

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

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

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

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for 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
- 21st Century After School Programs
- After School Education and Safety (ASES)

Recommendation:

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



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Roosevelt Middle School
CDS Code: 1612596057087
Principal: Clifford Hong
Date of this revision: 5/11/2016

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

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

Contact: Clifford Hong
Address: 1926 19th Avenue
Oakland, CA 94606

Position: Principal
Telephone: 510-535-2877
clifford.hong@ousd.org

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

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

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: 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 checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| | <input checked="" type="checkbox"/> 21st Century |

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

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

Date(s) plan was approved: 5/24/16

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

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

Signatures:

<u>[Signature]</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>5/29/16</u> Date
<u>Recolia Manigo</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/24/2016</u> Date
<u>Ron C Smith</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>5/31/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>[Signature]</u> Signature	<u>5-31-16</u> Date

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

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

EXAMPLES:

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

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
5/24/2016	SSC	Shared the SPSA, reviewed, and approved with any changes and updates.
5/5/2016	ILT	Discussed having SRI and SMI as some leading indicators of school success.
5/10/2016	School design team	Discussed having SRI and SMI as some leading indicators of school success.

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$178,111.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$309,449.98	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$215,952.72	TBD
TOTAL:	\$728,513.70	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$109,512.31	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,807.23	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$167,794.72	TBD
TOTAL:	\$280,114.26	\$0.00

ABOUT THIS SCHOOL

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.

School Mission and Vision

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

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Student Reading Skills: Students will be avid readers by Roosevelt's personalized learning strategy.
Major Improvement Priority #2:	Student Math Skills: Students will be excellent mathematics by Roosevelt's personalized learning strategy.
Major Improvement Priority #3:	Student Socio-Emotional Health: Students will be happier, more fulfilled young people due to Roosevelt's multi-tiered system of supports.

MAJOR IMPROVEMENT PRIORITY #1: Student Reading Skills: Students will be avid readers by Roosevelt's personalized learning strategy.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Fall 2014, only 17.5% of students were at/above proficiency on SRI, but Fall 2015 we had 24.2%.	75.8% of our students are still not at/or above proficiency on the SRI (versus 71% districtwide).
Of the 13 OUSD middle schools, we are #5 in terms of % of students at/above proficiency on SBAC ELA.	Of the 13 OUSD middle schools, we are #6 in terms of % of students at/above proficiency on SRI.

ROOT CAUSE ANALYSIS for Priority #1

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

Organizational Practices - Our school has been working diligently on our culture/climate, and now it is time for us to turn our attention more heavily on academics. Leadership Practices - Our leadership has purposely guided our school to focus on operations, infrastructure, hiring effective staff members, and focusing on culture/climate. We have made attempts a strengthening reading, and will continue to do so. We are beginning to put together cycles of inquiry using reading data points, including SRI data and iReady data. Teacher Practices: Our teachers have been implementing some schoolwide strategies like book club (SSR), an intervention program (FLEX), and building a reading room where students can go and get some just-right books. And, we can be doing more targeted work that personalizes the learning experience for students.

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

Analysis 1: Because our school does not implement well enough a system of frequently analyzing reading data, our leadership and teachers do not know how well our practices are working. Because our leadership and teachers do now know how well our practices are working (including for specific LCAP groups), it is difficult to judge which practices to continue and which to abandon. Because we are not intelligently deciding on which practices to keep and which to abandon, we are not maximizing learning for our students. Analysis 2: Because our school does not consistently message to the students that we value students putting the effort into reading and improving their reading skills, students are not motivated to put their energy into improving their reading skills. Because students are not putting effort into their reading skills, they are not growing in their reading abilities as fast as they need to.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By the last administration of the SRI, >65% of students advance at least 100 points on the SRI or are on/above grade level.	SRI	English Learners	24.5% prof/adv on SRI	32% prof/adv on SRI	<u>41% prof/adv on SRI</u>	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By the last administration of the F&P, >65% of students advance at least one level on the F&P.	SRI	All Students	none	none	>65% growth	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Personalized Instruction for Humanities*

