OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

August 10, 2016

File ID Number: 16-1680
Introduction Date: 10-13-16
Enactment Number: 16-1627
Enactment Date: 10-13-16 lf
By:

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 Roots International Academy.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Roots International Academy.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School:	**Roots International Academy**
CDS Code:	1612590112805
Principal:	Geoff Vu
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: Geoff Vu
Address: 1390 66th Avenue
Oakland, CA 94621

Position: Principal
Telephone: 510-639-3226
geoff.vu@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: Roots International Academy **Site Number:** 226

- [X] Title I Schoolwide Program
- [ ] Title I Targeted Assistance Program
- [X] After School Education & Safety Program (ASES)
- [X] Local Control Funding Formula (LCFF) Base Grant
- [X] LCFF Supplemental Grant
- [X] LCFF Concentration Grant
- [ ] 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: **5/18/2016**

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

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

Signatures:

Geoff Vu		5/18/16
Print name of School Principal	Signature	Date
x S Bernal	S. Bernal	5/18/16
Print name of SSC Chairperson	Signature	Date
Ron C. Smith	K Cook	5/31/16
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian CFO	Ruth Alahydoian Signature	6/2/16

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

School Site: Roots International Academy **Site Number:** 226

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

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
2/10/2016	Faculty	Worked with staff to brainstorm big bucket areas
3/9/2016	ILT & SSC	Reviewed Title I specific spending and brainstormed potential areas
4/15/2016	SSC	Received feedback around spending and voted
5/18/2016	SSC	Ratified budget with SSC

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**	$71,589.00	TBD
Local Control Funding Formula Supplemental Grant **... LCFF Supplemental #0002**	$176,224.62	TBD
Local Control Funding Formula Concentration Grant **... LCFF Concentration #0003**	$49,999.99	TBD
After School Education and Safety Program (FTE Only **... ASES #6010**	$129,172.23	TBD
TOTAL:	**$426,985.84**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **... Title I Resource #3010**	$67,172.98	TBD
Title I, Part A: Parent Engagement Activities **... Title I Resource #3010**	$1,721.91	TBD
21st Century Community Learning Centers (FTE only) **... Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$68,894.89**	**$0.00**

ABOUT THIS SCHOOL

School Description

Roots International Academy is a public Middle School located in East Oakland, California. We are committed to serving our community by providing the best possible education for our students in an environment that is safe, welcoming, and accessible for all learners. Currently, our school serves approximately 308 students from multiple racial & ethnic backgrounds: 31% Black, 58% Latino, and 5% African American. 28% percent of our population is classified as English Language Learners, and there are over 30 different home language groups represented within our student body. 94% of our students qualify for free or reduced-price meal program and 14% of our students are classified with having a disability.

School Mission and Vision

The Roots community fosters academic excellence and strong character development by valuing a growth mindset. Roots students will use a growth mindset to be successful in high school, college, and beyond.

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

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

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

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	**Accelerated literacy and reading proficiency**
Major Improvement Priority #2:	**Student and Family Engagement**
Major Improvement Priority #3:	**Standards-Driven Planning**

MAJOR IMPROVEMENT PRIORITY #1: Accelerated literacy and reading proficiency

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	**Student Performance Challenges**
School culture around reading practice has been formed and is growing. Common language and identity as ROOTS as a Reading School is gaining momentum.	73% of students are still reading 1 or many years below grade level.
7% Growth in at and above grade level readers as between Septermber 2015 and February 2016.	Reading data outside of SRI is not widely available and/or being used to inform instruction.
School implementation of Accelerated Reader, SSR/Guided reading during Advisory block is consistent in 70+% of classrooms.	Reading skill acquisition has not been an intentional focus throughotu classrooms and or advisory.

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 reading C&C, and has only begun to address teaching reading as a skill. We have made attempts a strengthening reading, and will continue to do so. Teacher Practices: Our teachers have been implementing some schoolwide strategies through advisory, and supporting our reading word campaign.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
There is no direct focus on teaching instruction. Therefore, reading as a culture stagnates when you have 73% of students who may still need to learn how to read, not just require the right books in front of them. Additionally, without a more responsive assessment than SRI, teachers only know one data pt. to focus in on around student challenges. A more descriptive assessment would allow for more insight into student growth areas.

