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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval By the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Roosevelt Middle School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Roosevelt Middle School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Roosevelt Middle School  
**CDS Code:** 1612596057087  
**Principal:** Clifford Hong  
**Date of this revision:** 5/20/2020

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

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site:

Roosevelt Middle School

Site Number: 212

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: 5/20/20

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:

Clifford Hong  
Principal

Lydia Alexandre  
SSC Chairperson

Clifford Hong  
Signature  
Lydia Alexandre  
Signature

5/20/20  
Date  
5/20/20  
Date

Network Superintendent

Signature

Date

Director, Strategic Resource Planning

Signature

Date

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:** Roosevelt Middle School

**Site Number:** 212

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**Date(s) plan was approved:** 05/20/20

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- |  |   |   |
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|--|---|---|

### Signatures:

signed copy in hand

<u>Principal</u>	<u>Signature</u>	<u>Date</u>
<u>signed copy in hand</u>		
<u>SSC Chairperson</u>	<u>Signature</u>	<u>Date</u>
<u>Mark Triplett</u>	<u>Mark Triplett</u>	<u>5/27/2020</u>
<u>Network Superintendent</u>	<u>Signature</u>	<u>Date</u>
<u>Lisa Spielman</u>	<u>Lisa Spielman</u>	<u>6/4/2020</u>
<u>Director, Strategic Resource Planning</u>	<u>Signature</u>	<u>Date</u>



Jody London  
President, Board of Education

8/27/2020



Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

8/27/2020

## 2020-21 SPSA ENGAGEMENT TIMELINE

**School Site:** Roosevelt Middle School

**Site Number:** 212

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$356,610.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,491,534.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$201,996.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$47,175.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,344.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$503,200.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$150,270.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$59,200.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$255,118.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$270,231.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$356,610.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,134,924.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,491,534.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Roosevelt Middle School**School ID:** 212**School Description**

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

**School Mission and Vision**

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

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

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	We have had some improvements in math results over the years.	We have invested in having a small staff/student ratio in our math classes.
<i>Focal Student Supports</i>	Our LTELs have been reclassified at a higher rate than in most previous years.	We have been holding professional development for our entire staff on supporting LTELs.
<i>Student/Family Supports</i>	We have had many more families attending our family engagement planning events than in previous years.	Our family engagement team has been making more of an effort around outreach.

<i>Staff Supports</i>	Our staff turnover rate is amongst the lowest for OUSD middle schools.	We have invested in staff wellness efforts and have hired more staff to work with students around harmful behaviors.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	Too many students are not improving fast enough in reading and/or math.	We need to improve our intervention systems.
<i>Focal Student Supports</i>	Our LTELs need to be reclassified at a faster rate.	We need to improve our intervention systems.
<i>Student/Family Supports</i>	More families should be involved in our family engagement offerings.	We need to be clearer about what we are offering and ensuring that they are a good use of time for families.
<i>Staff Supports</i>	We need to improve our staff satisfaction rates and our staff retention rates.	Student harmful behavior is still too high and wears down on staff.

#### 1C: 20-21 STUDENT GOALS & TARGETS

##### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

**School Goal for May 2023:** By 2023 DFM for both math and ELA are under -20.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-74.1	n/a	-28.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	40.2%	n/a	30.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-89.9	n/a	-55.0
CAST (Science)	All Students	TBD	21.8%	n/a	25.0%

##### Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

**School Goal for May 2023:** By 2023 DFM for ELs in both math and ELA are under -80.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
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SBAC ELA	Students with Disabilities	+20 points DF3	-158.6	n/a	-110.0
SBAC ELA	English Learners	+20 points DF3	-153.7	n/a	-110.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	50.2%	n/a	45%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-203.6	n/a	-159.3
SBAC Math	English Learners	+20 points DF3	-163.5	n/a	-123.5
<b>Instructional Focus Goal:</b> English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	8.8%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	11.2%	n/a	20.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		90% of families engage in at least three family engagement events.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	54.4%	n/a	70.0%
Suspensions	All Students	-2pp	3.2%	n/a	3.2%
Suspensions	African-American Students	-2pp	10.3%	n/a	5.0%
Suspensions	Students with Disabilities	-2pp	12.7%	n/a	5.0%
Chronic Absence	All Students	-2pp	21.2%	n/a	8.0%
Chronic Absence	African-American Students	-2pp	39.2%	n/a	8

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

<b>School Goal for May 2023:</b>		Teacher retention over 90%.			
School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Teacher Retention	Teachers	N/A	73.0%	80.0%	90.0%