KEY PRACTICES FOR PRIORITY #1		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	Train teachers in blended learning techniques; have teachers visit schools where they do blended well.	People: Hire teachers who are tech saavy. Teams: Have teachers meet in teams to plan and analyze the effects of blended learning. Time: We will core classes in order for teachers to have more time to blend. Resources: Putting more resources into hiring more teachers, to reduce class sizes.
Book Club - Students will read a book at their reading level for 20 min between 3-5 times a week.	Our ILT will track SRI data and other formative assessment data to see how well our students are progressing with their reading. And make adjustments accordingly.	People: All of our teachers and many additional staff will lead advisory, where Book Club will take place. Teams: Each advisory has a team of two staff members who will work together to create strong conditions for reading. Time: 20 minutes a day will be carved out for advisory/book club. Resources: We will buy hundreds of books at different levels to meet all our students reading variations.
Family Engagement: We will research how to best engage parents to support students. Based on this research, we will hold workshops for parents 3-5 times during the year. Topics will be about how to support their children at home in reading and in math, and how to build their students' study and work habits. This will be a further strategy to personalized the learning.	Our Family Engagement Team will research how to best engage parents to support students. Then the Team will facilitate and organize these workshops.	People: The Family Engagement Team and parents/guardians. Teams: The Family Engagement Team Time: At most, once a marking period. At the least, three times a year. Resources: We will pay teachers extended contracts to be on the Family Engagement Team. We will provide funding for food, childcare, and translation services.
Literacy Specialist: We will be hiring a literacy specialist, whose job will be to build a culture of reading in our school and to focus on the success of our least successful students.	Our School Leadership Team will rely on the Literacy Specialist to facilitate and organize and recommend action steps to take in order to build a culture of reading in our school.	People: All teachers, students, administrators, families. Teams: Academic Departments, Special Education Teachers, General Ed Teachers, School Leadership Team Time: Most of our instructional focus will be on reading. Resources: We are using a significant portion of our funds to hire a Literacy Specialist.
Afterschool Program	Our School Leadership Team will help design an afternoon academic program for students who need help.	People: After school program staff.

MAJOR IMPROVEMENT PRIORITY #2:**Student Math Skills: Students will be excellent mathematics by Roosevelt's personalized learning strategy.****PERFORMANCE STRENGTHS & CHALLENGES for Priority #2**

Student Performance Strengths	Student Performance Challenges
Of the 13 OUSD middle schools, Roosevelt has the 4th best percentage of students who are at/above grade level on the SMI.	Only 13.2% of students are at/above grade level on the Fall SMI.
	Only 22.7% of students are at/above benchmark on the Math Performance Task

ROOT CAUSE ANALYSIS for Priority #2**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Organizational Practices - Our school has been working diligently on our culture/climate, and now it is time for us to turn our attention more heavily on academics. Leadership Practices - Our leadership has purposely guided our school to focus on operations, infrastructure, hiring effective staff members, and focusing on culture/climate. We have made attempts a strengthening math instruction, and will continue to do so. We have been implementing cycles of inquiry, but need to be more frequent about them to make adjustments faster. We are using multiple data points like SMI, iReady, and Khan. Teacher Practices: Our teachers have been implementing some schoolwide strategies like blended stations in math classes, a math extended day program (FLEX) using adaptive software like iReady, and piloting a comprehensive adaptive math program called Teach to One. And, we can be doing more targeted work that personalizes the learning experience for students.

