>	<p>Roosevelt did not meet expected reading growth on SBAC and/or SRI for ELs students with disabilities, African American students.</p>	<p>At Roosevelt, we have yet to create a school that 1. efficiently and effectively collects/reports individualized data on academic achievement, 2. sufficiently personalizes strategies to individuals 3. gives students enough time to accelerate their learning 4. effectively partners with families to continue the learning outside of school, and 5. effectively motivates students to overcome and accelerate.</p>

<p>STANDARDS-BASED INSTRUCTION</p> <p><i>(including core content beyond language & literacy)</i></p>	<p>Roosevelt achieved/exceeded math growth on Scholastic Math Inventory and MAP exams overall for all students and for ELs and low income students.</p>	<p>Roosevelt did not meet expected math growth on SBAC Math for African American students and students with disabilities.</p>	<p>At Roosevelt, we have yet to create a school that 1. efficiently and effectively collects/reports individualized data on academic achievement, 2. sufficiently personalizes strategies to individuals 3. gives students enough time to accelerate their learning 4. effectively partners with families to continue the learning outside of school, and 5. effectively motivates students to overcome and accelerate.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p><i>(Culture & Climate, including Measure G1)</i></p>	<p>On the 2016 CHKS survey, 73.6% of students reported that there is an adult at Roosevelt who always wants them to do their best.</p> <p>We have a strong set of parents who have been consistently attending our family planning events.</p>	<p>25.4% of students do not feel that there is an adult at Roosevelt who always wants them to do their best.</p> <p>We would like more parents to be part of the planning team.</p>	<p>At Roosevelt, we have yet to create a school that 1. efficiently and effectively collects/reports individualized data on student fulfillment, 2. sufficiently personalizes responses to individuals who report being unhappy 3. effectively partners with families to ensure the students' needs are being met inside and outside of school, and 5. effectively motivates students to self-heal and self-regulate.</p> <p>At Roosevelt, we have yet to create a school that 1. communicates to families about each event in at least three different ways, and 2. communicates to families in their home languages, and 3. has interpreters at the events.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p><i>(SELLS Needs Assessment)</i></p>	<p>We have built a culture that welcomes English Language Learners and makes them feel safe.</p>	<p>We would like to increase the percentage of students who are reclassified.</p>	<p>Our staff are stretched in many different ways, including the various languages of our students, the various proficiency levels, and the variety of programmatic needs like the various disabilities. We have yet to create a system that balances structures with personalization.</p>
<p>ARTS, MUSIC & WORLD LANGUAGES</p> <p><i>(Measure G1)</i></p>	<p>We have a strong music program and an art/maker/design program. Over 90% of our students participate in one or the other.</p>	<p>We would like to add a language at some point in the future.</p>	<p>The root cause of our strong music and art/maker design program is the strong teachers we have running those programs.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Roosevelt Middle School

School ID: 212

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Teaching a Rigorous Standards-Based Curriculum	By June 2021, average "distance from met" on SBAC ELA will be -24 points.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-61.0	-54.0	-44.0
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI, A-Net assessments.				
Theory of Action for Language & Literacy Priority:	If we teach a rigorous standards-based curriculum, then students will become better readers and writers, as reflected on the SBAC and other indicators.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped low-income students.	We will hire the Achievement Network to coach and to provide standards-based performance data of students. Professional development for teaching staff to improve classroom instruction.		We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students. Will assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects. And will strengthen core academic program.	
1-2	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	Observations and feedback will be given to teachers at least every two weeks.		We will see improvement on the SRI and the A-Net assessments. Especially and including African-American students.	
1-3	We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	Our literacy coach will plan and implement the reading campaign.		We will see improvement on the SRI and the A-Net assessments. Especially and including GATE students.	

1-4	Teachers will not just plan each lesson, but will engage in intellectual preparation before each lesson. Teachers will think specifically about how to meet needs of low-income students.	Our literacy coach will facilitate the intellectual preparation for each lesson.	We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students.
1-5	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	Our literacy coach will facilitate the family reading night.	We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students.

