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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Roosevelt Middle School.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Roosevelt Middle School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Roosevelt Middle School
CDS Code: 1612596057087
Principal: Joao Solomon
Date of this revision:

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

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

Contact: Joao Solomon	Position: Principal
Address: 1926 19th Avenue Oakland, CA 94606	Telephone: 510-535-2877 Email: joao.solomon@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Roosevelt Middle School

Site Number: 212

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

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

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

Date(s) plan was approved: 5/18/2023

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

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

Signatures:

Joao Solomon

Principal

Joao Solomon

Signature

5/18/2023

Date

Maria Uribe

SSC Chairperson

Maria Uribe

Signature

05/18/23

Date

Clifford Hong

Network Superintendent


Cliff Hong 5/25/2023 09:29 PDT

Signature

5/25/2023

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/24/23

Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
01.12.23	SSC & SELs combined	Strategic Resources Planning Meeting
02.09.23	SSC & SELs combined	Share rationale and overview of the site plan.
02.14.23	School Design Team	Share rationale and overview of the site plan.
03.09.23	SSC & SELs combined	Reflected on the goals of the current SPSA and gave feedback on its effectiveness in determining next year's plan.

ADDITIONAL TIT

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$231,240.00
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	\$1,343,208.72

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)	\$211,500	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$44,175	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,640	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$441,170	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$292,561	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$14,100	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$334,063	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$231,240	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,111,969	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,343,209
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
57.3%	42.7%	36.3%	7.9%	2.6%	0.4%	92.1%	20.0%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
16.5%	2.3%	39.1%	33.5%	2.3%	1.6%	0.0%	2.3%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Close distance from met on SBAC ELA and SBAC Math.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-73.2	n/a	-54.3	<i>not available until Fall 2023</i>	-30.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	28.1%	31.2%	<i>not available until Fall 2023</i>	35.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-89.9	n/a	-77.2	<i>not available until Fall 2023</i>	-55.0
CAST (Science) at or above Standard	All Students	21.8%	n/a	19.4%	<i>not available until Fall 2023</i>	25.0%

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

School Goal for Targeted Supports for Focal Student Groups: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-158.6	n/a	-147.6	<i>not available until Fall 2023</i>	-110.0

SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-153.5	n/a	-106.0	<i>not available until Fall 2023</i>	-110.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	43.0%	42.0%	<i>not available until Fall 2023</i>	35.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-203.6	n/a	-167.7	<i>not available until Fall 2023</i>	-158.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-163.5	n/a	-132.8	<i>not available until Fall 2023</i>	-123.0
Reclassification Measures & Annual Targets <i>*Complete Part 1 of ELD Reflection</i>						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2022-23 Target
ELL Reclassification	English Learners	11.4%	1.9%	25.0%	<i>not available until Fall 2023</i>	20.0%
LTEL Reclassification	Long-Term English Learners	16.7%	2.3%	33.8%	<i>not available until Fall 2023</i>	20.0%

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

School Goal for Student & Family Engagement: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	49.3%	58.8%	54.4%	<i>not available until Fall 2023</i>	70.0%
Out-of-School Suspensions	All Students	4.3%	n/a	8.0%	<i>not available until Fall 2023</i>	3.2%
Out-of-School Suspensions	African American Students	11.4%	n/a	8.0%	<i>not available until Fall 2023</i>	5.0%

Out-of-School Suspensions	Special Education Students	11.2%	n/a	8.0%	<i>not available until Fall 2023</i>	5.0%
Chronic Absenteeism	All Students	13.4%	11.7%	37.2%	<i>not available until Fall 2023</i>	6.0%
Chronic Absenteeism	African American Students	29.1%	23.4%	53.8%	<i>not available until Fall 2023</i>	7.0%