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

Analysis 1: Because our school does not implement well enough a system of frequently analyzing math data, our leadership and teachers do not know how well our practices are working. Because our leadership and teachers do not know how well our practices are working (including for specific LCAP groups), it is difficult to judge which practices to continue and which to abandon. Because we are not intelligently deciding on which practices to keep and which to abandon, we are not maximizing learning for our students. Analysis 2: Because our school does not group kids into ability-based groups enough, students who are advanced are forced to sit through material that is too easy for them, and students who are less-skilled are forced to work with material that is too difficult for them. Because students are not working with material at their just-right challenge level, many students are bored and are not growing enough in their math skills.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By the last administration of the SMI, >50% of students advance at least 1.5 levels on the SMI.	SBAC Math	African- American Males	17.4% prof/adv on SBAC Math	24.5% prof/adv on SBAC Math	<u>22% prof/adv on SBAC Math</u>	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Personalized Instruction*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
<p>Teach to One: Math will be taught using an adaptive program called Teach to One, where students are placed in groups based on their ability levels, not age. Students take an assessment at the end of each day, and that data is used to regroup them for the next day.</p>	<p>Train teachers in Teach to One methods.</p>	<p>People: Our math teachers will need to be open to teach math in a non-traditional way. Team: Our math team must be a very cohesive unit that communicates well in order to implement this innovative program. Time: We will be increasing the amount of time students spend on math during the day. Resources: Teach to One is expensive, at \$225 per student, because they are still working out their system.</p>
<p>Competency-Based Grading: In contrast to letter-based grades (i.e., A-F) competency-based grading articulates all the skills a student is expected to demonstrate mastery of. Teachers must write out all of the learning targets in a syllabus or curriculum map, and then create methods of documenting where each student is at for each of those learning targets. Then, the students, parents, teachers, and any other academic supporters know how to target any assistance.</p>	<p>Shift mindset and practices of all staff, away from letter-based grading towards this new way of thinking, including families.</p>	<p>People: Teachers will have to rethink how they lay out their curriculum and how they grade. Teams: Grade level teams and content departments will collaborate to create their curriculum maps Time: We will spend part of Spring 2016 learning how to plan this way, and teachers will use the summer to plan. Resources: We will need samples, examples, and exemplars of how other schools do this.</p>
<p>Family Engagement: We will research how to best engage parents to support students. Based on this research, we will hold workshops for parents 3-5 times during the year. Topics will be about how to support their children at home in reading and in math, and how to build their students' study and work habits. This will be a further strategy to personalized the learning.</p>	<p>Our Family Engagement Team will research how to best engage parents to support students. Then the Team will facilitate and organize these workshops.</p>	<p>People: The Family Engagement Team and parents/guardians. Teams: The Family Engagement Team Time: At most, once a marking period. At the least, three times a year. Resources: We will pay teachers extended contracts to be on the Family Engagement Team. We will provide funding for food, childcare, and translation services.</p>

<p>Inclusion: For students who have mild/moderate learning disabilities, our plan is to include approximately 30%-50% in general education classes, en route to full inclusion.</p>	<p>School administrators and members of our teaching staff, including special education and general education teachers, will be meeting to design what inclusion might look like at Roosevelt and how we transition to full inclusion over three years.</p>	<p>People: All teachers, special education students, administrators. Teams: Special Education Teachers, General Ed Teachers, School Leadership Team Time: Students and "inclusion teachers" will spend part of their time in GenEd classes and other parts in workshops for students with mild/mod disabilities, or possibly a learning center. Resources: OUSD is providing additional funding to support the transition to inclusion, which will allow us to hire additional teachers.</p>
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MAJOR IMPROVEMENT PRIORITY #3: Student Socio-Emotional Health: Students will be happier, more fulfilled young people due to Roosevelt's multi-tiered system of supports.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
<p>On the 2014 CHKS survey, only 53.8% of students agree or strongly agree on CHKS that they are happy to be at this school. In 2015, that figure increased to 67.4%.</p>	<p>Only 67.4% of students agree or strongly agree on CHKS that they are happy to be at this school.</p>
<p>On the 2014 CHKS survey, only 52% of students agree or strongly agree on CHKS that they felt a part of this school. In 2015, that figure increased to 61.6%.</p>	<p>Only 61.6% of students agree or strongly agree on CHKS that they feel a part of the school.</p>
<p>On the 2014 CHKS survey, only 37.6% of students agree or strongly agree on CHKS that teachers treated students fairly. In 2015, that figure increased to 61.9%.</p>	<p>Only 61.9% of students agree or strongly agree on CHKS that teachers treated students fairly.</p>

