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Enactment Number	22-1500
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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Roosevelt Middle School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Roosevelt Middle School  
**CDS Code:** 1612596057087  
**Principal:** Joao Solomon  
**Date of this revision:** 4/13/20

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

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

**Contact:** Joao Solomon

**Position:** Principal

**Address:** 1926 19th Avenue  
Oakland, CA 94606

**Telephone:** 510-535-2877

**Email:** joao.solomon@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/13/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Roosevelt Middle School

**Site Number:** 212

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

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

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

**Date(s) plan was approved:** 4/13/2022

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

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|---|---|

**Signatures:**

Joao Solomon

*Principal*

  
\_\_\_\_\_  
Signature

6/6/2022

Date

Lydia Alexandre

*SSC Chairperson*

  
\_\_\_\_\_  
Signature

6/6/2022

Date

Clifford Hong

*Network Superintendent*

Clifford Hong  
\_\_\_\_\_  
Signature

6/6/2022

Date

Lisa Spielman

*Director, Strategic Resource Planning*

  
\_\_\_\_\_  
Signature

**6/6/2022**

Date

## 2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/8/2021	Students grades 6-7-8	Conducted student survey to gather feedback on engagement, school culture and effective teaching practices.
1/10/2022	SSC & SELs combined	Strategic Resources Planning Meeting
3/17/2022	School Sustainability Team	Conducted School Sustainability Team work session to solidify the master schedule for 2022-2023 including structured intervention. Documented feedback for ILT and whole staff review.
4/13/2022	SSC & SELs combined	SPSA Review, Feedback & Approval

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

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. 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 California 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$214,840.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,361,511.36

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$196,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$45,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,240.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$445,095.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$13,100.00	TBD	After School Education and Safety Program (ASES #6010)	\$292,331.36	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$292,245.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$214,840.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,146,671.36</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,361,511.36</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 SCHOOL 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.

### 1B: STUDENT GOALS & TARGETS

#### LCAP Goal 1: All students graduate college, career, and community ready.

##### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-73.2	n/a	<i>not available until Fall 2022</i>	-30
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	28%	<i>not available until Fall 2022</i>	35%

##### Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-89.9	n/a	<i>not available until Fall 2022</i>	-55
CAST (Science) at or above Standard	All Students	22%	n/a	<i>not available until Fall 2022</i>	25%

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-158.6	n/a	<i>not available until Fall 2022</i>	-110.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-153.5	n/a	<i>not available until Fall 2022</i>	-110.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	43%	<i>not available until Fall 2022</i>	35%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-203.6	n/a	<i>not available until Fall 2022</i>	-158.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-163.5	n/a	<i>not available until Fall 2022</i>	-123.0

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	11%	2%	<i>not available until Fall 2022</i>	20%
LTEL Reclassification	Long-Term English Learners	17%	2%	<i>not available until Fall 2022</i>	20%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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Student Connectedness to School	All Students	49%	59%	<i>not available until Fall 2022</i>	70%
Out-of-School Suspensions	All Students	4%	n/a	<i>not available until Fall 2022</i>	3%
Out-of-School Suspensions	African American Students	11%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	Special Education Students	11%	n/a	<i>not available until Fall 2022</i>	5%
Chronic Absenteeism	All Students	13%	12%	<i>not available until Fall 2022</i>	6%
Chronic Absenteeism	African American Students	29%	23%	<i>not available until Fall 2022</i>	7%

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	28.1% of students have had growth on reading.	We have two reading intervention teachers.
<i>LCAP Goal 2: Focal Student Supports</i>	43% of students are multiple years below reading. Lower than in some previous years.	We have two reading intervention teachers.
<i>LCAP Goal 3: Student/Family Supports</i>	58.8% of students feel connected to school.	Our advisory system links students to staff in a small group environment.
<i>LCAP Goal 4: Staff Supports</i>	We have a strong staff culture.	We intentionally hire positive and solution-oriented staff.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	28.1% of students have had growth on reading.	The pandemic has caused students to not have regular reading instruction.

<i>LCAP Goal 2: Focal Student Supports</i>	43% of students are multiple years below reading. Lower than in some previous years.	Many of our students are in a demographic where the pandemic particularly hit their families harder.
<i>LCAP Goal 3: Student/Family Supports</i>	11.7% of students chronically absent, more than in previous years	The pandemic has led to students having more absences.
<i>LCAP Goal 4: Staff Supports</i>	Staff are stressed out.	As will most/all other educators, the pandemic is stretching people thin.