#### 1D: IDENTIFIED NEED

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

#### 1E: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

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

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Roosevelt Middle School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority: Teaching a Rigorous Standards-Based Curriculum</b>	
<b>Theory of Change:</b>	If we teach a rigorous standards-based curriculum, then students will become better readers and writers, as reflected on the SBAC and other indicators.
<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in ELA.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We implemented the 19-20 practices as written.	
<b>What evidence do you see that your practices are effective?</b>	
In walkthroughs and observations, we are seeing more humanities teachers consistently having students read grade level complex texts.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We will stay the course mostly. One change is that we will be implementing a new intervention strategy where students are given more personal attention in math and reading 3-4 times a week.	
<b>19-20 Standards-Based Instruction Priority: Teaching a Rigorous Standards-Based Curriculum</b>	
<b>Theory of Change:</b>	If we teach a rigorous standards-based curriculum, then students will become better mathematicians, as reflected on the SBAC and other indicators.
<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in math.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We implemented the 19-20 practices as written.	
<b>What evidence do you see that your practices are effective?</b>	
All of our humanities and math teachers are implementing the District curriculum with fidelity.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We will stay the course.	
<b>19-20 Conditions for Student &amp; Adult Learning Priority: Roosevelt Attendance Team</b>	
<b>Theory of Change:</b>	If students enjoy school and feel successful, and adults are checking in with students and families of students who are chronically absent to problem-solve, then we will have a low chronic absence rate.
<b>Related School Goal:</b>	All students build relationships to feel connected and engaged in learning.

<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We implemented the 19-20 practices as written.	
<b>What evidence do you see that your practices are effective?</b>	
We are seeing an uptick in chronic absence so we are not doing as well as in previous years.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We will shift more staff resources to students who are chronically absent.	
<b>19-20 Conditions for English Language Learners Priority:</b>	<b>Teaching a Rigorous Standards-Based Curriculum</b>
<b>Theory of Change:</b>	If we teach a rigorous standards-based curriculum, and provide effective scaffoldsm then students will become better readers and be reclassified at greater rates.
<b>Related School Goal:</b>	English Learner students continously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We implemented the 19-20 practices as written.	
<b>What evidence do you see that your practices are effective?</b>	
We are seeing more teachers implement teaching practices that are effective for LTELs.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We will be implementing a new intervention strategy where students are given more personal attention in math and reading 3-4 times a week.	
<b>19-20 Arts, Music &amp; World Language Priority:</b>	<b>Increase off campus real-world application opportunities for our performance groups.</b>
<b>Theory of Change:</b>	If we provide ample opportunity to perform or present, then more students will present or perform in an off campus event.
<b>Related School Goal:</b>	All students grow a year or more in reading each year.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We implemented the 19-20 practices as written.	
<b>What evidence do you see that your practices are effective?</b>	
More students are taking courses in Art and Music than in years before.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	

We will stay the course.

**DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

No significant changes.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Roosevelt Middle School			School ID: 212	
3: SCHOOL STRATEGIES & ACTIONS <a href="#">Click here for guidance on SPSA practices</a>				
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>				
School Priority ("Big Rock"):	Roosevelt Attendance Team			
School Theory of Change:	If students enjoy school and feel successful, and adults are checking in with students and families of students who are chronically absent to problem-solve, then we will have a low chronic absence rate.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped students with disabilities.	We will hire the Achievement Network to coach and to provide standards-based performance data of students.	Students will attend school more because they feel successful. Especially and including students with disabilities.	
1-2	Teachers will teach from the OpenUp curriculum, which is standards-based.	Some Roosevelt math teachers and admins will attend the OUSD curriculum audit of Open Up, to become familiar with the curriculum.	Students will attend school more because they feel successful.	
1-3	We will continue with our Roosevelt Attendance team to give personalized attention to students who are in danger of chronic absence.	Help to facilitate the meetings.	Students and families who are given special attention when they are in need will be more engaged in school. Will especially impact homeless students and students who are in Foster care.	
District Strategy: Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>				