STUDENT PERFORMANCE GOAL(S) for Priority #1

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 SRI, >65% of students advance at least 150 points on the SRI or are on/above grade level.	SRI	All Students	20% prof/adv	30% prof/adv	40% prof/adv	3: Students are reading at or above grade level.
Goal Area	**Related Sub-Goals *(optional)***	**Related Indicator**	**Focal Student Group**	**2014-2015 EOY Baseline**	**2015-2016 EOY Target**	**2016-2017 EOY Target**	**Related LCAP Goal**

Academic	Administer 4 SRI Benchmark Exams throughout the year	SRI	All Students	20% prof/adv	30% prof/adv	40% prof/adv	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	***Implement cross curricular instructional strategies for close reading and complex text AND stuctures for independent reading to promote a culture of efficacy within reading.***

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices *People / Teams / Time / Resources*
All advisors implement differentiated reading groups within their advisory	Bi-weekly observation debrief with each advisor to monitor data.	Bi-weekly curriculum planning sessions with CCTL forcused on reading advisory groups.
History and Science teachers implement Achieve3000 (aligned to unit) 1/week and provide students with feedback on their thought questions.	(September) AP compares student SRI lexile score with level set lexile score to make sure lexiles are correct. History and Science teacher leaders look at data bi-weekly (college and career readiness data)	Provide PD for history and science teachers on implementation (August), data monitoring (September), and overall program use (Monthly)
All English teachers implement close reading and complex text strategies-across grade level within each Unit.	Provide PD to ILT on close reading and complex text strategies.	Provide PD for English/SS teachers on close reading, complex text strategies (September)
Advisors identify year long word goal for each student in advisory. Monitor "independent reading" time during advisory. Support students in chosing appropriate independent reading novel. Monitor student goals on student tracker. Implement structures for student to take AR tests. Monitor AR data, provide feedback to students.	Create accountability structures (within ILT) to monitor teacher implementation of close reading strategies and provide school-wide feedback	(August-September) Weekly observation and feedback on the implementation of stategies.
EL PD Strand incorporates EL strategies for newcomers and language learners	Performs bi-weekly observations that focus on EL implementation and track student/teacher talk-time	Creates calendared time and bi-weekly observations that focus on EL implementation and track student/teacher talk-time

MAJOR IMPROVEMENT PRIORITY #2: Student and Family Engagement

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
Parent Satisfaction Rate is high at 76% according to CHKS survey	61 suspensions as of March 24

Suspensions only for violence reduced incidents of fighting by 35% from BOY to March	2nd Highest Chronic Absenteeism of Oakland MS at 25%
Roots Learning Expo set attendance records with over 65% family participation	

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: Though we have created foundational tier 1 behavior supports, they are not enough to capture ALL of our students. 10% of students have been suspended and many students are frequently absent from school. Leadership: We have supported teacher satisfaction and fulfillment to create capacity to meet the needs of the classroom, however, now it's about using capacity to create engaging classrooms and school experiences. Teachers: Adults are comfortable aligning to our school wide expectations, but could use support strengthening SEL practices to support aLL students in feeling welcome and set up for success.

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

1. Students are disproportionately disciplined and are opting out of school at an alarming rate.
2. Students do not feel welcome, embraced, and or attended to in school spaces and or structures.
3. Teachers do not have the prerequisite skills around engagement strategies to build classrooms welcoming of all students.
4. Leadership has not created space and or learning around engagement strategies and or SEL.
5. Leadership has not found avenues to learn and or incorporate said practices for schoolwide implementation and or learning.
6. Leadership has not included space in school schedule/classrooms for extended learning opportunities outside core classes.

