

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

June 28, 2017

**To:** Board of Education

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

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

**Action Requested:**

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

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

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



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2017-2018 Single Plan for Student Achievement (SPSA)**

**School:** RISE Community School  
**CDS Code:** 1612590110262  
**Principal:** Samantha Keller  
**Date of this revision:** 6/5/2017

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

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

**Contact:** Samantha Keller  
**Address:** 8521 A Street  
Oakland, CA 94621

**Position:** Principal  
**Telephone:** 510-729-7732  
**Email:** [samantha.keller@ousd.org](mailto:samantha.keller@ousd.org)

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

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

# 2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: RISE Community School

Site Number: 192

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

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

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: 5/12/17

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

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

## Signatures:

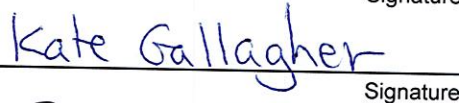
Samantha Keller

School Principal

  
Signature

5/12/17  
Date

  
Print name of SSC Chairperson

  
Signature

5-12-17  
Date

Monica Thomas

Network Superintendent

  
Signature

5-12-17  
Date

Marcus Silvi

Coordinator, Office of Accountability Partners

  
Signature

5/25/17  
Date

## 2017-18 SPSA ENGAGEMENT TIMELINE

**School Site:** RISE Community School

**Site Number:** 192

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

| Date       | Stakeholder Group | Engagement Description  |
|------------|-------------------|---|
| 11/4/2016  | SSC               | Reviewed 16-17 school priorities and current SPSA                                     |
| 11/16/2016 | Faculty           | Discussed SPF and school priorities   |
| 11/29/2016 | ILT               | Identified budget priorties for three scenarios: flat, increase, decrease             |
| 12/14/2016 | SSC               | Shared SPF and school priorities, reviewed budget priorities                          |
| 1/26/2017  | SSC               | Reviewed and approved Title I budget  |
| 1/31/2017  | ILT               | Work session to align teacher, leadership, organizational practices with school goals |
| 2/13/2017  | Faculty           | Update on budget, prioritize school priorities  |
| 3/21/2017  | SSC               | Final Title I budget approval   |
|            |                   |   |
|            |                   |   |
|            |                   |   |

## 2017-2018 Final Budget

### Programs Included in This Plan

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

| State Programs   | Projected Budget    | Final Budget  |
|--|---------------------|---------------|
| Local Control Funding Formula Base Grant<br>... <b>General Purpose Discretionary #0000</b> | \$39,634.19         | TBD           |
| Local Control Funding Formula Supplemental Grant<br>... <b>LCFF Supplemental #0002</b>     | \$144,914.12        | TBD           |
| Local Control Funding Formula Concentration Grant<br>... <b>LCFF Concentration #0003</b>   | \$50,000.00         | TBD           |
| After School Education and Safety Program<br>... <b>ASES #6010</b>                         | \$93,617.45         | TBD           |
| <b>TOTAL:</b>  | <b>\$328,165.76</b> | <b>\$0.00</b> |

| Federal Programs   | Projected Budget   | Final Budget  |
|--|--------------------|---------------|
| Title I, Part A: Schoolwide Program<br>... <b>Title I Resource #3010</b>           | \$42,172.09        | TBD           |
| Title I, Part A: Parent Engagement Activities<br>... <b>Title I Resource #3010</b> | \$1,412.29         | TBD           |
| 21st Century Community Learning Centers<br>... <b>Title IV Resource #4124</b>      | \$0.00             | TBD           |
| <b>TOTAL:</b>  | <b>\$43,584.38</b> | <b>\$0.00</b> |

## PART A: ABOUT THE SCHOOL

### School Description

RISE Community School is a full-service community school located in East Oakland's Elmhurst neighborhood. RISE scholars receive access to academic and social and emotional learning, rigorous academics, a positive culture and climate, youth leadership positions, health and wellness programs, and extended learning opportunities. The RISE community remains committed to raising imaginative, intuitive, innovative scholars and explorers. Come reach for the sky at RISE!