<b>School Priority ("Big Rock"):</b>		Teaching a Rigorous Standards-Based Curriculum		
<b>School Theory of Change:</b>		If we teach a rigorous standards-based curriculum, then students will become better mathematicians, as reflected on the SBAC and other indicators.		
<b>Related Goal(s):</b>		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers will teach from the OpenUp curriculum, which is standards-based, giving students feedback and/or them giving peer feedback. Research says that this curriculum has helped low-income students.	Newer Roosevelt math teachers and admins will attend the OUSD curriculum audit of Open Up, to become familiar with the curriculum.	We will see improvement on the STAR assessments. Especially and including low-income students. Will strengthen the core academic program.	
2-2	A teacher's aide will be in every general math class to do pull outs for struggling students.	Progress monitor the math unit tests and STAR scores to determine effectiveness of the aides.	Aides will be working all day every day in the math classes.	
2-3	Our science teachers will focus on standards-based lessons through a project-based approach,	Roosevelt science teachers and admins will become familiar with the new science curriculum.	Improvement on the Science CST.	
2-4	We will revamp the after school program to help build and/or strengthen foundational math skills. Extended learning time.	School leaders and lead math teachers will create the curriculum for the after school program and will train after school staff to teach students math.	We will see improvement on the STAR assessments.	
2-5	We will use online math programs to personalize math for students. Freckle and MangaHigh.	Leaders will create time for teachers to learn how to best implement these online programs.	Students will be using these programs several times a week.	

District Strategy: Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum				
<b>School Priority ("Big Rock"):</b>	Teaching a Rigorous Standards-Based Curriculum			
<b>School Theory of Change:</b>	If we teach a rigorous standards-based curriculum, then students will become better readers and writers, as reflected on the SBAC and other indicators.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped low-income students.	We will hire the Achievement Network to coach and to provide standards-based performance data of students. Professional development for teaching staff to improve classroom instruction.	We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students. Will assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects. And will strengthen core academic program.	
3-2	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	Observations and feedback will be given to teachers at least every two weeks.	We will see improvement on the SRI and the A-Net assessments. Especially and including African-American students.	
3-3	We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	Our literacy coach will plan and implement the reading campaign.	We will see improvement on the SRI and the A-Net assessments. Especially and including GATE students.	



3-4	Teachers will not just plan each lesson, but will engage in intellectual preparation before each lesson. Teachers will think specifically about how to meet needs of low-income students.	Our literacy coach will facilitate the intellectual preparation for each lesson.	We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students.	
3-5	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	Our literacy coach will facilitate the family reading night.	We will see improvement on the SRI and the A-Net assessments. Especially and including low-performing students.	
3-6	We will hire two reading intervention teachers.	Observe and give feedback to the teachers.	Teachers teaching groups of students each day.	Too many students are not improving fast enough in reading and/or math.

#### **District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Roosevelt Instructional Support Team			
<b>School Theory of Change:</b>	If our IST observes teachers regularly (ideally, every 2-3 weeks) and if we give feedback on teachers' performance, and if the teachers then make adjustments to their practice based on the feedback, then teachers will teach more effectively and students will learn more.			
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>
4-1	Teachers will adjust their practice based on feedback from instructional coaches.	Schedule observations and give feedback based on the observations.	Teachers adjusting their practices. Improvement on formative assessments.	

#### **CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Teaching a Rigorous Standards-Based Curriculum
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<b>School Theory of Change:</b>		If we teach a rigorous standards-based curriculum, and provide effective scaffolds then students will become better readers and be reclassified at greater rates.		
<b>Related Goal(s):</b>		English Learner students continuously develop their language, reaching English fluency in six years or less.		
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped ELL students.	We will hire the Achievement Network to coach and to provide standards-based performance data of students, including long-term English Language Learners	We will see improvement on the SRI and the A-Net assessments. Especially and including ELLs.	
5-2	Teachers will teach all students grade-level complex texts.	Observations and feedback will be given to teachers at least every two weeks.	We will see improvement on the SRI and the A-Net assessments.	
5-3	We will implement a school-wide reading campaign to encourage reading. Will especially support the learning of newcomers, who need even more exposure to text.	Our literacy coach will plan and implement the reading campaign.	We will see improvement on the SRI and the A-Net assessments. Including for newcomers.	

## ARTS, MUSIC & WORLD LANGUAGES

<b>School Priority ("Big Rock"):</b>		Increase off campus real-world application opportunities for our performance and visual arts groups.		
<b>School Theory of Change:</b>		If we provide ample opportunity to perform or present, then more students will present or perform in an off campus event or on campus presentation.		
<b>Related Goal(s):</b>		All students build relationships to feel connected and engaged in learning.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

6-1	Organize at least three music-performance based trips in the year.	Fundraise in order to provide these trips.	More students will perform or present in an off campus event than in the previous year. Students transitioning from elementary school to middle school will find the change more exciting with these trips.	
6-2	Plan an exhibition of student work.	Fundraise in order to provide this exhibition.	All art students will participate in the exhibition.	