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Teaching a Rigorous Standards-Based Curriculum	By June 2021, average "distance from met" on SBAC ELA will be -51 points.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-76.0	-65.0	-58.0
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SMI, MAP				
Theory of Action for Standards-Based Instruction Priority:	If we teach a rigorous standards-based curriculum, then students will become better mathematicians, as reflected on the SBAC and other indicators.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Teachers will teach from the OpenUp curriculum, which is standards-based, giving students feedback and/or them giving peer feedback. Research says that this curriculum has helped low-income students.	Some Roosevelt math teachers and admins will attend the OUSD curriculum audit of Open Up, to become familiar with the curriculum.		We will see improvement on the SMI and the MAP assessments. Especially and including low-income students. Will strengthen the core academic program.	
2-2	Some students will participate in the Teach to One Program, which personalizes learning for each student. Research says that this curriculum has helped all students, including foster students.	Observations and feedback will be given to teachers at least every two weeks. Professional development for teaching staff to improve classroom instruction.		We will see improvement on the SMI and the MAP assessments. Especially and including foster youth. Will assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects.	

2-3	Our science teachers will focus on standards-based lessons through a project-based approach,	Roosevelt science teachers and admins will become familiar with the new science curriculum.	Improvement on the Science CST.
2-4	We will revamp the after school program to help build and/or strengthen foundational math skills. Extended learning time.	School leaders and lead math teachers will create the curriculum for the after school program and will train after school staff to teach students math.	We will see improvement on the SMI and the MAP assessments.

CONDITIONS FOR STUDENT & ADULT LEARNING (including Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Roosevelt Attendance Team	By June 2021, we will have under 5% chronic absence, including for all statistically significant subgroups.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	8.9%	8.8%	8.8%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Monthly chronic absence rate.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If students enjoy school and feel successful, and adults are checking in with students and families of students who are chronically absent to problem-solve, then we will have a low chronic absence rate.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped students with disabilities.	We will hire the Achievement Network to coach and to provide standards-based performance data of students.		Students will attend school more because they feel successful. Especially and including students with disabilities.	
3-2	Teachers will teach from the OpenUp curriculum, which is standards-based.	Some Roosevelt math teachers and admins will attend the OUSD curriculum audit of Open Up, to become familiar with the curriculum.		Students will attend school more because they feel successful.	
3-3	Some students will participate in the Teach to One Program, which personalizes learning for each student.	Observations and feedback will be given to teachers at least every two weeks.		Students will attend school more because they feel successful.	
3-4	We will continue with our Roosevelt Attendance team to give personalized attention to students who are in danger of chronic absence.	Help to facilitate the meetings.		Students and families who are given special attention when they are in need will be more engaged in school. Will especially impact homeless students.	

3/5	Will will once again fund a "student advisor" to help transition students into 6th grade fom 5th grade.	Hire the right person into the position.	Students and families who feel cared for and communicated with will be more engaged in school.
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Teaching a Rigorous Standards-Based Curriculum	By June 2021, Roosevelt will reclassify at least 20% of its LTELs each year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Long-Term English Learner Reclassification	All Students	15.9%	17.0%	18.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI and grades				
Theory of Action for English Language Learners Priority:	If we teach a rigorous standards-based curriculum, and provide effective scaffolds then students will become better readers and be reclassified at greater rates.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped ELL students.	We will hire the Achievement Network to coach and to provide standards-based performance data of students, including long-term English Language Learners		We will see improvement on the SRI and the A-Net assessments. Especially and including ELLs.	
4-2	Teachers will teach all students grade-level complex texts.	Observations and feedback will be given to teachers at least every two weeks.		We will see improvement on the SRI and the A-Net assessments.	
4-3	We will implement a school-wiede reading campaign to encourage reading. Will especially support the learning of newcomers, who need even more exposure to text.	Our literacy coach will plan and implement the reading campaign.		We will see improvement on the SRI and the A-Net assessments. Including for newcomers.	

ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i>	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Increase off campus real-world application opportunities for our performance groups.	By 2021, at least 80% of students will have the opportunity to perform or present in an off campus event through one of our arts or music classes.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Participation	All Students	50.0%	50.0%	60.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Participation in events.				
Theory of Action for Arts, Music & World Languages Priority:	If we provide ample opportunity to perform or present, then more students will present or perform in an off campus event.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
5-1	Organize a trip to an off campus maker faire.	Fundraise in order to provide these trips.		More students will perform or present in an off campus event than in the previous year.	
5-2	Organize at least three music-performance based trips in the year.	Fundraise in order to provide these trips.		More students will perform or present in an off campus event than in the previous year.	

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 212

School: Roosevelt Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$235,211.02	After School Education & Safety (ASES)	Contract with afterschool provider	Roosevelt Attendance Team	A1.6 After School Programs	5825				212-1
\$2,720.26	General Purpose Discretionary	.5 FTE PE teacher	Teaching a Rigorous Standards-Based Curriculum	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.03	212-2
\$24,767.40	General Purpose Discretionary	Extended time for teachers	Teaching a Rigorous Standards-Based Curriculum	A2.10 Extended Time for Teachers	1120				212-3
\$6,191.85	General Purpose Discretionary	Subs	Teaching a Rigorous Standards-Based Curriculum	A5.1 School Culture & Climate (Safe & Supportive Schools)	1150				212-4
\$2,476.74	General Purpose Discretionary	Classified OT	Teaching a Rigorous Standards-Based Curriculum	A2.10 Extended Time for Teachers	2225				212-5
\$619.19	General Purpose Discretionary	Clerical stipends	Teaching a Rigorous Standards-Based Curriculum	A5.1 School Culture & Climate (Safe & Supportive Schools)	2420				212-6
\$14,241.26	General Purpose Discretionary	Clerical overtime	Teaching a Rigorous Standards-Based Curriculum	A5.1 School Culture & Climate (Safe & Supportive Schools)	2425				212-7
\$2,000.00	General Purpose Discretionary	Books other than textbooks	Teaching a Rigorous Standards-Based Curriculum	A2.3 Standards-Aligned Learning Materials	4200				212-8
\$49,000.00	General Purpose Discretionary	Supplies	Teaching a Rigorous Standards-Based Curriculum	A2.3 Standards-Aligned Learning Materials	4310				212-9

\$5,320.62	General Purpose Discretionary	Refreshments	Roosevelt Attendance Team	A3.3 Family Engagement focused on Literacy Development	4311				212-10
\$15,334.69	General Purpose Discretionary	Computers	Teaching a Rigorous Standards-Based Curriculum	A2.3 Standards-Aligned Learning Materials	4420				212-11
\$6,500.00	General Purpose Discretionary	Copier maintenance contract	Teaching a Rigorous Standards-Based Curriculum	A2.3 Standards-Aligned Learning Materials	5610				212-12
\$3,000.00	General Purpose Discretionary	Postage	Roosevelt Attendance Team	A3.3 Family Engagement focused on Literacy Development	5724				212-13
\$50,000.00	General Purpose Discretionary	Restorative Justice facilitator	Roosevelt Attendance Team	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				212-14
\$24,000.00	General Purpose Discretionary	Contracts	Teaching a Rigorous Standards-Based Curriculum	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				212-15
\$3,000.00	General Purpose Discretionary	External work orders	Teaching a Rigorous Standards-Based Curriculum	A2.1 Implementation of the CCSS & NGSS	5826				212-16
\$1,600.00	General Purpose Discretionary	Licenses	Teaching a Rigorous Standards-Based Curriculum	A2.3 Standards-Aligned Learning Materials	5846				212-17
\$500.00	General Purpose Discretionary	Postage	Roosevelt Attendance Team	A3.3 Family Engagement focused on Literacy Development	5910				212-18
\$24,998.98	LCFF Concentration	Extended Contracts for our data and tech person to plan and implement workshops and trainings for staff on how to use instructional technology.	Teaching a Rigorous Standards-Based Curriculum	A2.9 Targeted School Improvement Support	1120				212-19