### School Mission and Vision

At RISE, we strive to create a nurturing learning environment which develops lifelong learners as critical thinkers who are prepared to succeed in college, career, and community in the 21st century.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Literacy

#### SCHOOL GOAL for Literacy:

By June 2018, 20% of students will score proficient on SBAC ELA.

#### SCHOOL TARGETS for Literacy:

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| SBAC ELA   | All Students   | 7.30%           | 12.15%        | 17.00%        |

#### Other Leading Indicators for Literacy:

F&P, SRI

#### NEEDS ASSESSMENT for Literacy:

| STRENGTHS   | CHALLENGES   |
|---|--|
| 4 percentage point increase of all students proficient on SBAC ELA        | 7% of students proficient on 2016 SBAC ELA         |
| 6 percentage point increase of low income students proficient on SBAC ELA | 0% of English Learners proficient on 2016 SBAC ELA |
|   | 19% of students proficient on Spring 2016 SRI      |

## ROOT CAUSE ANALYSIS

Lesson objectives, academic instruction, and tasks not aligned to Common Core State Standards.

Differentiated, small group instruction inconsistent among classrooms

Ineffective professional development

**MATHEMATICS PRIORITY:**                      **Mathematics**

**SCHOOL GOAL for Mathematics:**

By June 2018, 20% of students will score proficient SBAC Math.

**SCHOOL TARGETS for Mathematics:**

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| SBAC Math  | All Students   | 4.26%           | 8.13%         | 12.00%        |

**Other Leading Indicators for Mathematics:**

SMI, End of Unit Assessments

**NEEDS ASSESSMENT for Mathematics:**

| STRENGTHS   | CHALLENGES   |
|---|--|
| 2 percentage point increase of students proficient on SBAC Math | 4% of students proficient on 2016 SBAC Math<br><br>0% of English Learners proficient on 2016 SBAC Math |

**ROOT CAUSE ANALYSIS**

Lesson objectives, academic instruction, and tasks not aligned to Common Core State Standards.

Differentiated, small group instruction inconsistent among classrooms

Ineffective professional development

**CULTURE & CLIMATE PRIORITY:**                      **Office Referrals**

**SCHOOL GOAL for Office Referrals:**

By June 2018, 80% of students will report feeling connected and cared for at school as measured by the California Healthy Kids Survey and will respond "Yes, most of the time" or "Yes, all of the time" to the question "Do you feel like you are part of this school?"

**SCHOOL TARGETS for Office Referrals:**

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| CHKS       | All Students   | 71.50%          | 75.75%        | 80.00%        |

**Other Leading Indicators for Office Referrals:**

URFs, PBIS data, COST process

**NEEDS ASSESSMENT for Office Referrals:**

| STRENGTHS  | CHALLENGES  |
|--|---|
| Chronic absenteeism decreased for the 2015-16 school year by 5.62 percentage points<br><br>Attendance rate for the 2015-16 school year increased 0.7 percentage points<br><br>Suspensions for the 2015-16 school year decreased by 5.8 percentage points | Chronic absenteeism for the 2015-16 school year was 15.88%<br><br>Attendance rate for the 2015-2016 school year was 94.3% |

**ROOT CAUSE ANALYSIS**

Not sure, need to find out more about root causes for decreases in chronic absenteeism and suspensions  
  
Parents need to better understand correlation of attendance to student achievement

**FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement**

**SCHOOL GOAL for Family Engagement:**

By June 2018, 75% of parents will complete the California Healthy Kids Survey, with 95% reporting positive interactions with the school.

