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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Roosevelt Middle School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Roosevelt Middle School
CDS Code: 1612596057087
Principal: Joao Solomon
Date of this revision: 5/19/25

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

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	<i>5/19/2025</i>
<i>The District Governing Board approved this revision of the SPSA on:</i>	<i>8/13/2025</i>

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Roosevelt Middle School

Site Number:

212

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☒ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: _____

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, ParentSquare blasts, etc.)

Signatures:

Joao Solomon

Principal

Joao Solomon

Signature

5/19/2025

Date

Bettye McMahan

SSC Chairperson

Bettye McMahan

Signature

05/21/25

Date

SELLS Representative (optional)

Signature

Date

Clifford Hong

Network Superintendent

Clifford Hong

Signature

05/15/2025

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/20/25

Date

2025-26 SPSA ENGAGEMENT TIMELINE

School Site: Roosevelt Middle School

Site Number: 212

212

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$385,944.98
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,272,112.68

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$181,800
Title I, Part A Parent & Family Engagement (#3010)	\$5,050
21st Century Community Learning Centers (Title IV, Part B #4124)	\$199,095
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$385,945

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,272,112.68

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$49,700
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$296,543
Community Schools Grant (CSPP #6332)	\$292,185
Proposition 28 (Arts & Music in Schools #6770)	\$97,739
SUBTOTAL OF STATE & LOCAL FUNDING:	\$886,168

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Roosevelt Middle School		School ID: 212
CDS Code: 1612596057087	SSC Approval Date:	Board Approval Date:

School Mission and Vision

Roosevelt's mission is to empower all students with a strong academic foundation: to be lifelong learners, to build a school of joy and belonging, to develop a sense of justice and equity that celebrates all elements of their identities, and to advocate fiercely for self and community. We will accomplish these outcomes by partnering with families and community to: implement a rigorous and inclusive curriculum and develop student agency in their educational experience. We believe our model will prepare our students to be successful in highschool, college, career, and beyond as global citizens in a multicultural society.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: African American Students, Special Education Students

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.3%	19.1%	38.1%	1.2%	2.0%	19.4%	96.5%	39.5%	25.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.5%	3.7%	31.0%	1.5%	0.0%	1.0%	95.1%	6.9%	87.2%

1B: GOALS & IDENTIFIED NEEDS					
LCAP Goal 1: All students graduate college, career, and community ready.					
School Goal:	Close distance from met on ELA SBAC and math SBAC.				
Identified School Need:	Students need targeted supports to mastery in reading, writing, and math at a higher rate than we are currently leading them to achieve.				
English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-71.6	-90.5	not available until fall 2025	-61.6
SBAC ELA Participation	All Students	95.3%	93.4%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	34.6%	48.4%	not available until fall 2025	44.6%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-95.1	-117.6	not available until fall 2025	-85.1
SBAC Math Participation	All Students	88.0%	88.0%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	19.9%	15.4%	not available until fall 2025	29.9%
California Science Test (CAST) Participation	All Students	93.9%	90.5%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.				
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.				
Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	African American Students	-109.8	-125.6	not available until fall 2025	-89.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	43.0%	56.5%	not available until fall 2025	27.6%
SBAC Math Distance from Standard Met	Special Education Students	-193.7	-196.2	not available until fall 2025	-85.1
SBAC Math Distance from Standard Met	African American Students	-144.5	-164.0	not available until fall 2025	-124.5
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	15.1%	10.0%	not available until fall 2025	18.1%
LTEL Reclassification	Long-Term English Learners	21.1%	12.6%	not available until fall 2025	14.1%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.				
Identified School Need:	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	54.4%	45.3%	not available until fall 2025	58.6%
Out-of-School Suspensions	All Students	4.2%	6.6%	not available until fall 2025	3.2%
Out-of-School Suspensions	African American Students	9.8%	18.7%	not available until fall 2025	7.4%
Out-of-School Suspensions	Special Education Students	15.4%	16.8%	not available until fall 2025	11.6%
Chronic Absenteeism	All Students	56.8%	30.1%	not available until fall 2025	42.6%
Chronic Absenteeism	African American Students	68.8%	41.1%	not available until fall 2025	47.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase teacher retention.				
Identified School Need:	Build a school where students are successful, then teachers will be success and will stay.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	71.0%	72.9%	not available until fall 2025	81.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	Some students are doing well, as measured by the SBAC. In 2023-24 21% of Roosevelt students measured as proficient or advanced on the ELA portion of the SBAC. In 2023-24 16% 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 mets on reading assessments.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	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.
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Some students are suspended at lower rates than others. Some students, more than others, feel safe and welcomed at school.
LCAP Goal 4:	Increase teacher retention.	Staff retention rates are higher than in some previous years, or close to. The school works to provide a rewarding experience for staff.
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	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.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	Some focal student groups have greater levels of unfinished learning. Similar to above, society fails some students more than others. ELA, Math, Science, and other interventions in core academic subjects are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency. 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 Language Link and OUSD Interpreters will help families and students feel more connected to school.