#### **1D: IDENTIFIED NEED**

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

#### **1E: RESOURCE INEQUITIES**

We need the lion's share of resources. Our students are 94% free and reduced lunch and 34% ELs. We also have mostly teachers under 4 years of experience. We are always looking for grants, but we need more resources to address student trauma and staff training.

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Roosevelt Middle School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

We have been implementing the SPSA as written, as best we can. The leadership team has reviewed and attempted to implement the strategies.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

It has been difficult to implement the SPSA with the challenges of students transitioning in from remote learning.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

No changes. We will stay the course.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working? Why? What is not working? Why not?</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Language Link (Interpretation)	Student Connectedness to School	This tool allows school staff to communicate with families who speak a language other than English.	This is working, because all teachers and staff have access to the tool.	Yes, it is a continuing need.
OUSD Interpreters Stipend	Student Connectedness to School	These interpreters help school staff to communicate with families at meetings.	This has been working when we have had meetings with this need.	Yes, it is a continuing need.
Reading Intervention	Reading Inventory (RI) Growth of One Year or More	These reading intervention teachers help students to learn fundamentals of reading in a small group environment.	This has been working, according to recent data on student reading scores.	Yes, our students are in need of this strategy.
STIP	Staff Satisfaction with Professional Development	This STIP sub allows teachers to visit each others' classes to share best practices.	This has not been working, because our STIP sub resigned.	Yes, our teachers benefit from seeing their colleagues teach, transferring those learnings to their own teaching.

Reading Intervention	Reading Inventory (RI) Growth of One Year or More	These reading intervention teachers help students to learn fundamentals of reading in a small group environment.	This has been working, according to recent data on student reading scores.	Yes, our students are in need of this strategy.
Teacher Extended Contracts	Staff Satisfaction with Professional Development	Teachers meet to plan after regular school hours, to refine their lessons.	This has been working, as teachers have been getting together to refine lessons.	Yes, teachers don't have time to collaborate during the school day.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Roosevelt Middle School

**School ID:** 0

**3: SCHOOL STRATEGIES & ACTIONS**

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

**LCAP Goal 1: All students graduate college, career, and community ready.**

**School Priority:** Teaching a rigorous and standards based curriculum

**School Theory of Change:** If we teach a rigorous standards-based curriculum, then students will become better readers, writers, and mathematicians as reflected on the SBAC and other measures.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will teach from the EL Education curriculum, which is standards based. Research says that this curriculum combines high quality, standards-aligned instructional materials which results in student achievement gains.	Some Roosevelt ELA teachers and admins will attend the OUSD curriculum PD of EL, to become more familiar with the curriculum.	We will see an improvement on the iReady assessment. Will assist students in meeting the state's academic proficiency or advanced levels of academic achievements and will strengthen the core academic program.	n/a	Tier 1
1-2	Teachers will teach from the OpenUp curriculum, which is standards based, giving students feedback and/or giving peer feedback. Research says that this curriculum has helped students make achievement gains.	Newer Roosevelt math teachers and admins will attend OUSD curriculum audit of OpenUp to become familiar with the curriculum.	We will see an improvement in the STAR assessments. Will strengthen the core academic program.	n/a	Tier 1
1-3	Our science teachers will focus on standards based lessons using the FOSS curriculum. This curriculum provides students with opportunities to investigate core ideas in science in increasingly complex ways over time.	Roosevelt science teachers will continue to attend central based professional development around the FOSS curriculum which will allow them to collaborate with and learn from other science teachers across the district.	Improvement on the Science CST	n/a	Tier 1

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority:</b>	To provide intentional, structured, school wide supports in English and Math for our English Language Learner and Special Education Students
<b>School Theory of Change:</b>	If we provide intentional, structured, school wide supports in English and Math for our English Language Learners and Special Education Students then our focal students will close the equity gap as reflected on the SBAC and other measures.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	School leaders and Humanities teachers will attend central professional development where they will collaborate around curriculum designed specifically for this class.	We will see an increase in the number of LTEL students who reclassify and who show growth on the SBAC and other measures.	n/a	Tier 2
2-2	A teacher's aide will be in every general math class to do pull outs for struggling students.	Progress monitor the math unit tests and STAR scores to determine the effectiveness of the aides.	Aides will be working all day every day in the math classes.	n/a	Tier 1
2-3	Teachers will regularly come together to reflect upon the progress of their ELL students and intentionally plan to support their learning,	Dedicate time and space for teachers to reflect on ELL progress and plan for targeted supports.	We will see an increase in the number of LTEL students who reclassify and who show growth on the SBAC and other measures.	n/a	
2-4	Teachers will provide additional support and intervention to help students improve academically.	Create the conditions to allow for more small group and individual intervention by dedicating resources to fund additional teacher in order to reduce class size.	We will see an increase in the number of LTEL students who show growth on SBAC ELA and Math.		