**SCHOOL TARGETS for Family Engagement:**

| Indicator:                                 | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|--|----------------|-----------------|---------------|---------------|
| Culture/Climate: Parent Participation Rate | All Students   | 37.60%          | 56.30%        | 75.00%        |



**Other Leading Indicators for Family Engagement:**

student attendance, parent engagement in school activities, parent attendance at parent-teacher conferences

**NEEDS ASSESSMENT for Family Engagement:**

| STRENGTHS  | CHALLENGES  |
|--|---|
| 83% of parents responded positively to the 2016 California Healthy Kids Survey | 37.6% completion rate of parents on the 2016 California Healthy Kids Survey |

| ROOT CAUSE ANALYSIS                            |
|--|
| Lack of connection between families and school |

**PART C: THEORY OF ACTION**

|   |  |
|---|--|
| <b>SCHOOL THEORY OF ACTION for Literacy:</b>          | If school leadership provides enhanced coaching and professional development on differentiated, small group instruction with clear, systematic cycles of inquiry, and if leadership commits to daily classroom observations with timely feedback given to teachers, then teachers will have more time to target specific skills needed by varied groups and to meet the needs of students with significant achievement deficits who may require greater teacher guidance, such as EL students. |
| <b>SCHOOL THEORY OF ACTION for Mathematics:</b>       | If we ensure that lessons are planned aligned to Common Core State Standards with objectives aligned to tasks; ensure that tasks are rigorous, differentiated, and progress monitored using formative and summative assessments, then students will demonstrate higher levels in their math as measured by SMI, C-EoUs, and SBAC Math.   |
| <b>SCHOOL THEORY OF ACTION for Office Referrals:</b>  | If we teach behavioral expectations by introducing, modeling, and reinforcing positive social behavior and reward students for following these behaviors, then we will establish a school-wide climate in which appropriate behavior is the norm and URFs will decrease by half.   |
| <b>SCHOOL THEORY OF ACTION for Family Engagement:</b> | If RISE Community School Staff implement PBIS structures to create and maintain a positive and welcoming school environment and engage parents in meaningful ways, including school decision-making processes, then we will establish stronger relationships where families feel welcomed and view the school as a positive place that meets their needs.  |

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

|                                 |   |
|---------------------------------|---|
| <b>Improvement Strategy #1:</b> | A clear, cohesive school-wide balanced literacy program guided by student needs identified through assessment and data, and focused on differentiation through small group instruction. |
|---------------------------------|---|

| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices<br><i>People   Teams   Time   Resources</i> |
|---|------------------------|----------------------------------|--|
|---|------------------------|----------------------------------|--|

|     |  |  |  |
|-----|--|--|--|
| 1-1 | Gather and analyze initial student data: F&P, SIPPS, on-demand writing assessments<br><br>Monitor student progress using STAR, SRI, F&P, on-demand writing assessments | ILT and Principal provide PD, training to calibrate use and scoring of assessments   | Develop systems and structures for administering and monitoring assessment data including goal setting, data conferences, and data wall    |
| 1-2 | Provide differentiated, small group instruction based on student assessment data   | ILT and Principal provide PD; conduct walkthroughs, coaching and feedback; ILT meet twice a month to discuss groupings and instructional strategies; provide teachers time to reflect on the effectiveness of small group instruction, share successes and work through problems of practice | Develop master calendar including PD and meeting schedules   |
| 1-3 | Analyze writing assessments to progress monitor and plan differentiated, small group instruction   | Provide PD, collaboration time   | Develop master calendar include PD schedule  |
| 1-4 | Provide 30 minutes of daily designated ELD instruction   | Provide PD, training, resources, curriculum; conduct walkthroughs, coaching and feedback   | Ongoing PD, collaboration time   |
| 1-5 | Collaborate with after school staff around targeted student literacy needs   | ILT and Principal will meet biweekly around student needs  | ASP staff will attend weekly COST meetings   |
| 1-6 | Assess all incoming kindergartners on foundational literacy skills   | ILT will collaborate with CDC around Pre-K to K transition   | End of the year meeting with all key stakeholders will be scheduled to discuss transition plan   |
| 1-7 | Provide appropriate levels of language-focused scaffolds in content area instruction   | Provide opportunities for teachers to work together to identify language demands in content area standards and curriculum  | Develop master calendar including PD and meeting schedules   |
| 1-8 |  | Ensure all students have access to high-interest books for independent reading   | Ensure all classrooms have leveled libraries stocked with books in English and Spanish   |
| 1-9 | Provide daily small group acceleration and intervention to support ELL students, students below grade level, students with disabilities, and GATE students             | ILT will create acceleration and intervention cycle calendar that includes formative and summative assessments, and is aligned to the school assessment calendar   | Systems and structures will be created to monitor student assessment data including data walls, student goal setting, and data conferences |