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number: 212**
**School: Roosevelt Middle School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
EBAYC After school program provider, who will provide academic tutoring to 150 Title I and/or LCFF students.	\$150,270.00	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	College, Career, and Community Ready Students	We will revamp the after school program to help build and/or strengthen foundational math skills. Extended learning time.	212-1
EBAYC After school program provider, who will provide academic tutoring to 150 Title I and/or LCFF students.	\$255,118.00	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	College, Career, and Community Ready Students	We will revamp the after school program to help build and/or strengthen foundational math skills. Extended learning time.	212-2
Teacher stipends for planning lessons for Title I students.	\$1,636.70	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	Teachers will not just plan each lesson, but will engage in intellectual preparation before each lesson. Teachers will think specifically about how to meet needs of low-income students.	212-3
Clerical overtime for summer work to prepare for school operations.	\$2,266.20	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will implement a school-wide reading campaign to encourage reading. Will especially support the learning of newcomers, who need even more exposure to text.	212-4
Custodial overtime.	\$14,478.50	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will revamp the after school program to help build and/or strengthen foundational math skills. Extended learning time.	212-5
General school supplies for instruction.	\$14,294.00	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	School leaders and lead math teachers will create the curriculum for the after school program and will train after school staff to teach students math.	212-6
Copy machine.	\$11,000.00	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	212-7
Mailing report cards and family newsletters.	\$3,000.00	General Purpose Discretionary	5724	Mail Services/Postage	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	212-8
Mailing report cards and family newsletters.	\$500.00	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	212-9
Social worker to support school climate. (Pt I of III)	\$61,875.29	LCFF Concentration	1205	Certificated Pupil Support Salaries	7889	Social Worker	0.57	Welcomed, Safe, Healthy, and Engaged Students and Families	Help to facilitate the meetings.	212-10

General school supplies for instruction.	\$100.00	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	Teachers will not just plan each lesson, but will engage in intellectual preparation before each lesson. Teachers will think specifically about how to meet needs of low-income students.	212-11
Community schools manager to help coordinate community resources for students.	\$29,401.32	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	3248	Program Mgr Community School	0.24	Welcomed, Safe, Healthy, and Engaged Students and Families	Help to facilitate the meetings.	212-12
Additional ELA teacher to reduce class sizes for LCFF students.	\$73,177.25	LCFF Supplemental	1105	Certificated Teachers' Salaries	3291	Teacher, Structured English Immersion	1.00	Welcomed, Safe, Healthy, and Engaged Students and Families	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped low-income students.	212-13
Additional ELA teacher to reduce class sizes for LCFF students.	\$29,128.75	LCFF Supplemental	1105	Certificated Teachers' Salaries	3957	Teacher, Structured English Immersion	0.45	Welcomed, Safe, Healthy, and Engaged Students and Families	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	212-14
Additional newcomer teacher.	\$72,652.15	LCFF Supplemental	1105	Certificated Teachers' Salaries	4036	Teacher, Structured English Immersion	1.00	Accelerated Growth for Focal Student Groups	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	212-15
Additional science teacher to reduce class sizes for LCFF students.	\$72,652.15	LCFF Supplemental	1105	Certificated Teachers' Salaries	4581	Teacher, Structured English Immersion	1.00	Welcomed, Safe, Healthy, and Engaged Students and Families	Our science teachers will focus on standards-based lessons through a project-based approach,	212-16
Teacher on special assignment for coaching for instruction.	\$114,364.45	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6103	10-Month Classroom TSA	1.00	High-Quality Staff	Schedule observations and give feedback based on the observations.	212-17
Social worker to support school climate. (Pt II of III)	\$34,736.96	LCFF Supplemental	1205	Certificated Pupil Support Salaries	7889	Social Worker	0.24	Welcomed, Safe, Healthy, and Engaged Students and Families	Help to facilitate the meetings.	212-18
STIP sub to free up teachers to attend professional development	\$65,246.56	LCFF Supplemental	1105	Certificated Teachers' Salaries	7891	STIP Teacher	1.00	High-Quality Staff	Teachers will adjust their practice based on feedback from instructional coaches.	212-19
General school supplies for instruction.	\$25,064.00	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	Our science teachers will focus on standards-based lessons through a project-based approach,	212-20
General school supplies for instruction.	\$7,850.00	Low-Performing Students Block Grant	4310	School Office Supplies	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	Teachers will not just plan each lesson, but will engage in intellectual preparation before each lesson. Teachers will think specifically about how to meet needs of low-income students.	212-21
Achievement Network - Consultants to help teachers teach ELA better.	\$1,400.00	Low-Performing Students Block Grant	5825	Consultants	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will hire the Achievement Network to coach and to provide standards-based performance data of students.	212-22