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

School Goal for High-Quality Staff: Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	80.0%	72.2%	72.0%	<i>not available until Fall 2023</i>	75.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Some students are doing well, as measured by the SBAC. In 2021-22 28.9% of Roosevelt students measured as proficient or advanced on the ELA portion of the SBAC. In 2021-22 27.4% of Roosevelt students measured as proficient or advanced on the Math portion of the SBAC.	Society supports some students better than others. Some school-based programs, such as designated ELD support have been impactful for some students. Students who are receiving reading intervention support are making more progress on distance from tests on reading assessments.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Our ELL students reclassified at a higher rate than we ever have had before.	School-based programs like our X-Block Designated ELD classes, our Strategic Reading class have been impactful for some students. Technology allows students to receive more individualized support in their academic classes.
<i>LCAP Goal 3: Student & Family Engagement</i>	Some students are suspended at lower rates than others.	Some students, more than others, feel safe and welcomed at school.
<i>LCAP Goal 4: Staff Supports</i>	Staff retention rates are higher than in some previous years, or close to.	The school works to provide a rewarding experience for staff.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Many students are not doing well, as measured by the SBAC.	Society fails some students more than others. Some school-based programs have not been impactful for some students. Students are coming in further and further below grade level in reading, so we need strategic Reading Intervention teachers to work with students to further grow them as readers.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Some focal student groups have greater levels of unfinished learning.	Similar to above, society fails some students more than others. Some school-based programs have not been impactful for some students. There are between 19-24 languages spoken in our community and translation is needed to overcome the language barriers between families and School. Services such as Lanaguage Link and OUSD Interpreters will help families and students feel more connected to school.
<i>LCAP Goal 3: Student & Family Engagement</i>	Some students are suspended at higher rates than others.	Some students, more than others, feel less safe and welcomed at school.
<i>LCAP Goal 4: Staff Supports</i>	We would prefer staff retention rates to be even higher.	The work can be challenging for staff. Bescause more and more studnets are coming in without foundational skills, there is not enough time in the regular school day for teachers to build those skills. Extended contracts allow teachers to be compensated for spending the extra time necessary to support their students.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Roosevelt Middle School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have been implementing the SPSA as articulated.

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

It has been difficult to implement the SPSA with the challenges of students coming into middle school further from grade level.

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

No changes. We will stay the course.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Certificated Pupil Support Salary (Newcomer Social Worker)	ELL Reclassification	Supported Newcomer Teachers and Newcomer families with everthing from support services, to attendance to translation during family meetings. Served as the newcomer advocate and liaison to strengthen the connection to the school community.	It showed some success. 16% of our ELLs and 20% of our LTELs were reclassified. This is the highest percentage that we have ever achieved with reclassification at Roosevelt and the highest in the OUSD middle school network. 100% of ELLs are on-track to meeting typical annual growth goals in reading.	Continue, newcomer students and their families are navigating unfamiliar systems and require extra support as they transition into school and the community. Having a point person at school who specifically supports students and families with everything from connecting to resources to facilitating teacher conferences is vital to student success.

<p>Interpretation Stipend (OUSD Interpreters)</p>	<p>Student Connectedness to School</p>	<p>Help interpret for families for whom English is not their first language.</p>	<p>Families needing translation during IEPs and other meetings at school have been able to have an interpreter present either physically or on Zoom to translate into their home language during the meetings. As a result, I have observed an increase in parent participation and parents have expressed appreciation at the efforts to make accommodations in communication through translation.</p>	<p>Continue, with over 20 home languages spoken by Roosevelt families, this remains an essential expenditure in keeping students and families connected to school.</p>
<p>Language Interpretation (Language Link)</p>	<p>Student Connectedness to School</p>	<p>Help interpret for families for whom English is not their first language.</p>	<p>95% of our families have been communicated with at least once in their native language. 100% of families have been connected to school messaging systems such as parent square.</p>	<p>Continue, with over 20 home languages spoken by Roosevelt families, this remains an essential expenditure in keeping students and families connected to school.</p>
<p>Reading Intervention Teacher</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Support smaller groups of students improve their reading.</p>	<p>As measured by iReady ELA scores, 20% of students below grade level in Reading Intervention were on pace to meet their reading growth goals versus 10% of students below grade level who were not in Reading Intervention.</p>	<p>Continue, having teachers dedicated to specifically supporting literacy has proven effective in increasing the number of students on pace to meet their reading growth goals by 100% more.</p>
<p>Reading Intervention Teacher</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Support smaller groups of students improve their reading.</p>	<p>As measured by iReady ELA scores, 20% of students below grade level in Reading Intervention were on pace to meet their reading growth goals versus 10% of students below grade level who were not in Reading Intervention.</p>	<p>Continue, having teachers dedicated to specifically supporting literacy has proven effective in increasing the number of students on pace to meet their reading growth goals by 100% more.</p>