|                                 |   |
|---------------------------------|---|
| <b>Improvement Strategy #2:</b> | Using PBIS, schoolwide behavioral expectations will be established by explicitly introducing, modeling, and reinforcing positive social behavior and rewarding students for following these behaviors; clear COST referral process to address Tier II and Tier III behaviors. |
|---------------------------------|---|

| # | Key Teaching Practices | Related Key Leadership Practices | Key Organizational Practices<br><i>People   Teams   Time   Resources</i> |
|---|------------------------|----------------------------------|--|
|---|------------------------|----------------------------------|--|

|     |  |  |  |
|-----|--|--|--|
| 2-1 | Plan to explicitly introduce, model, and reinforce positive schoolwide and classroom expectations and behaviors in the first two weeks of school | PBIS team will develop lesson plans for teaching behavior expectations for the first two weeks of school                       | Behavior matrices posted in common areas to reinforce expectations   |
| 2-2 | Consistently implement PBIS expectations   | PBIS team will develop a school culture and climate vision   | COST and PBIS Teams will develop clear RTI pyramid and systems for student referrals   |
| 2-3 | Utilize schoolwide incentive program to reinforce positive behaviors and attendance  | PBIS team will develop a positive school culture plan that includes clear expectations for students and staff.                 | Develop cycles and systems to assess school climate and culture; Develop master calendar                                       |
| 2-4 | Implement common practices to support student behavior (i.e. attention getters, volume levels, etc.)   | PBIS team will lead PD around PBIS implementation  | Develop systems and structures for assessing PBIS implementation   |
| 2-5 |  |  | School will host health and wellness events to engage families   |
| 2-6 | Receive training on the COST referral system in order to complete referrals for all identified students  | PBIS and COST Teams will identify and refer students requiring additional support (i.e. homeless and foster youth)             | COST Team will meet weekly to discuss COST referrals and other students who are at-risk  |
| 2-7 | Implement practices for family engagement that support with attendance and academic achievement  | Principal will host monthly Coffee Chats with families to provide strategies for improving attendance and academic achievement | Attendance Team and Principal will analyze student attendance data and create support plans for students with chronic absences |

|                                 |   |
|---------------------------------|---|
| <b>Improvement Strategy #3:</b> | Standards-aligned lesson planning with clear objectives and assessments |
|---------------------------------|---|

| #   | Key Teaching Practices  | Related Key Leadership Practices  | Key Organizational Practices<br><i>People   Teams   Time   Resources</i>                        |
|-----|---|---|---|
| 3-1 | Deepen understanding of Common Core State Standards, including progression of standards   | ILT, Principal will provide PD focused on the unpacking of standards  | Develop PD calendar   |
| 3-2 | Use the backwards design model to develop standards-aligned learning objectives, assessments, and lesson plans                    | ILT, Principal will provide PD to develop teacher competence with standards and rigor   | Develop a PLC schedule to provide teachers planning and collaboration time                      |
| 3-3 | Develop common school-wide lesson and unit plans  | Principal and ILT will observe and provide feedback on rigor and alignment to standards   | Establish common pacing of instructional units at each grade level                              |
| 3-4 | Analyze student work to monitor progress toward goals and develop corrective instruction plans to ensure proficiency of standards | ILT will meet twice a month to examine instructional practices, and set professional learning objectives aligned with standards | Provide PLC time and protocols for analysis of student work and the development of lesson plans |
| 3-5 | Write lesson objectives, create tasks, and deliver academic instruction aligned to Common Core State Standards                    | ILT will meet twice a month to examine instructional practices, and set professional learning objectives aligned with standards | Provide PLC time and protocols for collaboration  |