2-5	We will use online math programs to personalize math for students. IXL and Manga High.	Leaders will create time for teachers to learn how to best implement these online programs.	Students will be using these programs several times a week.	n/a	Tier 1
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	Schools will be clean, healthy and inviting and all Roosevelt families will feel strongly connected to school.
<b>School Theory of Change:</b>	If students enjoy school and feel successful and adults are checking in with students and the families of students who are chronically absent to problem solve, then we will have a low chronic absence rate and students will show academic and social emotional progress.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	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 and students who are in Foster care.	n/a	Tier 2
3-2	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	Dedicate time in the calendar for student led conferences and provide PD for teachers around running student led conferences. Provide means by which teachers can communicate student progress both digitally and on paper.	More families will be more engaged with their student's progress and will have the means to monitor progress and communicate with teachers.	n/a	Tier 1
3-3	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.	Improvement on the I-Ready ELA and ELA SBAC assesments.	n/a	Tier 1

3-4	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 I-Ready ELA assessments. Especially and including GATE students.	n/a	Tier 2
3-5	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 I-Ready ELA assessments. Especially and including low-performing students.	n/a	Tier 2
3-6	We will hire two reading intervention teachers.	Observe and give feedback to the teachers.	Teachers teaching groups of students each day.	n/a	Tier 2
3-7	We will create a safe and welcoming campus for all students	Dedicate resources towards making our campus safe and welcoming.	Students and their families will feel safe and welcome at Roosevelt	n/a	Tier 1

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Priority:</b>	Roosevelt Instructional Support Team
<b>School Theory of Change:</b>	If our IST observes teachers regularly (ideally, every 2-3 weeks) and if we give feedback on teachers' performance, and if the teachers then make adjustments to their practice based on the feedback, then teachers will teach more effectively and students will learn more.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will adjust their practice based on feedback from instructional coaches.	Schedule observations and give feedback based on the observations.	Teachers will adjust their practices based on feedback and students will improve on formative assessments.	All Staff	Tier 1

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Making African American students and their families feel more connected to the school community
<b>School Theory of Change:</b>	If we use a data based lens to focus on closing the achievement gap for our African American students and we inter
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	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 I-Ready and the STAR assessments. Especially and including African-American students.	n/a	Tier 1
5-2	Our parent liason specifically works with our African American girls and their families. Our data showed that our African American girls as a group were the least engaged during distance learning. Research says that students whose families enjoy a positive connection with the school are more engaged and successful in school.	Administration will find resources and a support network for our parent liason.	We will see improvement in attendance and parent involvement for our female African American students as well as an improvement on assessments such as I-Ready and STAR Math.	n/a	Tier 2

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))**

<b>School Priority:</b>	Teaching a Rigorous Standards-Based Curriculum
<b>School Theory of Change:</b>	If we teach a rigorous standards-based curriculum, and provide effective scaffolds then students will become better readers and be reclassified at greater rates.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

<b>Students to be served by these actions:</b>		<i>English Language Learners</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
6-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped ELL students.	Our literacy coach will plan and implement the reading campaign.	Coaching notes	n/a	Tier 1
6-2	Teachers will teach all students grade-level complex texts.	Observations and feedback will be given to teachers at least every two weeks.	Observation notes	n/a	Tier 1
6-3	We will implement a school-wide 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.	Students reading more	n/a	Tier 1
6-4	Out newcomer social worker will engage with and provide additional support to our newcomer students and their families.	Our newcomer social worker will develop relationships with our newcomer students and their families, strengthening the school home partnership and making sure that our newcomer population is connected to all of the resources and supports that our school and community based partners can offer.	Parent call logs	n/a	Tier 2

<b>ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)</b>	
<b>School Priority:</b>	Increase off campus real-world application opportunities for our performance and visual arts groups.
<b>School Theory of Change:</b>	If we provide ample opportunity to perform or present, then more students will present or perform in an off campus event or on campus presentation.