\$1.02	LCFF Concentration	Surplus	n/a	n/a	4399				212-20
\$13,101.62	LCFF Supplemental	Teacher will teach a math class full time, to target personalized needs of Title I students. Over and above the core program.	Teaching a Rigorous Standards-Based Curriculum	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2589	0.20	212-21
\$25,539.63	LCFF Supplemental	Teacher will teach a standards-based Humanities class full time.	Teaching a Rigorous Standards-Based Curriculum	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1276	0.38	212-22
\$42,617.36	LCFF Supplemental	.5 FTE PE teacher to release staff for collaboration and planning for academic acceleration	Teaching a Rigorous Standards-Based Curriculum	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.47	212-23
\$65,742.89	LCFF Supplemental	Teacher will teach a standards-based Humanities class full time.	Teaching a Rigorous Standards-Based Curriculum	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1990	1.00	212-24
\$66,666.88	LCFF Supplemental	Teacher will teach a standards-based math and science class to newcomer students full time.	Teaching a Rigorous Standards-Based Curriculum	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2635	1.00	212-25
\$67,195.16	LCFF Supplemental	Teacher will teach a standards-based Science class full time.	Teaching a Rigorous Standards-Based Curriculum	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0299	1.00	212-26
\$93,158.59	LCFF Supplemental	Instructional Teacher Leader will plan and implement workshops and programs designed to improve teacher practices.	Teaching a Rigorous Standards-Based Curriculum	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	1.00	212-27
\$336.97	LCFF Supplemental	Composition books to support writing in all content areas.	Teaching a Rigorous Standards-Based Curriculum	A2.3 Standards-Aligned Learning Materials	4310				212-28
\$104,625.67	Measure G1	Student Advisor will help 5th graders transition into 6th grade at Roosevelt and support the positive culture of the school.	Roosevelt Attendance Team	A2.2 Social Emotional Learning	1119	10 MONTH CLASSROOM TSA	C10TSA0243	1.00	212-29
\$13,982.75	Measure G1	Supplies	Teaching a Rigorous Standards-Based Curriculum	A2.3 Standards-Aligned Learning Materials	4310				212-30

\$52,406.46	Title I: Basic	Teacher will teach a math class full time, to target personalized needs of Title I students. Over and above the core program.	Teaching a Rigorous Standards-Based Curriculum	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2589	0.80	212-31
\$69,206.14	Title I: Basic	Teacher will teach a math class full time, to target personalized needs of Title I students. Over and above the core program.	Teaching a Rigorous Standards-Based Curriculum	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0135	1.00	212-32
\$4,164.64	Title I: Basic	Funds intended for extended Contracts for a group of teacher leaders to review data and plan instructional changes to improve educational outcomes for students.	Teaching a Rigorous Standards-Based Curriculum	A2.9 Targeted School Improvement Support	1120				212-33
\$0.10	Title I: Basic	Surplus	n/a	n/a	4399				212-34
\$3,093.39	Title I: Parent Participation	Surplus intended for stipend for a family engagement coordinator to create stronger communication between home, school, and student.	Roosevelt Attendance Team	A6.5 Academic Parent-Teacher Communication & Workshops	4399				212-35

Roosevelt Middle School
Title I School Parental Involvement Policy 2017-18

Roosevelt Middle School (Roosevelt) has developed a written Title I parental involvement policy with input from parents, who met during a session of the School Site Council to discuss and officially adopt this document. Roosevelt has distributed the policy to parents of Title I students by sending a copy home with students. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Roosevelt, the following practices have been established:

- The school convenes an annual meeting in September or October to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This occurs at the monthly School Site Council meetings, which are open meetings.
- The school provides parents of Title I students with timely information about Title I programs through a newsletter every marking period.