<p>Teacher extended contracts and benefits</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>Teachers can plan and strategize on how to improve student academics. Teachers can spend time outside of contractual hours working with small groups of students on foundational skills.</p>	<p>As measured by iReady ELA scores, 20% of students below grade level in Reading Intervention groups tutoring before and after school were on pace to meet their reading growth goals versus 10% of students below grade level who were not in Reading Intervention.</p>	<p>Continue, giving teachers time to reflect on iReady diagnostics and benchmarks and intentionally plan with partner teachers and coaches has proven effective in increasing the number of students on pace to meet their reading growth goals.</p>
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2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Roosevelt Middle School

School ID: 212

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Teaching a rigorous and standards based curriculum

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will teach from the EL Education curriculum, which is standards based. Research says that this curriculum combines high quality, standards-aligned instructional materials which results in student achievement gains.	Some Roosevelt ELA teachers and admins will attend the OUSD curriculum PD of EL, to become more familiar with the curriculum.	We will see an improvement on the iReady ELA assessment. This will support students in reaching the level of proficient or advanced in the ELA portion of the SBAC. It will strengthen the core academic program.	n/a	Tier 1
1-2	Teachers will teach from the OpenUp curriculum, which is standards based, giving students feedback and/or giving peer feedback. Research says that this curriculum has helped students make achievement gains.	Newer Roosevelt math teachers and admins will attend OUSD curriculum audit of OpenUp to become familiar with the curriculum.	We will see an improvement in the STAR assessments. This will strengthen the core academic program.	n/a	Tier 1

1-3	Our science teachers will focus on standards based lessons using the FOSS curriculum. This curriculum provides students with opportunities to investigate core ideas in science in increasingly complex ways over time.	Roosevelt science teachers will continue to attend central based professional development around the FOSS curriculum which will allow them to collaborate with and learn from other science teachers across the district.	We will see improvement in the number of students reaching the level of proficient or advanced on the Science portion of the SBAC. It will strengthen the core academic program.	n/a	Tier 1
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	School leaders and Humanities teachers will attend central professional development where they will collaborate around curriculum designed specifically for this class.	We will see an increase in the number of LTEL students who reclassify and who show growth on the SBAC and other assessments.	n/a	Tier 2
2-2	A teacher's aide will be in every general math class to do pull outs for struggling students.	Progress monitor the math unit tests and STAR scores to determine the effectiveness of the aides.	Aides will be working all day in the math classrooms.	n/a	Tier 1

2-3	Teachers will regularly come together to reflect upon the progress of their ELL students and intentionally plan to support their learning,	Dedicate time and space for teachers to reflect on ELL progress and plan for targeted supports.	We will see an increase in the number of LTEL students who reclassify and who show growth on the SBAC and other assessments.	n/a	Tier 1
2-4	Teachers will provide additional support and intervention to help students improve academically.	Create the conditions to allow for more small group and individual intervention by dedicating resources to fund additional teacher in order to reduce class size.	We will see an increase in the number of LTEL students who reclassify and who show growth on the SBAC ELA and Math.	n/a	Tier 2
2-5	We will use online math programs to personalize math for students. IXL and Manga High.	Leaders will create time for teachers to learn how to best implement these online programs.	Students will be using these programs several times a week.	n/a	Tier 1