ROOT CAUSE ANALYSIS for Priority #3

<p>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</p>
<p>Organizational Practices - Our school has been working diligently on our culture/climate. It looks like our work has paid off. We have brought on a full time PBIS coordinator and a full time Restorative Justice Coordinator. Our suspensions are down by 85% over the last five years, our chronic absence remains low relative to other OUSD middle schools, and the data cited above shows that students are feeling better about our their school experience. It also points to the success we've had in our cycles of inquiry around these two key data points.</p>
<p>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</p>

Analysis 1: Because we have not organized ourselves to give every student at least one adult who knows them well, students don't feel as cared for, welcomed, or missed when they aren't at school (including for specific LCAP groups). Because students don't feel that deep connection or belonging by an adult, they are not as happy or feel that teachers treat them fairly. Data we use include internal survey data, CHKS data, and teacher anecdotes. Analysis 2: Because we have not organized ourselves to give every student a peer group to be a part of, like a sports team or an advisory, not all students feel as cared for, or connected to their peers as they could be. Because they don't feel as connected to other students in some subgroup of the school, we have a lower percentage of students who feel part of the school.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	By the time CHKS is administered in February, >85% of students report on CHKS that they feel happy at Roosevelt.	SEL	African- American Students	67.4%	75%	85%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: <i>Multi-Tiered Systems of Supports</i>
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KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Community Circles: An expanded group of teachers will implement Restorative Justice based community circles in class, a Tier I strategy, such that each grade level of students and each non-severe SDC class will be in reflective circles at least once a month. The goal will be for students to become better listeners and learn to build positivity and support in a classroom community.	Our Restorative Justice Coordinator and PBIS Coordinator will work with our School Leadership team to train teachers on how to facilitate community circles.	People: Our Restorative Justice Coordinator will work with teachers. Teams: Our ILT will progress monitor how the community circles are functioning. Time: We hope that most, if not all teachers will run a community circle at least once a month or once a marking period. Resources: We are investing in a full-time Restorative Justice Coordinator.