|     |  |   |  |
|-----|--|---|--|
| 3-6 | Weekly collaborative planning to incorporate best instructional practices in order to improve academic outcomes for all students, including newcomers, ELL students, students below grade level, students with disabilities, and GATE students | PD to support collaboration and planning, protected time for PLCs   | Create PD calendar that supports literacy and math planning with resources aligned to Common Core shifts   |
| 3-7 | Afterschool Program Teachers will learn best practices for providing quality, extended learning opportunities  | Afterschool Program Coordinator will provide PD to develop teachers' skills in delivering quality instruction | Afterschool Program Coordinator and Principals will meet regularly to align Afterschool practices with daytime instruction, assess progress, and monitor for quality |
| 3-8 | Weekly hands-on science instruction aligned to NGSS using FOSS kits and student notebooks  | PD to support planning  | Science prep provided two times per week   |

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

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

### **Transitional Students and Families Unit**

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

### **Foster Youth Program**

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

### **Refugee & Asylee Program**

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

### **McKinney-Vento Program**

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

**PROPOSED 2017-18 BUDGET**
**Site Number:**
**192**
**School:**
**RISE Community School**

| BUDGET AMOUNT | BUDGET RESOURCE                        | SPECIFIC BUDGET ACTION   | ASSOCIATED STRATEGY   | ASSOCIATED LCAP ACTION AREA  | OBJECT CODE | POSITION TITLE                  | UPC        | FTE  | BUDGET ACTION NUMBER |
|---------------|--|--|---|--|-------------|---------------------------------|------------|------|----------------------|
| \$93,617.45   | After School Education & Safety (ASES) | Provide after school enrichment and intervention                                   | Collaborate with after school staff around targeted student literacy needs  | A1.6: After School Programs  |             |                                 |            |      | 192-1                |
| \$13,000.00   | General Purpose Discretionary          | Admin overtime   | Related Key Leadership Practices  | A2.9: Targeted School Improvement Support                          | 2225        |                                 |            |      | 192-2                |
| \$9,980.70    | General Purpose Discretionary          | Supplies   | Provide differentiated, small group instruction based on student assessment data  | A2.3: Standards-Aligned Learning Materials                         | 4310        |                                 |            |      | 192-3                |
| \$4,153.00    | General Purpose Discretionary          | Surplus for Farmer's Market  | School will host health and wellness events to engage families  | A5.2: Health and Wellness (Mental & Physical Health)               | 4399        |                                 |            |      | 192-4                |
| \$5,000.00    | General Purpose Discretionary          | Copier   | Develop common school-wide lesson and unit plans  | A2.3: Standards-Aligned Learning Materials                         | 5610        |                                 |            |      | 192-5                |
| \$7,500.49    | General Purpose Discretionary          | Noon Supervisor  | Consistently implement PBIS expectations  | A5.1: School Culture & Climate (Safe & Supportive Schools)         |             | NOON SUPERVISOR                 | NOONSV0118 | 0.25 | 192-6                |
| \$403.55      | LCFF Concentration                     | High-interest/culturally-relevant books or e-books for Leveled Classroom libraries | Provide differentiated, small group instruction based on student assessment data  | A2.3: Standards-Aligned Learning Materials                         | 4200        |                                 |            |      | 192-7                |
| \$49,596.45   | LCFF Concentration                     | Surplus for Student Advisor (TSA)  | PBIS team will develop a positive school culture plan that includes clear expectations for students and staff.                  | A5.1: School Culture & Climate (Safe & Supportive Schools)         | 4399        |                                 |            |      | 192-8                |
| \$12,000.00   | LCFF Supplemental                      | Teacher Extended Contracts   | ILT will meet twice a month to examine instructional practices, and set professional learning objectives aligned with standards | A3.4: Teacher Professional Development focused on Literacy         | 1120        |                                 |            |      | 192-9                |
| \$4,582.53    | LCFF Supplemental                      | High-interest/culturally-relevant books or e-books for Leveled Classroom libraries | Provide differentiated, small group instruction based on student assessment data  | A2.3: Standards-Aligned Learning Materials                         | 4200        |                                 |            |      | 192-10               |
| \$61,617.17   | LCFF Supplemental                      | Surplus to be allocated in Fall 2017   | n/a   | n/a  | 4399        |                                 |            |      | 192-11               |
| \$5,000.00    | LCFF Supplemental                      | Book Trust   | Ensure all students have access to high-interest books for independent reading  | A2.3: Standards-Aligned Learning Materials                         | 5825        |                                 |            |      | 192-12               |
| \$12,500.00   | LCFF Supplemental                      | ANet Professional Development  | Provide PLC time and protocols for analysis of student work and the development of lesson plans                                 | A4.4: Teacher Professional Development focused on English Learners | 5825        |                                 |            |      | 192-13               |
| \$3,000.00    | LCFF Supplemental                      | Site Licenses  | Provide differentiated, small group instruction based on student assessment data  | A3.1: Blended Learning   | 5846        |                                 |            |      | 192-14               |
| \$22,493.83   | LCFF Supplemental                      | EEIP to support intervention   | Use the backwards design model to develop standards-aligned learning objectives, assessments, and lesson plans                  | A4.4: Teacher Professional Development focused on English Learners |             | TCHR EDUC ENHNCMNT/IN TVNT PROG | TCEEIP0030 | 0.20 | 192-15               |
| \$23,720.59   | LCFF Supplemental                      | Student Advisor (TSA)  | Consistently implement PBIS expectations  | A5.1: School Culture & Climate (Safe & Supportive Schools)         |             | 10 MONTH CLASSROOM TSA          | C10TSA0173 | 0.36 | 192-16               |