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

School Priority:	Schools will be clean, healthy and inviting and all Roosevelt families will feel strongly connected to school.				
School Theory of Change:	If students enjoy school and feel successful and adults are checking in with students and the families of students who are chronically absent to problem solve, then we will have a low chronic absence rate and students will show academic and social emotional progress.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	We will continue with our Roosevelt Attendance team to give personalized attention to students who are in danger of chronic absence.	Help to facilitate the meetings.	If students enjoy school and feel successful and adults are checking in with students and the families of students who are chronically absent to problem solve, then we will have a low chronic absence rate and students will show academic and social emotional progress.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2
3-2	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	Dedicate time in the calendar for student led conferences and provide PD for teachers around running student led conferences. Provide means by which teachers can communicate student progress both digitally and on paper.	More families will be more engaged with their student's progress and will have the means to monitor progress and communicate with teachers.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
3-3	We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	Our literacy coach will plan and implement the reading campaign.	Improvement on the I-Ready ELA and ELA SBAC assesments.	Close distance from met on SBAC ELA and SBAC Math.	Tier 1
3-4	Teachers will not just plan each lesson, but will engage in intellectual preparation before each lesson. Teachers will think specifically about how to meet needs of low-income students.	Our literacy coach will facilitate the intellectual preparation for each lesson.	We will see improvement on the I-Ready ELA assessments. Especially and including GATE students.	Close distance from met on SBAC ELA and SBAC Math.	Tier 2

3-5	We will implement a family reading night to teach families how to support their children in reading. Research says that this curriculum has helped low-income students.	Our literacy coach will facilitate the family reading night.	We will see improvement on the I-Ready ELA assessments. Especially and including low-performing students.	Close distance from met on SBAC ELA and SBAC Math.	Tier 2
3-6	We will hire two reading intervention teachers.	Observe and give feedback to the teachers.	Teachers teaching groups of students each day.	Close distance from met on SBAC ELA and SBAC Math.	Tier 2
3-7	We will create a safe and welcoming campus for all students	Dedicate resources towards making our campus safe and welcoming.	Students and their families will feel safe and welcome at Roosevelt	Students and families are welcomed, safe, healthy, and engaged.	

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

School Priority:	Roosevelt Instructional Support Team				
School Theory of Change:	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.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will adjust their practice based on feedback from instructional coaches.	Schedule observations and give feedback based on the observations.	Teachers will adjust their practices based on feedback and students will improve on formative assessments.	Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity.	Tier 1

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will teach all students grade-level complex texts, culturally relevant when possible. Research says that this curriculum has helped all students, including subgroups like African Americans.	Observations and feedback will be given to teachers at least every two weeks.	We will see improvement on the I-Ready and the STAR assessments. Especially and including African-American students.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1
5-2	Our parent liason specifically works with our African American girls and their families. Our data showed that our African American girls as a group were the least engaged during distance learning. Research says that students whose families enjoy a positive connection with the school are more engaged and successful in school.	Administration will find resources and a support network for our parent liason.	We will see improvement in attendance and parent involvement for our female African American students as well as an improvement on assessments such as I-Ready and STAR Math.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Teaching a Rigorous Standards-Based Curriculum				
School Theory of Change:	If we teach a rigorous standards-based curriculum, and provide effective scaffolds then students will become better readers and be reclassified at greater rates.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will teach from the EngageNY curriculum, which is standards-based. Research says that this curriculum has helped ELL students.	Our literacy coach will co-plan lessons, observe teachers and give feedback around best practices.	Coaching notes.	Close distance from met on SBAC ELA and SBAC Math.	Tier 1
6-2	Teachers will teach all students grade-level complex texts.	Observations and feedback will be given to teachers at least every two weeks.	Observation notes	Close distance from met on SBAC ELA and SBAC Math.	Tier 1
6-3	We will implement a school-wide reading campaign to encourage reading. Will especially support the learning of newcomers, who need even more exposure to text.	Our literacy coach will plan and implement the reading campaign.	Students reading more often.	Close distance from met on SBAC ELA and SBAC Math.	Tier 1
6-4	Our newcomer social worker will engage with and provide additional support to our newcomer students and their families.	Our newcomer social worker will develop relationships with our newcomer students and their families, strengthening the school home partnership and making sure that our newcomer population is connected to all of the resources and supports that our school and community based partners can offer.	Parent call logs and meeting notes.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	If we use a data based lens to focus on closing the achievement gap for our African American students and we intentionally invest more personnel to work directly with our African American students and families then they will feel more connected to the school community and the equity gap will close.
School Theory of Change:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Organize at least three music-performance based trips in the year.	Dedicate resources and fundraise to support music exhibitions.	More music exhibitions will happen.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
7-2	Plan an exhibition of student work.	Dedicate planning time and resources to support exhibitions of student work.	Exhibitions of student work events will happen.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
7-3	Organize field trips which support the real world connection of student classroom learning into a greater context	Dedicate planning time and resources to support student field trips.	More field trips will happen.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
ASES Subagreement >\$25K	\$267,561	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-1
ASES consultant \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-2
Extended contracts	\$32,019	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers will provide additional support and intervention to help students improve academically.	212-3
Family/Parent Liaison	\$42,585	California Community Schools Partnership Program	2405	Clerical Salaries	8767	Family/Parent Liaison	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Our parent liaison specifically works with our African American girls and their families. Our data showed that our African American girls as a group were the least engaged during distance learning. Research says that students whose families enjoy a positive connection with the school are more engaged and successful in school.	212-4
Case Manager	\$97,698	California Community Schools Partnership Program	2405	Clerical Salaries	9458	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-5
Case Manager	\$97,698	California Community Schools Partnership Program	2405	Clerical Salaries	9459	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-6
To be allocated in Fall 2023.	\$50,000	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-7