<b>Related Goal:</b>		Students and families are welcomed, safe, healthy, and engaged.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Organize at least three music-performance based trips in the year.	Dedicate resources and fundraise to support music exhibitions.	More music exhibitions will happen.	n/a	Tier 1
7-2	Plan an exhibition of student work.	Dedicate planning time and resources to support exhibitions of student work.	The exhibition will happen.	n/a	Tier 1
7-3	Organize field trips which support the real world connection of student classroom learning into a greater context	Dedicate planning time and resources to support student field trips.	More field trips will happen.	n/a	Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 212

School: Roosevelt Middle School

10-Month Teacher on Special Assignment (TSA)	\$0	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries		10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	212-2
10-Month Teacher on Special Assignment (TSA)	\$86,972	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	6890	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Our parent liason specifically works with our African American girls and their families. Our data showed that our African American girls as a group were the least engaged during distance learning. Research says that students whose families enjoy a positive connection with the school are more engaged and successful in school.	212-3
10-Month Teacher on Special Assignment (TSA)	\$90,873	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	1573	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Observe and give feedback to the teachers.	212-4
10-Month Teacher on Special Assignment (TSA)	\$64,941	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7893	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Dedicate resources towards making our campus safe and welcoming.	212-5
10-Month Teacher on Special Assignment (TSA)	\$55,983	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	4325	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	212-6
Art and music supplies	\$30,000	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	212-7
Books	\$3,000	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	212-8

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 212

**School:** Roosevelt Middle School

Certificated Pupil Support Salary	\$49,235	Title I: Basic	1205	Certificated Pupil Support Salaries	7647	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Dedicate planning time and resources to support student field trips.	212-9
clerical overtime + benefits	\$13,500	LCFF Supplemental	2425	Clerical Salaries Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	We will implement a school-wide reading campaign to encourage reading. Will especially support the learning of newcomers, who need even more exposure to text.	212-10
Clerical Salaries	\$66,899	One-Time COVID Funding	2405	Clerical Salaries	8767	Liaison, Family Parent	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	We will use online math programs to personalize math for students. IXL and Manga High.	212-11
Clerical Salaries	\$88,867	LCFF Supplemental	2405	Clerical Salaries	8104	Middle School Secretary	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Dedicate resources towards making our campus safe and welcoming.	212-12
Computer Science Teacher	\$18,158	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	3654	Teacher, Structured English Immersion	0.18	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	We will hire two reading intervention teachers.	212-13
Computer Science Teacher	\$62,545	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	3654	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will provide additional support and intervention to help students improve academically.	212-14
Consultant contracts	\$10,000	Measure G1	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will provide additional support and intervention to help students improve academically.	212-15
Copier Maintenance	\$3,250	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will provide additional support and intervention to help students improve academically.	212-16

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 212

**School:** Roosevelt Middle School

Copier Maintenance	\$6,750	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a			Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will regularly come together to reflect upon the progress of their ELL students and intentionally plan to support their learning.	212-17
Custodial O/T + benefits	\$0	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	212-18
Extended contracts	\$5,000	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a			Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teachers will provide additional support and intervention to help students improve academically.	212-19
Field trips	\$27,430	Measure G1	5826	External Work Order Services	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will provide additional support and intervention to help students improve academically.	212-20
Interpretation Stipend	\$1,740	Title I: Parent Participation	2425	Clerical Salaries Overtime	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	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.	212-21
Language Interpretation (Language Link)	\$3,500	Title I: Parent Participation	4310	School Office Supplies	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	We will create a safe and welcoming campus for all students	212-22
Library Technician	\$65,500	Measure G: Library	2205	Classified Support Salaries	Library Technician	0.80		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	We will create a safe and welcoming campus for all students	212-23
music and art supplies	\$6,970	Measure G1	4310	School Office Supplies	n/a			Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Dedicate resources and fundraise to support music exhibitions.	212-24
music contractors	\$5,000	Measure G1	5826	External Work Order Services	n/a			Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Dedicate resources and fundraise to support music exhibitions.	212-25