Novels for the library.	\$6,430.00	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	212-23
Software licenses for the library for LCFF students.	\$28,000.00	Measure G: Library	5846	Licensing Agreements	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will use online math programs to personalize math for students. Freckle and MangaHigh.	212-24
Student advisor 1	\$80,308.45	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	1573	10-Month Classroom TSA	1.00	Welcomed, Safe, Healthy, and Engaged Students and Families	Help to facilitate the meetings.	212-25
Student advisor 2	\$132,829.70	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	6890	10-Month Classroom TSA	1.00	Welcomed, Safe, Healthy, and Engaged Students and Families	Help to facilitate the meetings.	212-26
After school music program	\$5,036.00	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	Organize at least three music-performance based trips in the year.	212-27
Social worker to support school climate (pt. III of III)	\$39,217.93	Measure G1	1205	Certificated Pupil Support Salaries	7647	Social Worker	0.50	Welcomed, Safe, Healthy, and Engaged Students and Families	Help to facilitate the meetings.	212-28
General school supplies for instruction.	\$1,298.00	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	Teachers will teach from the OpenUp curriculum, which is standards-based, giving students feedback and/or them giving peer feedback. Research says that this curriculum has helped low-income students.	212-29
Math coach	\$52,511.10	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	4325	10-Month Classroom TSA	0.60	High-Quality Staff	Teachers will adjust their practice based on feedback from instructional coaches.	212-30
ELA coach	\$64,342.42	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7893	10-Month Classroom TSA	0.60	High-Quality Staff	Teachers will adjust their practice based on feedback from instructional coaches.	212-31
In class math tutors	\$114,219.00	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	A teacher's aide will be in every general math class to do pull outs for struggling students.	212-32
Reading Intervention Teacher 1	\$73,685.30	Title I: Basic	1105	Certificated Teachers' Salaries	6889	Teacher, Structured English Immersion	1.00	Welcomed, Safe, Healthy, and Engaged Students and Families	We will hire two reading intervention teachers.	212-33
Reading Intervention Teacher 1	\$97,188.15	Title I: Basic	1105	Certificated Teachers' Salaries	4651	Teacher, Structured English Immersion	1.00	Welcomed, Safe, Healthy, and Engaged Students and Families	We will hire two reading intervention teachers.	212-34

Teacher Extended Contracts	\$29,780.39	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	212-35
Language Link Translation and Interpretation Service	\$2,834.00	Title I: Parent Participation	4310	Language Interpretation Service	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	212-36
OUSD Interpreters Stipend + Benefit	\$755.00	Title I: Parent Participation	2425	Language Interpretation Service	n/a	n/a	n/a	Welcomed, Safe, Healthy, and Engaged Students and Families	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	212-37
Back to School Retreat for Staff	\$13,575.00	Title IV: Student Support & Academic Enrichment	5220	Conference Expense	n/a	n/a	n/a	High-Quality Staff	Leaders will create time for teachers to learn how to best implement these online programs.	212-38



## OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

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

#### **Roosevelt Middle School**

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

- Distributing volunteer opportunities at Back to School Night.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

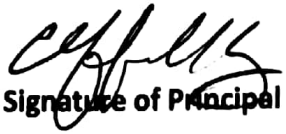
- Holding a monthly family engagement team meeting where we discuss how to integrate parent and family programming with other activities.

#### **Adoption**

This policy was adopted by the Roosevelt School Site Council on September 19, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Clifford Hong  
Name of Principal

  
Signature of Principal

9/30/19  
Date

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



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## School-Parent Compact

### Roosevelt Middle School

## 2019-20

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

*This School-Parent Compact is in effect for the 2019-20 school year.*

#### **School Responsibilities**

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

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

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

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

### **Teacher Responsibilities**

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

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

### **Parent Responsibilities**

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

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

**Student Responsibilities**

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

This Compact was adopted by Roosevelt Middle School School Site Council on September 19, 2019 and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 19, 2019.



Signature of Principal

9/30/19  
Date



Strategic Resource Planning

2019-20

School Site Council Membership Roster – Secondary

School Name: Roosevelt Middle School

Chairperson :	Lydia Alexandre
Vice Chairperson:	Marisela De Anda
Secretary:	Cliff Hong

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Cliff Hong	X				
Sophia Frank		X			
Andrey Arthur		X			
Shelley Gordon		X			
Melody Or				X	
Alexandria M. Lee				X	
Roseanna Jones				X	
Salomeh Ghorban			X		
Marisela De Anda				X	
Lydia Alexandre				X	

Meeting Schedule (day/month/time)	Third Thursdays of the Month from 5-6 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC;
4. High School SSCs MUST have student members; and
5. Parents/community members cannot be OUSD employees at the site.