LCAP Goal 3:	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>Some focal student groups have greater levels of unfinished learning. Similar to above, society fails some students more than others. ELA, Math, Science, and other interventions in core academic subjects are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency. Some school-based programs have not been impactful for some students. We have been especially challenged to support the chronic absenteeism and SBAC performance for the following three groups: African Americans, Latino/a and Special education in the following areas: SBAC ELA and Math and chronic absenteeism. 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 4:	<i>Increase teacher retention.</i>	<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.</i>

ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
ELA	African American Students	-109.80	-139.00	not available until fall 2025	-89.8
Math	African American Students	-144.50	-177.50	not available until fall 2025	-124.5
Suspension	African American Students	9.80%	18.70%	not available until fall 2025	7.4%
Chronic Absenteeism	African American Students	68.80%	41.10%	not available until fall 2025	35.1%
Chronic Absenteeism	Special Education Students	59.00%	40.00%	not available until fall 2025	34.0%
ELA	Special Education Students	-157.20	-172.90	not available until fall 2025	-118.0
Math	Special Education Students	-193.70	-196.20	not available until fall 2025	-157.2
Suspension	Special Education Students	15.40%	16.80%	not available until fall 2025	11.6%

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Roosevelt Middle School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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 Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Extended Contracts	Extended Contracts	Staff Participation in Foundational Professional Learning	Compensate teachers for attending foundational training in ELA and math curriculum.	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.	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.
Teacher Structured Eng Immersn	Teacher Structured Eng Immersion	i-Ready Reading at or above Mid-Grade	Support smaller groups of students improve their reading.	As measured by iReady Math scores, 20% of students below grade level in newcomer Math were on pace to meet their reading growth goals versus 10% of students below grade level who were not in newcomer Math intervention class.	Continue, having a teacher dedicated specifically to supporting newcomer math students has proven effective in increasing the number of students on pace to meet their reading growth goals.

Teacher Structured Eng Immersn	Teacher Structured Eng Immersion	i-Ready Reading at or above Mid-Grade	Support smaller groups of students improve their reading.	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.	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.
Translation Services	Excel Interpreting	Student Connectedness to School	Translation during parent meetings and calls.	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.	Continue, with over 20 home languages spoken by Roosevelt families, this remains an essential expenditure in keeping students and families connected to school.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		Roosevelt Middle School	SCHOOL ID:	212
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		Close distance from met on ELA SBAC and math SBAC.		
Identified Need:		Students need targeted supports to mastery in reading, writing, and math at a higher rate than we are currently leading them to achieve.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental
1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal

1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified
1-18	Develop strong communication with families in order to partner with them in supporting their students academic success.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		Close distance from met on ELA SBAC and Math SBAC for specific subgroups.		
Identified Need:		Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES 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.	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental

2-4	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-5	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted
2-6	We will track and monitor ELA progress for SPED students to close distance from met on ELA SBAC	Students with Disabilities	Academic	Tier 3 - Targeted

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

School Goal:		Increase connectedness to school, reduce suspensions and chronic absenteeism.		
Identified Need:		Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)-implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal

3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	African American Students	Behavioral	Tier 2 - Supplemental
3-12	Case Management	Latino/a Students	Behavioral	Tier 2 - Supplemental
3-13	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-14	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-15	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	Students with Disabilities	Behavioral	Tier 3 - Intensified
3-16	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	All Students	Behavioral	Tier 1 - Universal
3-17	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-18	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-19	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-20	Referral to SARB after 2 SART meetings or 1 unsuccessful (attempted) SART meeting.	All Students	Behavioral	Tier 3 - Intensified
3-21	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-22	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-23	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-25	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	All Students	SEL / Mental Health	Tier 1 - Universal
3-26	Establish electives and extracurriculars to encourage community among students.	All Students	SEL / Mental Health	Tier 2 - Supplemental