<p>Advisories: Most staff members, including all teachers, will be advisors for no more than 16 students. Advisors will do academic advising for each student and will teach them socio-emotional lessons during advisories, a Tier I strategy. Advisors will also monitor their advisees' academics and attendance and counsel students who are struggling in either areas. This specialized attention will also be impactful for homeless and foster youth, who will have an adult know them more personally.</p>	<p>Our leadership teams work to build a culture among the staff to ensure that advisory is running as envisioned. Walkthroughs and progress-monitoring times will be created.</p>	<p>People: All teachers and select non-faculty will serve as advisors. Teams: Each teacher will have a non-faculty advisor to form an advisory team. Time: Advisory will run five days a week for 20 minutes. Resources: We will be using pre-made curriculum as a basis for our SEL lessons.</p>
<p>ELD Humanities: We will establish a special humanities core class for newcomers. A Tier II strategy.</p>	<p>The RMS leadership worked with OUSD to bring on another class of newcomer students, of whom there are many in Oakland.</p>	<p>People: We will hire a second ELD teacher. Teams: Since we will have two ELD teachers (one humanities and one math/sci) they will form a natural team. They will also be able to work with their content area departments. Time: The ELD students will have the same time in their classes as GenEd students Resources: We will hire a second ELD teacher.</p>
<p>ELD Math/Science: We will establish a special sheltered math/science core class for newcomers.</p>	<p>The RMS leadership worked with OUSD to bring on another class of newcomer students, of whom there are many in Oakland.</p>	<p>People: We will hire a second ELD teacher. Teams: Since we will have two ELD teachers (one humanities and one math/sci) they will form a natural team. They will also be able to work with their content area departments. Time: The ELD students will have the same time in their classes as GenEd students Resources: We will hire a second ELD teacher.</p>
<p>Student Led Conferences: Students will own their education and feel invested and accountable in part by leading their own conferences with their parents/guardians. Students will refer to their portfolio of work for their evidence.</p>	<p>The Family Engagement Team will organize and facilitate the student-led conferences.</p>	<p>People: The Family Engagement Team and parents/guardians. Teams: The Family Engagement Team Time: Once a semester. Resources: Snacks for parents, and minimum days for these conferences.</p>
<p>Mentorship: Certain students who are struggling with positive behavior will be assigned to select staff members for a daily check in. A PBIS Tier III strategy.</p>	<p>Our PBIS Coordinator will lead this effort.</p>	<p>People: Students struggling with healthy behavior, particular staff members. Teams: Culture/Climate Team Time: Daily check in. Resources: Part of the cost of hiring on a PBIS Coordinator.</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$167,794.72	21st Century	Teacher leaders will select students for Afternoon Flex based on data that reveals their needs. Administration will create an incentive structure in order for students to be motivated to join and stick with the program.	Afterschool Program	A1.6: After School Programs	5825	n/a	n/a	n/a	212-1	212
\$215,952.72	After School Education & Safety (ASES)	Teacher leaders will select students for Afternoon Flex based on data that reveals their needs. Administration will create an incentive structure in order for students to be motivated to join and stick with the program.	Afterschool Program	A1.6: After School Programs	5825	n/a	n/a	n/a	212-2	212
\$2,000.00	General Purpose Discretionary	Custodial overtime.	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A5.3: School Facilities	2225	n/a	n/a	n/a	212-3	212
\$12,000.00	General Purpose Discretionary	Clerical overtime.	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A5.3: School Facilities	2425	n/a	n/a	n/a	212-4	212
\$86,780.00	General Purpose Discretionary	Supplies	Competency-Based Grading: In contrast to letter-based grades (i.e., A-F) competency-based grading articulates all the skills a student is expected to demonstrate mastery of. Teachers must write out all of the learning targets in a syllabus or curriculum map, and then create methods of documenting where each student is at for each of those learning targets. Then, the students, parents, teachers, and any other academic supporters know how to target any assistance.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	212-5	212
\$500.00	General Purpose Discretionary	Meeting refreshments	Train teachers in blended learning techniques; have teachers visit schools where they do blended well.	A1.1: Pathway Programs	4311	n/a	n/a	n/a	212-6	212
\$66,231.00	General Purpose Discretionary	Surplus - Set aside for AP in case enrollment is low	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A5.3: School Facilities	4399	n/a	n/a	n/a	212-7	212
\$2,000.00	General Purpose Discretionary	Back to School Retreat	Train teachers in blended learning techniques; have teachers visit schools where they do blended well.	A3.1: Blended Learning	5200	n/a	n/a	n/a	212-8	212
\$5,600.00	General Purpose Discretionary	Copy Maintenance	Our ILT will track SRI data and other formative assessment data to see how well our students are progressing with their reading. And make adjustments accordingly.	A1.1: Pathway Programs	5610	n/a	n/a	n/a	212-9	212
\$3,000.00	General Purpose Discretionary	Postage	Family Engagement: We will research how to best engage parents to support students. Based on this research, we will hold workshops for parents 3-5 times during the year. Topics will be about how to support their children at home in reading and in math, and how to build their students' study and work habits. This will be a further strategy to personalized the learning.	A3.3: Family Engagement focused on Literacy Development	5724	n/a	n/a	n/a	212-10	212
\$18,046.42	LCFF Concentration	Teacher on Special Assignment - Blended Learning Specialist	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A3.1: Blended Learning	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.21	212-11	212
\$6,953.58	LCFF Concentration	Supplies	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	212-12	212
\$85,685.15	LCFF Supplemental	Teacher on Special Assignment - Blended Learning Specialist	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A3.1: Blended Learning	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	212-13	212
\$56,019.49	LCFF Supplemental	Teacher on Special Assignment - Literacy Specialist	Literacy Specialist: We will be hiring a literacy specialist, whose job will be to build a culture of reading in our school and to focus on the success of our least successful students.	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0161	0.6	212-14	212
\$85,935.32	LCFF Supplemental	Teacher	Literacy Specialist: We will be hiring a literacy specialist, whose job will be to build a culture of reading in our school and to focus on the success of our least successful students.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	212-15	212