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number: 212**

**School: Roosevelt Middle School**

Music instruments	\$30,000	Measure G1	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Dedicate planning time and resources to support exhibitions of student work.	212-26
postage	\$5,000	General Purpose Discretionary	5724	Mail Services/Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Dedicate resources and fundraise to support music exhibitions.	212-27
SEL curriculum	\$4,000	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will adjust their practice based on feedback from instructional coaches.	212-28
Software Licenses	\$5,000	Salesforce Principal Innovation Fund	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	212-29
Staff Retreat and Professional Development	\$9,100	Title IV: Student Support & Academic Enrichment	5200	Travel And Conferences		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teachers will provide additional support and intervention to help students improve academically.	212-30
Substitute Teacher Incentive Plan (STIP) Teacher	\$38,171	LCFF Supplemental	1105	Certificated Teachers' Salaries	7891	STIP Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will adjust their practice based on feedback from instructional coaches.	212-31
supplies	\$30,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will adjust their practice based on feedback from instructional coaches.	212-32
supplies	\$7,392	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will provide additional support and intervention to help students improve academically.	212-33

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 212

School: Roosevelt Middle School

Supplies	\$13,962	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	We will use online math programs to personalize math for students. IXL and Manga High.	212-34
Teacher	\$45,547	LCFF Supplemental	1105	Certificated Teachers' Salaries	7886	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will regularly come together to reflect upon the progress of their ELL students and intentionally plan to support their learning,	212-35
Teacher	\$70,616	LCFF Supplemental	1105	Certificated Teachers' Salaries	6177	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	212-36
Teacher	\$66,982	LCFF Supplemental	1105	Certificated Teachers' Salaries	3957	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-37
Teacher	\$67,057	LCFF Supplemental	1105	Certificated Teachers' Salaries	4275	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	We will hire two reading intervention teachers.	212-38
Teacher	\$45,547	Title I: Basic	1105	Certificated Teachers' Salaries	7886	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Out newcomer social worker will engage with and provide additional support to our newcomer students and their families.	212-39
Teacher	\$83,334	Title I: Basic	1105	Certificated Teachers' Salaries	6889	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	We will hire two reading intervention teachers.	212-40
teacher extended contracts and benefits	\$16,387	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	212-41

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 212

**School:** Roosevelt Middle School

teacher extended contracts and benefits	\$18,354	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	We will create a safe and welcoming campus for all students	212-42
Teacher stipends	\$33,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	212-43
Technology hardware	\$3,500	Measure G: Library	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	212-44
Unallocated	\$29	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will provide additional support and intervention to help students improve academically.	212-45
After School Program Contract	\$196,227	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	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.	212-46



## **Title I, Part A School Parent and Family Engagement Policy**

*All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.*

### **Roosevelt Middle School**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding an annual Title I meeting to explain academic standards, assessments, and how to monitor and improve their child's achievement.
- Holding an annual student-led parent-teacher conference.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Articulating a clear parent and family engagement policy.
- Articulating a clear home-school compact.
- Holding an annual student-led parent-teacher conference.

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Distributing the parent and family engagement policy to families.
- Distributing the home-school compact to families.

The school communicates to families about the school's Title I, Part A programs by:

- Holding an annual Title I meeting to explain the programs that Title I, Part A funds at Roosevelt.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Holding an annual Title I meeting to explain academic standards, assessments, and how to monitor and improve their child's achievement.
- Holding School Site Council meetings that are open to the public where curricula and assessments are discussed.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Translated the home-school compact and the parent/family engagement policy into multiple languages.

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Distributing volunteer opportunities at Back to School Night.

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Articulating a clear parent and family engagement policy.
- Articulating a clear home-school compact.
- Roosevelt holds an annual parent's math night to provide materials and training to help them improve their child's achievement in math.
- Roosevelt holds an annual parent's reading night to provide materials and training to help them improve their child's achievement in reading.

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Holding School Site Council meetings that are open to the public where curricula and assessments are discussed.
- Holding an English Language Learners Parent leadership team. (SELLS)

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding School Site Council meetings that are open to the public where curricula and assessments are discussed.
- Holding an English Language Learners Parent leadership team. (SELLS)
- Holding a monthly family engagement team meeting where we discuss and implement parents generated by families.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Holding an annual Title I meeting to explain academic standards, assessments, and how to monitor and improve their child's achievement.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Translating the home-school compact and the parent/family engagement policy into multiple languages.

The school provides support for parent and family engagement activities requested by parents by:

- Holding a monthly family engagement team meeting where we discuss and implement parents generated by families.

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Holding a monthly family engagement team meeting where we discuss how to integrate parent and family programming with other activities.

### **Adoption**

This policy was adopted by Roosevelt Middle School in On September 23, 2021 and will be in effect for the period of August 9, 2021 through May 26, 2022.