3-27	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-28	Provide access to high-quality fieldtrips to support experiential learning and connection to culturally relevant resources in the community.	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal: Increase teacher retention.				
Identified Need: Build a school where students are successful, then teachers will be success and will stay.				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Instructional Coaches will support teachers in growing their instructional pedagogy	All Students	Academic	Tier 1 - Universal
4-2	Teachers will be given additional time to reflect upon student data for their targeted subgroups (ELL, SpEd & AA) in order to specifically plan for creating additional access points and supports to the curriculum	English Learner Students	Academic	Tier 2 - Supplemental
4-3	Teachers will adjust their practice based on coach feedback	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers will teach all students grade-level complex texts, culturally relevant where possible. Independent analysis of the ELED curriculum showed growth on state tests in comparison to similar schools after 2 years of implementation, including in schools with high percentages of African American students." The most relevant research was in Detroit in 2018-2020	African American	Academic	Tier 1 - Universal
5-2	Our parent liaison specifically works with our African American girls and their families.	African American	Academic	Tier 3 - Intensified

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	\$152,302	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Check-ins / Check-outs with specific students	212-1
Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Home visits	212-2
Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	212-3
Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	\$271,543	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community among students.	212-4
Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community among students.	212-5
Certificated Teacher - Music Teacher. More students will be able to take music as an elective and we will be able to offer a wider variety of music classes. This will increase student engagement with school.	\$93,438	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10452	Teacher, Structured English Immersion	1.0			Establish electives and extracurriculars to encourage community among students.	212-6
Media Arts, Supplies and Materials. Art classes use a large amount of consumable materials in creating projects and various media formats. In addition, instruments for music classes require repair and refurbishment due to normal wear and tear.	\$4,301	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community among students.	212-7

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Certificated Teachers will receive stipends to look at students data, reflect on student needs and lesson plan specific additional supports to improve student outcomes.	\$5,263	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teachers will be given additional time to reflect upon student data for their targeted subgroups (ELL, SpEd & AA) in order to specifically plan for creating additional access points and supports to the curriculum	212-8
Restorative Justice Facilitator. Will facilitate all portions of Restorative Justice implementation including Peer RJ, Staff RJ Trainings as well as the continued development of RJ practices across campus.	\$75,964	California Community Schools Partnership Program	2205	Classified Support Salaries	10425	Restorative Justice Facilitator	0.5			Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	212-9
Community School Manager. Coordinates COST team and other student support services. Serves as the main point of contact for families seeking student support. Is the liaison between the school and its community partners.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.25			COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	212-10
Family/Parent Liaison. Connection between families and school is paramount in the success of students. A strong connection between families and school must be built and maintained especially for our most at risk students. Improved absence rates and a reduction in suspensions are metrics we hope to see improvement in.	\$96,413	California Community Schools Partnership Program	2405	Clerical Salaries	8767	Family/Parent Liaison	1.0			Our parent liaison specifically works with our African American girls and their families.	212-11
Case Manager. Case Managers will work with small designated groups of students who have been identified as at risk. Case Managers will work with students both push in and pull out to support academics, will do CICO in order to progress monitor students and build strong communication with families in order to keep students engaged and connected to school.	\$48,866	California Community Schools Partnership Program	2405	Clerical Salaries	9458	Case Manager	0.5			Case Management	212-12

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Case Manager. Case Managers will work with small designated groups of students who have been identified as at risk. Case Managers will work with students both push in and pull out to support academics, will do CICO in order to progress monitor students and build strong communication with families in order to keep students engaged and connected to school.	\$22,112	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	9459	Case Manager	0.2			Case Management	212-13
School Supplies. There are a large amount of office supplies such as paper, pens, pencils and markers which are consumable and need to be replaced on an ongoing basis. Some students do not have their own supplies and it is important for the school to provide things for them.	\$73	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a			Develop strong communication with families in order to partner with them in supporting their students academic success.	212-14
Restorative Justice Facilitator. Will facilitate all portions of Restorative Justice implementation including Peer RJ, Staff RJ Trainings as well as the continued development of RJ practices across campus.	\$75,964	Educate78 Grant	2205	Classified Support Salaries	10425	Restorative Justice Facilitator	0.5			Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	212-15
Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Develop strong communication with families in order to partner with them in supporting their students academic success.	212-16
Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	212-17
Certificated Teachers will receive stipends to look at students data, reflect on student needs and lesson plan specific additional supports to improve student outcomes.	\$15,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	212-18