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$23,202.54	LCFF Supplemental	Health and Benefits for TSAs	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A3.1: Blended Learning	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.27	212-16	212
\$24,424.15	LCFF Supplemental	STIP sub Health and Benefits	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A1.1: Pathway Programs	n/a	TEACHER STIP	TCSTIP9999	0.5	212-17	212
\$34,000.00	LCFF Supplemental	Teacher Leadership Stipends	Our ILT will track SRI data and other formative assessment data to see how well our students are progressing with their reading. And make adjustments accordingly.	A2.8: Data & Assessment	1120	n/a	n/a	n/a	212-18	212
\$183.34	LCFF Supplemental	Supplies	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A1.1: Pathway Programs	4310	n/a	n/a	n/a	212-19	212
\$13,472.07	Measure G (School Libraries)	Stipend for Data and Tech Lead	Teach to One: Math will be taught using an adaptive program called Teach to One, where students are placed in groups based on their ability levels, not age. Students take an assessment at the end of each day, and that data is used to regroup them for the next day.	A3.1: Blended Learning	n/a	LIBRARY TECHNICIAN	LIBTEC9999	0.2	212-20	212
\$7,527.93	Measure G (School Libraries)	Health and Benefits for Data and Tech Lead	Teach to One: Math will be taught using an adaptive program called Teach to One, where students are placed in groups based on their ability levels, not age. Students take an assessment at the end of each day, and that data is used to regroup them for the next day.	A3.1: Blended Learning	4200	n/a	n/a	n/a	212-21	212
\$24,424.15	Measure G (TGDS)	Data and Tech stipend	Train teachers in blended learning techniques; have teachers visit schools where they do blended well.	A1.1: Pathway Programs	n/a	TEACHER STIP	TCSTIP9999	0.5	212-22	212
\$2,100.00	Measure G (TGDS)	Health and Benefits for Alt. Observers	Train teachers in blended learning techniques; have teachers visit schools where they do blended well.	A1.1: Pathway Programs	1120	n/a	n/a	n/a	212-23	212
\$5.20	Measure G (TGDS)	Health and Benefits for Alt. Observers	Train teachers in blended learning techniques; have teachers visit schools where they do blended well.	A1.1: Pathway Programs	4399	n/a	n/a	n/a	212-24	212
\$27,499.30	Program Investment	Math Teacher	Teach to One: Math will be taught using an adaptive program called Teach to One, where students are placed in groups based on their ability levels, not age. Students take an assessment at the end of each day, and that data is used to regroup them for the next day.	A3.1: Blended Learning	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.32	212-25	212
\$12,850.70	Program Investment	Buses for field trips	Blended Learning - Students in humanities cores will learn in stations. Some students will be on computers, some will be discussing in small groups, some will work with the teacher.	A3.1: Blended Learning	5825	n/a	n/a	n/a	212-26	212
\$37,346.32	Title I Basic	Teacher on Special Assignment - Literacy Specialist	Literacy Specialist: We will be hiring a literacy specialist, whose job will be to build a culture of reading in our school and to focus on the success of our least successful students.	A1.1: Pathway Programs	n/a	10 MONTH CLASSROOM TSA	C10TSA0161	0.4	212-27	212
\$10,000.00	Title I Basic	Restorative Justice Coordinator	Our Restorative Justice Coordinator and PBIS Coordinator will work with our School Leadership team to train teachers on how to facilitate community circles.	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	212-28	212
\$62,165.99	Title I Basic	PBIS Coordinator	Our Restorative Justice Coordinator and PBIS Coordinator will work with our School Leadership team to train teachers on how to facilitate community circles.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	212-29	212
\$2,500.00	Title I Parent Participation	Agenda Books	agenda Books for families and school to communicate	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	212-30	212
\$307.23	Title I Parent Participation	Copies of parent handbook	give families info about Roosevelt	A3.3: Family Engagement focused on Literacy Development	4399	n/a	n/a	n/a	212-31	212

2015-16
Roosevelt Middle School
Family/School Compact

Roosevelt Middle School and the parents agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards. This School-Parent Compact is in effect during the 2015-16 school year.