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
Climate/ Culture Domain	Reduce suspensions by 30% from EOY 2016 and 30% thereafter.	Culture/ Climate: Student	All Students	42	120	80	5: Students are engaged in school everyday.
Goal Area	**Related Sub-Goals *(optional)***	**Related Indicator**	**Focal Student Group**	**2014-2015 EOY Baseline**	**2015-2016 EOY Target**	**2016-2017 EOY Target**	**Related LCAP Goal**
Climate & Culture	Reduce chronic absenteeism to under 15%	Chronic Absence	All Students	12%	20%	15%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	***Elective Arts programs integrated throughout the day that are culturally and developmentally responsive will work to address chronic absence rates and student behavior/culture***

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

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

MAJOR IMPROVEMENT PRIORITY #3: Standards-Driven Planning

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	**Student Performance Challenges**
High School Readiness Growth rate is equally strong across all metrics.	Stagnant Reading proficiency around 25-30% Annually
Reading growth average of 7% over the last 2 years	SBAC ELA Proficiency of 18.2%
Completion of backwards planning PD strand for over 90% of staff who will be returning in fall	SBAC Math of 8.6%

ROOT CAUSE ANALYSIS for Priority #3
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: We may be primed for our best professional development next year, where teachers will have multiple opportunities to engage with one another as dept. and grade level teams. In addition, teachers may be offered paid opportunities to complete planning through the summer. Leadership: With less energy needing to be directed towards C&C support, leadership will need to begin shifting focus to instructional core; coaching and PD. Teachers: Teachers are completing their first PD strand and have built common language around instruction. Now it will be about shared communities of practice, peer observations, and a regular feedback cycle.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

1. Student math and ela scores on the SBAC are below 10%
2. Students are unprepared for the rigor of the common core as assessed by the SBAC.
3. Students are not experiencing SBAC-similar/aligned instruction in the classroom.
4. Teachers are not delivering CC aligned/SBAC aligned instruction.
5. Teachers are not planning for CC aligned/SBAC aligned instruction.
6. Teachers are not trained and or well versed in CC standards, therefore are not planning with them in mind.
7. Teachers have not yet developed a toolkit to bridge the shifts in CC standards.
8. Leadership has not providided opportunities for teachers to learn about CC standards, test alignment
9. Leadership has not providided opportunities for teachers to strengthen their toolkit around CC teaching strategies and practices

STUDENT PERFORMANCE GOAL(S) for Priority #3

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	Upon administration of 2017 SBAC, students will score > 26% on ELA and > 14% on math as a result of standards aligned planning and teaching.	SBAC ELA	All Students	18% ELA and 8% Math	18% ELA and 8% Math	26% Ela and 14% Math	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:	***Roots International Academy will adopt blended learning models across all ELA and MATH classrooms to support individualized learning***

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices *People / Teams / Time / Resources*
Teachers will incorporate blended learning models to support targeted groups of students.	Professional Development Strand led by CCTL that includes: - Exposure to and vertical alignment of CC standards. - Test item analysis of SBAC questions aligned to rigor matrix - Toolkit development around best CC teaching strategies	Creating extended collaboration time for teacher teams to develop common assessment aligned to CC

Teachers will attend blended learning PD to support capacity creating systems and instructional core in class.	ILT performs bi-weekly walkthroughs to observe for implementation and inform PD differentiation for students in need of acceleration and or GATE students who require additional stretch/challenge intervention.	Specified dates throughout the year focused on assessment and data discourse
Teachers will engage with Khan Academy, Achieve 3000, and Lexia in collaborative teams to surface best practices and patterns.	Research consultants who can lead PD around key CC strategies and blended learning opportunities to support shifts	PD focused primarily on observation/feedback cycles in dept. and grade level teams.
	Coaching/Feedback cycles based around standards alignment and execution.	