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
School Supplies. There are a large amount of office supplies such as paper, pens, pencils and markers which are consumable and need to be replaced on an ongoing basis. Some students do not have their own supplies and it is important for the school to provide things for them.	\$19,700	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	212-19
Licensing Agreements. Our students have unfinished learning that requires additional support beyond the prescribed curriculum. Adaptive computer programs can provide valuable practice for students on fundamental skills necessary to access grade level content.	\$15,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	212-20
TSA 10 Month. Climate and Culture are fundamentally important to student learning. A positive climate and culture provides a safe learning environment, opportunities for students to build community and feel more connected to school as well as the systematic instruction of Social and Emotional learning lessons. Providing support for students transitioning into middle school can improve retention.	\$154,323	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	10-Month Teacher on Special Assignment (TSA)	1.0			Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	212-21
TSA 10 Month. Climate and Culture are fundamentally important to student learning. A positive climate and culture provides a safe learning environment, opportunities for students to build community and feel more connected to school as well as the systematic instruction of Social and Emotional learning lessons. Providing support for students transitioning during their 8th grade year can set them up to be successful as they move into high school.	\$92,594	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1119	Certificated Teachers on Special Assignment Salaries	New Position 04	10-Month Teacher on Special Assignment (TSA)	0.6			Supervision Team (meets once a month or more frequently if necessary)-implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	212-22
Media Arts, Supplies and Materials. Art classes use a large amount of consumable materials in creating projects and various media formats. In addition, instruments for music classes require repair and refurbishment due to normal wear and tear.	\$5,899	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	212-23

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**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:

- The state of California's academic content standards
- The state of California's student academic achievement standards
- The state of California and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- The requirements of Title I Program
- How to monitor their child's progress:
 - The school will distribute copies of the School Parental Involvement Policy to all students during the first week of school, and upon registration thereafter
 - The school will make copies of the School Parental Involvement Policy available in the main office.

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:

- The school will hold annual Title 1 meeting
- The school will facilitate Family Conferences and guide students and parents to maximize the conference time

- The school will organize, encourage, and facilitate the functioning of an School Site Committee (SSC)
- The school will provide PD for teaching on promoting high levels of parent involvement, in accordance with the above, and the school-wide plan

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.

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

- Parent Newsletter
- General Community Meetings
- Principal Question and Answer Sessions

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:

- Schoology online platform
- Teacher Syllabi

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:

- Parent Square
- Excel Interpreting
- Direct staff translation

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:

- Outreach by our Community Schools manager through parent square and direct communication.

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:

- Hosting Literacy and Math Family Nights
- Updating grades in Schoology weekly

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:

- Inviting parents to participate in the SSC and SELLS bodies

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 scheduled meetings like Student Led Conferences or SSTs as well as less formal parent teacher conversations.

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:

- The Community Schools Manager actively recruits parents to participate in the processes and solicits feedback.

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:

- Using Excel Interpreting and live translators for important meetings such as IEPs
- Our primary parent communication systems (Parent Square and Schoology) provide some translation for parents

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

- Keeping an open line of communication between parents and our Community Schools Manager.

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:

- Hosting an Annual Title I meeting including Q & A.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the (Roosevelt Middle School) on (August 28, 2024) and will be in effect for the period (August 12, 2024) through (May 29, 2025).

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

Name of Principal

Joao Solomon

Signature of Principal

A handwritten signature in black ink, appearing to read 'Joao Solomon', written in a cursive style.

Date 08.28.24

Please attach the School-Parent Compact to this document.



School-Parent Compact

Roosevelt Middle School

2024_25

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 2024-25 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 Schoology, 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 school and principal's email and 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 literacy 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 Schoology, our online grading system. Schoology translates messages into Spanish.
 - b) Parents can contact staff through Parent Square, a multi-language communication 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 Schoology at least bi-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 Schoology 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 [,melody.or@ousd.org](mailto:melody.or@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 a 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 28, 2024 and will be in effect for the period of August 12, 2024 to May 29, 2025.

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 30, of the current school year.

Joao Solomon

Signature of Principal

Date 8/28/24



Strategic Resource Planning (SRP)

Roosevelt Middle School

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Bettye McMahan
Vice Chairperson:	Griffin Munzel
Secretary:	Brenda Saechao

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Joao Solomon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Brenda Saechao	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Griffin Munzel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Zelda Allison	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kimberly Padua	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bettye McMahan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Lilliana Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Tamu Bass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Cipriana Carrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Marisela De Anda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Highlighted names 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)

3rd Monday of the Month at 4:00 pm

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.