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended Contracts	\$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Teachers will regularly come together to reflect upon the progress of their ELL students and intentionally plan to support their learning.	212-8
Consultant	\$5,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers will adjust their practice based on feedback from instructional coaches.	212-9
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7891	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers will not just plan each lesson, but will engage in intellectual preparation before each lesson. Teachers will think specifically about how to meet needs of low-income students.	212-10
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Observations and feedback will be given to teachers at least every two weeks.	212-11
Custodial OT & benefits	\$7,125	LCFF Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-12
School Supplies	\$30,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Dedicate resources towards making our campus safe and welcoming.	212-13
Copy Machine Contract	\$3,250	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Dedicate resources towards making our campus safe and welcoming.	212-14

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Mailing Postage	\$3,800	LCFF Discretionary	5724	Mail Services/Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	212-15
Teacher, Structured English Immersion	\$10,654	LCFF Supplemental	1105	Certificated Teachers' Salaries	3654	Teacher, Structured English Immersion	0.09	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Create the conditions to allow for more small group and individual intervention by dedicating resources to fund additional teacher in order to reduce class size.	212-16
Teacher, Structured English Immersion	\$77,071	LCFF Supplemental	1105	Certificated Teachers' Salaries	3656	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Create the conditions to allow for more small group and individual intervention by dedicating resources to fund additional teacher in order to reduce class size.	212-17
Teacher, Structured English Immersion	\$78,533	LCFF Supplemental	1105	Certificated Teachers' Salaries	3957	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Create the conditions to allow for more small group and individual intervention by dedicating resources to fund additional teacher in order to reduce class size.	212-18
Teacher, Structured English Immersion	\$85,951	LCFF Supplemental	1105	Certificated Teachers' Salaries	4036	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	212-19
10-Month Classroom Teacher on Special Assignment (TSA)	\$12,388	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7893	10-Month Classroom Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Create the conditions to allow for more small group and individual intervention by dedicating resources to fund additional teacher in order to reduce class size.	212-20
10-Month Classroom Teacher on Special Assignment (TSA)	\$21,441	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4325	10-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	We will hire two reading intervention teachers.	212-21

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Assistant Principal, Middle School	\$95,936	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	9128	Assistant Principal, Middle School	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-22
Middle School Secretary	\$42,117	LCFF Supplemental	2405	Clerical Salaries	2634	Middle School Secretary	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-23
Clerical OT + Benefits	\$17,079	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-24
Library Technician	\$83,673	Measure G, Library Support	2205	Classified Support Salaries	9126	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	We will implement a school-wide reading campaign to encourage reading. Research says that this curriculum has helped GATE students.	212-25
10-Month Classroom Teacher on Special Assignment (TSA)	\$98,722	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	1573	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	We will hire two reading intervention teachers.	212-26
10-Month Classroom Teacher on Special Assignment (TSA)	\$104,471	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	6890	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	We will hire two reading intervention teachers.	212-27
Extended Contracts	\$5,000	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will provide additional support and intervention to help students improve academically.	212-28