**The school will distribute this policy to all parents on or before September 30, of the current school year.**

Joao Solomon

**Name of Principal**



**Signature of Principal**

**Date 9/23/21**

*Please attach the School-Parent Compact to this document.*



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **School-Parent Compact**

### **Roosevelt Middle School**

**2021\_22**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2020-21 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - a) Teach a standards-based ELA curriculum - Expeditionary Learning**
  - b) Teach a standards-based Math curriculum - Illustrative Math**
  - c) Implement an intervention class for reading.**
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) Title I Meeting where this compact will be presented.**
  - b) Student-Led Conference where this compact will be referenced.**
  
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - a) Progress report cards at the end of every marking period will be mailed.**
  - b) Parents have real-time access to their child's progress through Jupiter, Roosevelt's online grading system. It shows how students are doing on**

assignments and assessments to allow parents to monitor their child's achievement.

- 4) Provide parents reasonable access to staff.
  - a) Parents are given the principal's cell phone number.
  - b) Parents can contact teachers by email.
  
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
  - a) Parents are invited to volunteer through the Roosevelt parent association.
  - b) Parents are invited to observe classroom activities, by appointment.
  
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) Roosevelt holds an annual parent's math night to provide materials and training to help them improve their child's achievement in math.
  - b) Roosevelt holds an annual parent's reading night to provide materials and training to help them improve their child's achievement in reading.
  
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
  - a) At the staff back to school retreat, staff members are trained in the ways we communicate with parents and how to work with them to support student achievement.
  
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
  - a) Parents can contact staff through Jupiter, our online grading system. Jupiter translates messages into Spanish.
  - b) Parents can contact staff through Talking Points, a multi-language texting system.

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Expect each student to adopt Roosevelt's [work habits](#) and avoid conflicts. Intervene and communicate behavior concerns with the home. Work with the home to problem solve.
- Provide a list of Roosevelt's [work habits](#).
- Provide rigorous lessons.
- Provide HW or suggestions of work to do at home (reading and math).
- Provide an academic intervention program, in school and after school.
- Provide tutoring in the form of volunteers.
- Provide a list of resources/strategies for reading (link) and math (link).
- Update Jupiter at least weekly with grades.

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Expect your child to adopt Roosevelt's [work habits](#) and to avoid conflicts. Address them immediately when the school reports any behavioral concerns.
- Talk about Roosevelt's [work habits](#), model them yourself, and reward your child when they adopt them.
- Reward your child when they avoid major conflicts.
- Monitor Jupiter at least weekly to ensure that your child has at least a B grade in every class. If they don't, message to them that you expect them to problem solve on how to bring it up.
- If your contact information changes, update it with the school immediately by calling 510-535-2877 or emailing [nina.gardner-meeks@ousd.org](mailto:nina.gardner-meeks@ousd.org).
- Make sure students come to school every day and on time (by 825am so students are on time for an 830am start).
- Attend parent/teacher conferences, whether student-led conferences, IEPs, attendance meetings, or other meetings with teachers and administrators.
- When child is absent from school, please send a note with the reason for absence, call 510-535-2877 x225, or email our attendance clerk at [Sonia.Ayala@ousd.org](mailto:Sonia.Ayala@ousd.org).
- Make appointments when interested in meeting with teachers or visiting classes.

### **Student Responsibilities**

- Adopt Roosevelt's [work habits](#).

- Avoid major conflicts:
  - Fighting
  - Bullying
  - Disrupting class
  - Instigating conflict
  - Disrespecting/ignoring staff
- If receiving less than a B grade in any class, make it a priority to problem solve to bring it up. Ask a family member or staff member for help, but most of the work will be on you.

This Compact was adopted by Roosevelt Middle School on September 23, 2021 and will be in effect for the period of August 9, 2021 to May 26, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 27, of the current school year.

*Jean Solomon*

**Signature of Principal**

**Date 9/23/21**



Strategic Resource Planning (SRP)

**(Secondary School Name Here)**  
**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

Chairperson:	Lydia Alexandre
Vice Chairperson:	Marisela De Anda
Secretary:	Joao Solomon

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Joao Solomon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Brenda Saechao	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Shelley Gordon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Sophia Frank	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Sophie Richman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Lydia Alexandre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Eric Johansen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Marisela De Anda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Lateefa Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Dorali Funes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Wednesday of each Month @ 4:15 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

4 Parents/Community Members

1 Student (at least)