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$129,172.23	After School Education & Safety (ASES)	Citizen Schools partnership for Afterschool Programming.	Afterschool programing will be used to supplement learning from the classroom and provide recreational and enrichment activities to increase student success and build positive SEL	A1.6: After School Programs	5825	n/a	n/a	n/a	226-1	226
$20,000.00	General Purpose Discretionary	Extended Contracts for Teachers before school Advisory & C&C	All advisors implement differentiated reading groups within their advisory	A2.2: Social Emotional Learning	1120	n/a	n/a	n/a	226-2	226
$4,000.00	General Purpose Discretionary	Clerical Salaries Overtime	(August-September) Weekly observation and feedback on the implementation of stategies.	A5.4: Root Causes of Chronic Absence	2425	n/a	n/a	n/a	226-3	226
$34,589.00	General Purpose Discretionary	Supplies	Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	226-4	226
$1,000.00	General Purpose Discretionary	Meeting Refreshments	Provide PD to ILT on close reading and complex text strategies.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4311	n/a	n/a	n/a	226-5	226
$2,000.00	General Purpose Discretionary	Conference	Teachers will learn and implement best practices in their classrooms around supporting students with trauma. PD provided by Mental Health Clinicians (EBAC)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5220	n/a	n/a	n/a	226-6	226
$2,000.00	General Purpose Discretionary	Postage	Teachers engage in BOY home visits for each advisory student or in grade level teams. Teachers travel to build asset-based support plans for students and families. Teachers sit down and review school policies, calendar, and communication agreements.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5724	n/a	n/a	n/a	226-7	226
$6,000.00	General Purpose Discretionary	Non-contract Services	Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically.	A2.10: Extended Time for Teachers	5826	n/a	n/a	n/a	226-8	226
$2,000.00	General Purpose Discretionary	Admission Fees	Grade-level community building field trips.	A2.2: Social Emotional Learning	5829	n/a	n/a	n/a	226-9	226
$31,175.46	LCFF Concentration	.5 Elective Teacher ART	Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically.	A2.10: Extended Time for Teachers	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0871	0.55	226-10	226
$13,073.87	LCFF Concentration	TGDS Support Staff	ILT performs bi-weekly walkthroughs to observe for implementation and inform PD differentiation	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.37	226-11	226
$750.66	LCFF Concentration	Supplies	Teachers will attend blended learning PD to support capacity creating systems and instructional core in class.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	226-12	226
$34,694.11	LCFF Supplemental	.5 Elective Teacher DANCE	Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically.	A2.10: Extended Time for Teachers	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2187	0.55	226-13	226
$116,807.93	LCFF Supplemental	Community Schools Director	(September) AP compares student SRI lexile score with level set lexile score to make sure lexiles are correct. History and Science teacher leaders look at data bi-weekly (college and career readiness data)	A2.8: Data & Assessment	n/a	PROGRAM MANAGER CLASSIFIED	PMGCLA0029	1	226-14	226
$10,981.37	LCFF Supplemental	Attendance Clerk	Family Resource Coordinator to lead PD strand to train teachers around family relationship building and communication	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	n/a	SPECIALIST, ATTENDANCE BILINGU	SPATBL9999	0.2	226-15	226
$13,741.21	LCFF Supplemental	Consultants	Research consultants who can lead PD around key CC strategies and blended learning opportunities to support shifts	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	226-16	226
$13,472.07	Measure G (School Libraries)	Stipend for STIP and Data Tech	PD focused primarily on observation/feedback cycles in dept. and grade level teams.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	LIBRARY TECHNICIAN	LIBTEC9999	0.2	226-17	226
$7,527.93	Measure G (School Libraries)	Supplies	All advisors implement differentiated reading groups within their advisory	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	226-18	226