School-Parent Compact

Roosevelt distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Roosevelt developed the School-Parent Compact with input from Title I parents, who met during a session of the School Site Council to discuss and officially adopt it.

Building Capacity for Involvement

Roosevelt engages Title I 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, the school has established the following practices.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement, through an annual Math Night and ELA Night.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Staff are trained to engage with parents for the Back to School Potluck, Student Led Conferences, and the End of Year Potluck.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Roosevelt translates all documents into English, Spanish, and Vietnamese.

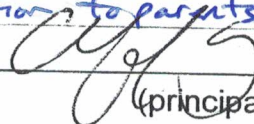
Accessibility

Roosevelt provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Interpreters will be made available, all written notices will be published in English, Spanish, and Vietnamese, and all meetings are accessible to any parents with mobility-challenges or disabilities.

Adoption

This policy was adopted by the Roosevelt Middle School Site Council on February 20, 2018 and will be in effect for the 2017-18 school year.

the school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. Roosevelt's notification to parents will be in an understandable, uniform format and, to the extent practicable, provided in a language the parents can understand.



(principal's signature)

2/20/18
(date)

2017-18
Roosevelt Middle School
Family/School Compact

Agreements to ensure academic success.

Part I - School Responsibilities

Roosevelt Middle School will:

1. Create clear learning goals in each subject area.
2. Assess each student's progress towards mastery of content in those areas several times a year.
3. Provide interventions when students show that they are not showing adequate progress towards mastering material.
4. Send parents their child's grades weekly through JupiterGrades.
5. Hold a student-led parent conference annually to inform parents of student progress.
6. Provide teachers with daily planning time.
7. Participate in the Oakland Unified School District's teacher evaluation and development system.

Part II – Parent/Guardian Responsibilities

Parents will:

1. When phone numbers or addresses change, inform the school immediately by calling us at 510-535-2877.
2. Make sure students come to school every day and on time (by 850am so students are on time for an 855am start).
3. Provide a quiet space for students to do their work each night.
4. Model reading. Let them see parents reading daily, and make sure students read for 20 to 30 minutes a day.
5. Each night, check students' homework assignments in their agenda book and make sure they have completed the work.
6. Check students' grades weekly on Jupitergrades. If there is a problem, contact the teacher. If you need support with setting up JupiterGrades, please contact Family Engagement Coordinator Angie Thomas at athomas@ebayc.org.

7. Attend parent/teacher conferences, whether student-led conferences, IEPs, attendance meetings, or other meetings with teachers and administrators.
8. Model good social and work habits - setting goals and monitoring them.
9. If your child is absent from school, please send a note or call 510-535-2877 x225 and let our attendance clerk know the reason.
10. Cybersafety: Do not let them use Instagram, Facebook, Kik or any other social media once they have demonstrated that they cannot be safe, respectful, or responsible with them.
11. Make appointments when interested in meeting with teachers or visiting classes.
12. Communicate with teachers by calling the school or messaging staff through JupiterGrades.
13. Attend at least one workshop for parents on how to support their children.
 - a. Student conference dates are the second week of December.

Part III – Student Responsibilities

Students will:

1. Be safe, responsible, and respectful.
2. Set goals and work hard until they reach them.
3. Try to complete the work on their own first, then ask for help when needed.
4. For each class, bring a backpack, the pencil pouch, the agenda book, a novel and anything else the teacher has asked.
5. Each day, write down homework for each class in the agenda book.
6. Complete given homework each day.
7. Be in class by the time the bell rings. Including coming to school on time and not being tardy.
8. When a student has any problem with other students or staff, notify any Roosevelt adult before trying to handle it on their own.



2017-2018
School Site Council Membership Roster – Middle School

School Name: _____

Chairperson :
Vice Chairperson:
Secretary:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students