Part I - School Responsibilities

Roosevelt Middle School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

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 text, if parents opt-in to this feature.
5. Hold a student-led parent conference annually to inform parents of student progress.
6. Provide teachers will planning time at least twice a month to review and improve their academic program.
7. Participate in the Oakland Unified School District's teacher evaluation and development system.

Part II – Parent/Guardian Responsibilities

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

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 810am so students are on time for an 815am start).**
3. **Provide a quiet space for students to do their work each night.**
4. **Model reading. Let them see you reading daily, and make sure they 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.**
7. **If there are concerns about a student's safety, success or satisfaction, immediately contact the teacher or an administrator.**
8. **Attend parent/teacher conferences, whether student-led conferences, IEPs, attendance meetings, or other meetings with teachers and administrators.**
9. **Model good social and work habits - have students see you reading.**
10. **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.**
11. **Teach students that we use peace and words to resolve conflict, and that they should ask a staff member for help.**
12. **Teach students to keep cell phones off and put away during the day.**
13. **When visiting teachers, make an appointment and when arriving at school, sign in at the front office and get a visitor's pass.**
14. **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.**

Part III – Student Responsibilities

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

1. **Be safe, responsible, and respectful.**
2. **Set goals and work hard until I reach them.**
3. **Try to complete the work on my own first, then ask for help when needed.**
4. **For each class, bring a backpack, two pencils, two pens, a pencil sharpener, a novel and anything else the teacher has asked. If I cannot get these items, I will let a teacher or administrator know BEFORE CLASS.**
5. **Each day, write down homework for each class in my agenda book.**
6. **Complete my homework each day.**
7. **Be in class by the time the bell rings. Includes coming to school on time and not being tardy.**

Roosevelt Middle School
Title I School Parental Involvement Policy 2015-16

Roosevelt Middle School (Roosevelt) has developed a written Title I parental involvement policy with input from Title I 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.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet, through an annual "data night".

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 as well as school culture/climate. 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.

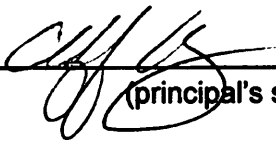
- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens at the annual Data Night and Student Led Conferences.
- The school provides Title I parents with materials 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 coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. *Roosevelt* actively identifies parent leaders and trains them to be involved in school decision-making.
- 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 September 29, 2015 and will be in effect for the period of ONE YEAR. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 30, 2015. It will be made available to the local community on or before October 30, 2015. Roosevelt's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(principal's signature)



(date)

School Site Council Membership Roster – Middle School

School Name: Roosevelt Middle School

School Year: 2015-16

Chairperson : Pecolia Manigo	Vice Chairperson: Brenda Saechao
Secretary: Cliff Hong	*LCAP Parent Advisory Nominee: Ana Renderos
*LCAP EL Parent Advisory Nominee: Evangellina Lara	*LCAP Student Nominee:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Cliff Hong	X				
Shelley Gordon		X			
Nicholas Easter		X			
Helida Silva		X			
Emily Sarana		X			
Brenda Saechao			X		
Pecolia Manigo				X	
April Gomez				X	
Ara Renderos				X	
Evangellina Lara				X	
Lai Saechao				X	
Salomeh Ghorban				X	

Place "X" in Appropriate Members Column

Meeting Schedule (day/month/time)	10/27, 12/1, 12/22, 1/26, 2/23, 3/22, 4/26, 5/24
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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 not required to be members of the Middle School SSC.
- 5 Parent/community members cannot be OUSD employees at the site.



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.