|             |                                 |   |  |  |      |                        |            |      |        |
|-------------|---------------------------------|---|--|--|------|------------------------|------------|------|--------|
| \$458.48    | Measure G: TGDS                 | Surplus to support TGDS   | Provide PD, training, resources, curriculum; conduct walkthroughs, coaching and feedback | A2.6: Teacher Evaluation                                   | 4399 |                        |            |      | 192-17 |
| \$5,000.00  | Measure G: TGDS                 | Alternative Observer stipend  | Principal and ILT will observe and provide feedback on rigor and alignment to standards  | A2.9: Targeted School Improvement Support                  | 1120 |                        |            |      | 192-18 |
| \$9,224.67  | Measure G: TGDS                 | TSA to support TGDS   | Provide PD, training, resources, curriculum; conduct walkthroughs, coaching and feedback | A2.6: Teacher Evaluation                                   |      | 10 MONTH CLASSROOM TSA | C10TSA0173 | 0.14 | 192-19 |
| \$23,085.00 | Supplemental Program Investment | Surplus for ITL   | Provide PD, training, resources, curriculum; conduct walkthroughs, coaching and feedback | A1.3: A-G Completion                                       | 4399 |                        |            |      | 192-20 |
| \$2,000.00  | Title I Basic                   | Surplus for Intervention Reading Tutors - Experience Corps              | Provide differentiated, small group instruction based on student assessment data         | A3.2: Reading Intervention                                 | 4399 |                        |            |      | 192-21 |
| \$3,250.00  | Title I Basic                   | Surplus for Intervention Reading Tutors - Faith Network of the East Bay | Provide differentiated, small group instruction based on student assessment data         | A3.2: Reading Intervention                                 | 4399 |                        |            |      | 192-22 |
| \$4,576.58  | Title I Basic                   | Surplus for ST Math   | Provide differentiated, small group instruction based on student assessment data         | A3.1: Blended Learning                                     | 4399 |                        |            |      | 192-23 |
| \$32,345.51 | Title I Basic                   | Student Advisor (TSA) .3  | Develop systems and structures for assessing PBIS implementation                         | A5.1: School Culture & Climate (Safe & Supportive Schools) |      | 10 MONTH CLASSROOM TSA | C10TSA0033 | 0.30 | 192-24 |
| \$1,412.29  | Title I Parent Participation    | Surplus   | n/a  | n/a  |      |                        |            |      | 192-25 |