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Social Worker	\$59,186	Measure G1	1205	Certificated Pupil Support Salaries	7647	Social Worker	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Out newcomer social worker will engage with and provide additional support to our newcomer students and their families.	212-29
Family/Parent Liaison	\$42,585	Measure G1	2405	Clerical Salaries	8767	Family/Parent Liaison	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Our parent liaison specifically works with our African American girls and their families. Our data showed that our African American girls as a group were the least engaged during distance learning. Research says that students whose families enjoy a positive connection with the school are more engaged and successful in school.	212-30
Music/Art Supplies	\$20,529	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Dedicate planning time and resources to support exhibitions of student work.	212-31
Field Trips	\$3,571	Measure G1	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Organize at least three music-performance based trips in the year.	212-32
Teacher, Structured English Immersion	\$60,374	Salesforce Middle School Computer Science Grant	1105	Certificated Teachers' Salaries	3654	Teacher, Structured English Immersion	0.51	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Our computer science teacher will focus on lessons that will give our students a basic knowledge of computer science and technology.	212-33
10-Month Classroom Teacher on Special Assignment (TSA)	\$42,881	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	4325	10-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Our literacy coach will facilitate the intellectual preparation for each lesson.	212-34

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	\$111,495	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7893	10-Month Classroom Teacher on Special Assignment (TSA)	0.90	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers will adjust their practice based on feedback from instructional coaches.	212-35
Extended Contracts	\$4,229	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Dedicate time and space for teachers to reflect on ELL progress and plan for targeted supports.	212-36
OUSD Interpreter Stipends	\$2,140	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	212-37
Language Link Service	\$3,500	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	We will maintain regular and relevant means of communication which engages families in their student's progress at school.	212-38
Teacher, Structured English Immersion	\$64,187	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7886	Teacher, Structured English Immersion	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	212-39
Teacher, Structured English Immersion	\$98,599	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6889	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	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.	212-40
Extended Contracts	\$25,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will provide additional support and intervention to help students improve academically.	212-41

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Technology	\$23,714	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will provide additional support and intervention to help students improve academically.	212-42
Trauma Informed Classroom Management/SEL Teacher Planning	\$9,000	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-43
PBIS Materials	\$1,150	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will create a safe and welcoming campus for all students	212-44
Field Trips	\$3,950	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Organize field trips which support the real world connection of student classroom learning into a greater context	212-45



Title I, Part A School Parent and Family Engagement Policy

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

Roosevelt Middle School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Distributing volunteer opportunities at Back to School Night.

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by Roosevelt Middle School in On August 24, 2022 and will be in effect for the period of August 8, 2022 through May 25, 2023.

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

Joao Solomon

Name of Principal



Signature of Principal

Date 8/24/22

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Roosevelt Middle School

2022_23

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 2022_23 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 Canvas, our online grading system. Canvas translates messages into Spanish.
 - b) Parents can contact staff through Parent Square, a multi-language messaging 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 Canvas at least weekly with grades.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Expect your child to adopt Roosevelt's [work habits](#) and to avoid conflicts. Address them immediately when the school reports any behavioral concerns.
- Talk about Roosevelt's [work habits](#), model them yourself, and reward your child when they adopt them.
- Reward your child when they avoid major conflicts.
- Monitor Jupiter at least weekly to ensure that your child has at least a B grade in every class. If they don't, message to them that you expect them to problem solve on how to bring it up.
- If your contact information changes, update it with the school immediately by calling 510-879-3212 or emailing 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 510-879-3212, or email our attendance clerk at Sonia.Ayala@ousd.org.
- Make appointments when interested in meeting with teachers or visiting classes.

Student Responsibilities

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

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

This Compact was adopted by Roosevelt Middle School on August 24, 2022 and will be in effect for the period of August 8, 2022 to May 25, 2023.

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

Joao Solomon

Principal's Name

Joao Solomon

Signature of Principal

Date 8/24/22



Strategic Resource Planning (SRP)

Roosevelt Middle School
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Maria Uribe
Vice Chairperson:	Chalinda Hatcher
Secretary:	Joao Solomon

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Maria Uribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Chalinda Hatcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Joao Solomon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Teresa Mejia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Aaron [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Marisela De Anda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Zelda Allison	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Javier Martinez Jr	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Kimberly Padua	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Brenda Saechao	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
*Highlighted teachers are Aeries verified-SMT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)

SSC Legal Requirements (EC Sections 65000-65001):

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