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$21,004.77	Measure G (TGDS)	STIP Sub	PD focused primarily on observation/feedback cycles in dept. and grade level teams.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.43	226-19	226
$378.00	Measure G (TGDS)	STIP Sub	PD focused primarily on observation/feedback cycles in dept. and grade level teams.	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	226-20	226
$0.51	Measure G (TGDS)	Surplus			4399	n/a	n/a	n/a	226-21	226
$25,507.20	Program Investment	.5 Elective Teacher MUSIC	Elective teachers who are focused on arts integration: dance, media, and technology will provide a much more comprehensive learning experience for students, engaging them holistically.	A2.10: Extended Time for Teachers	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0871	0.45	226-22	226
$5,842.80	Program Investment	Consultants	Research consultants who can lead PD around key CC strategies and blended learning opportunities to support shifts	A2.5: Teacher Professional Development for CCSS & NGSS	5825	n/a	n/a	n/a	226-23	226
$10,000.00	Title I Basic	Restorative Justice Coordinator	Provide an RJ Coordinator who implements school-wide practices. Supports teachers and leaders in developing professional development for students and staff.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	226-24	226
$57,172.98	Title I Basic	Family Resource	Family Resource Coordinator to lead PD strand to train teachers around family relationship building and communication	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5825	n/a	n/a	n/a	226-25	226
$1,721.91	Title I Parent Participation	Family Conference	Language Link	A6.5: Academic Parent-Teacher Communication & Workshops	5220	n/a	n/a	n/a	226-26	226

Roots International Academy **Secondary School Compact**

School Name

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

Student Pledge:

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

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

_____

Student signature

Parent/Guardian or Family Member Pledge:

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

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

_____

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

_____

Teacher signature

Title I School Parental Involvement Policy 2015-16

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Roots International agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.
     (In the box below, briefly describe or bullet how this happens at your school.)

Root Family Resource Center will be responsible for the Title I Meeting that will occur on Oct. 22, 2015.

  - ➢ Offer a flexible number of meetings for parents.
    (In the box below, briefly describe or bullet how this happens at your school.)

This meeting will take place on Oct. 22, 2015 from 5pm-7pm, with daycare to accommodate all family types.

  - ➢ Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
    (In the box below, briefly describe or bullet how this happens at your school.)

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

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

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

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  (In the box below, briefly describe or bullet how this happens at your school.)

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

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  (In the box below, briefly describe or bullet how this happens at your school.)

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

School-Parent Compact

(Name of school) Roots International :
has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

(Name of school) Roots International :
engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress

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

Principal reviews curriculum, assessments, standards, and proficiency levels with families during Title I meeting and after regular benchmark exams. Families will also review online based tools (Engrade, A3K, Khan Academy).

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

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

Monthly Engrade & Achieve 3K Training & Access.

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

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

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

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  (In the box below, briefly describe or bullet how this happens at your schools.)

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

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  (In the box below, briefly describe or bullet how this happens at your school.)

The annual Family Engagement and Title I meeting calendar will be distributed to parents in August and information will also be communicated via. electronic robo-calls in English and Spanish. All languages to parents will be in both languages at all times.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
  (In the box below, briefly describe or bullet how this happens at your school.)

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

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  (In the box below, briefly describe or bullet how this happens at your school.)

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

Adoption

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

September Back to School Night October 22nd Title 1 Meeting

This policy was adopted by the Roots International Academy School Site Council on 10/22/2015 and will be in effect for the period of 2015-2016 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 30th. It will be made available to the local community on or before December 2015. Roots International Academy's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.



Principal's Signature

Oct 29th, 2015

Date

School Site Council Membership Roster – Middle School

School Name: Roots International Academy **School Year:** 2015-2016

Chairperson : Sabrina Benali	**Vice Chairperson:** Tina Woods
Secretary: Emma DeGuzman	**LCAP Parent Advisory Nominee:** Pedro Alforo
LCAP EL Parent Advisory Nominee:	**LCAP Student Nominee:** Stacey Murillo

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Geoff Vu	X				
Shannon Bennett		X			
Shawna Myers			X		
Tamika Stone				X	
Sabrina Benali				X	
Tina Woods				X	
Tamika Vaughn				X	
Thirkell Debellotte		X			
Alefiyah Lohkandwala		X			
Pedro Alforo				X	
Rose Chardak		X			
Maria Mojica				X	

Meeting Schedule (day/month/time)	Sept 17, 2015 5:30-6:30

SSC Legal Requirements:

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

1-Principal
4-ClassroomTeachers
1-Other Staff

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

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

Revised 9/2/2015