# RISE Community School **Elementary 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:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

---

Student signature

## Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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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.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress 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 a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

---

Teacher signature

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

Signed on this 14th day of December, 2016.

## School Site Council Membership Roster – Elementary

**School Name:** RISE

**School Year:** 2016-2017

|  |  |
|--|--|
| <b>Chairperson :</b><br>Kate Gallagher       | <b>Vice Chairperson:</b><br>Silvia Guizar    |
| <b>Secretary:</b><br>Samantha Keller         | <b>*LCAP Parent Advisory Nominee:</b><br>n/a |
| <b>*LCAP EL Parent Advisory Nominee:</b> n/a | <b>*LCAP Student Nominee:</b> n/a            |

**Place "X" in Appropriate Members Column**

| Member's Name        | Principal | Classroom Teacher | Other Staff | Parent/Comm. |
|----------------------|-----------|-------------------|-------------|--------------|
| Samantha Keller      | X         |                   |             |              |
| Kate Gallagher       |           | X                 |             |              |
| Erika Pollak         |           | X                 |             |              |
| Terrilynn Van Rossum |           | X                 |             |              |
| Norma Heredia        |           |                   | X           |              |
| Shante Abner         |           |                   |             | X            |
| Reina Lagunas        |           |                   |             | X            |
| Angelica Domingo     |           |                   |             | X            |
| Silvia Guizar        |           |                   |             | X            |
| Annie Flores         |           |                   |             | X            |
|                      |           |                   |             |              |
|                      |           |                   |             |              |

|                                      |  |
|--------------------------------------|--|
| Meeting Schedule<br>(day/month/time) | 4 <sup>th</sup> Thursday @ 2:30 each month |
|--------------------------------------|--|

### **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** Parent/community members cannot be OUSD employees at the site.

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent /Community

**(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](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.**



## **Title I School Parental Involvement Policy 2016-17**

(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**

RISE Community School 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.)

Meeting times and information are sent out to parents as flyers, robo calls to families, texts sent to parents, and meeting information is posted.

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

SSC and PTA meetings are held in the morning or just before the school's dismissal to increase parent participation.

- 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.)

Parents are invited to be involved in SSC, the PTA, and to volunteer at the school.



- 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.)

Title I parents are informed through bulletins and flyers on a regular basis.

- 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.)

Title I parents provided an explanation of the curriculum, assessments, and proficiency levels during Back-to-School Night, Parent-Teacher Conferences, and other parent meetings.

- 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.)

Title I parents are invited to all parent meetings.

## School-Parent Compact

(Name of school) RISE Community School:

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) RISE Community School :

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.)

An annual Title I meeting is held for parents to learn about the program and how to best support students.

- 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.)

Parents are given information during Parent-Teacher Conferences. Math, Reading, and Science Nights are held during the school year to provide parents with materials and trainings.

- 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.)

The school vision includes parents as partners in the education of their children. Teachers and staff develop strategies during professional development and meeting on how to improve communications with parents and the community.



- 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.)

Activities are included in SSC and PTA meetings.

- 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.)

Information is distributed to parents during SSC, PTA, or other meetings.

- 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.)

Translation and other supports are available for all meetings.

## 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.)

Accommodations are provided for all parents including translation of information, documents, and reports.



## 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

This policy was adopted by the (Name of School) RISE Community School Site Council on (Date) 12/14/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.  
The (Name of school) RISE Community School'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)

\_\_\_\_\_  
December 14, 2016

(Date)