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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Roosevelt Middle School

2026-27 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: 4/20/2026

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

4/20/2026
Date

Bettye McMahan
SSC Chairperson

Bettye McMahan
Signature

4/30/36
Date

SELLS Representative (optional)

Signature

Date

Clifford Hong
Network Superintendent

Clifford Hong
Signature

05/01/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/1/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/15/2025	SSC	Discussed proposed expenditures and priorities
1/26/2026	SSC	Discussed proposed expenditures and priorities
1/23/2026	Admin Team	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$273,839.62
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	\$1,126,885.66

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 Resource 3010	\$268,950
Title I Parent & Family Engagement Resource 3010	\$4,890
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$273,840

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,126,885.66

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$45,500
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$300,000
After School Education & Safety (ASES) Resource 6010	\$200,663
Community Schools Grant (CCSPP) Resource 6332	\$202,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$104,383
SUBTOTAL OF STATE & LOCAL FUNDING:	\$853,046

2026-27 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: 6/24/2026

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.

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.3%	17.2%	46.9%	1.0%	1.6%	18.2%	98.6%	39.8%	21.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.5%	4.3%	26.6%	0.8%	0.6%	0.4%	97.5%	12.7%	90.8%

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	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-71.6	-90.5	-91.4	-61.60	-61.4
SBAC ELA Participation	All Students	95.3%	93.4%	95.4%	95.0%	95.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	34.6%	48.4%	42.9%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-95.1	-117.6	-105.9	-85.1	-85.0
SBAC Math Participation	All Students	88.0%	88.0%	94.2%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	19.9%	15.4%	13.4%	29.9%	35.0%
California Science Test (CAST) Participation	All Students	93.9%	90.5%	92.9%	95.0%	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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-157.2	-172.9	-163.0	-61.6	-60.0
SBAC ELA Distance from Standard Met	African American Students	-109.8	-125.6	-110.0	-89.8	-85.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	43.0%	56.5%	50.5%	70.4%	45.0%
SBAC Math Distance from Standard Met	Special Education Students	-193.7	-196.2	-175.9	-85.1	-80.0
SBAC Math Distance from Standard Met	African American Students	-144.5	-164.0	-146.6	-124.5	-100.0

Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	15.1%	10.0%	6.2%	18.1%	20.0%
LTEL Reclassification	Long-Term English Learners	21.1%	12.6%	9.6%	14.1%	15.0%

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	2026-27 New Target
Student Connectedness to School	All Students	54.4%	45.3%	39.0%	58.6%	60.0%
Out-of-School Suspensions	All Students	4.2%	6.6%	3.9%	3.2%	3.0%
Out-of-School Suspensions	African American Students	9.8%	18.7%	12.1%	7.4%	7.0%
Out-of-School Suspensions	Special Education Students	15.4%	16.8%	8.9%	11.6%	7.5%
Chronic Absenteeism	All Students	56.8%	30.1%	33.1%	42.6%	10%
Chronic Absenteeism	African American Students	68.8%	41.1%	47.1%	47.0%	25.0%

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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	71.0%	72.9%	73.4%	81.0%	85%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	Some students are doing well, as measured by the SBAC. In 2024-25 20.8% of Roosevelt students measured as proficient or advanced on the ELA portion of the SBAC. In 2024-25 18.9% 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.
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	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. Social Worker to provide intensive case management and wrap-around services for at-risk students. This role will focus on improving academic outcomes by increasing attendance, providing family outreach, and connecting students to community resources that stabilize the learning environment.
<i>LCAP Goal 3:</i>	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. Our attendance team meets weekly to strategically reduce chronic absenteeism.
<i>LCAP Goal 4:</i>	Increase teacher retention.	Staff retention rates are close to previous years. The school works to provide a rewarding experience for staff.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	Many students are not doing well, as measured by the SBAC. Similar to above, society outside of the school setting provides greater challenges to 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:</i>	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 outside of the school setting provides greater challenges to 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 Phone Interpretation and OUSD Interpreters will help families and students feel more connected to school.
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Some focal student groups have greater levels of unfinished learning. Similar to above, society outside of the school setting provides greater challenges to 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 Phone Interpretation and OUSD Interpreters will help families and students feel more connected to school.
<i>LCAP Goal 4:</i>	Increase teacher retention.	We would prefer staff retention rates to be even higher. The work can be challenging for staff and lead to burn out. Because more and more students are coming in without foundational skills, there is not enough time in the regular school day for teachers to build those skills and make sure that students are meeting grade level standards. Extended contracts allow teachers to be compensated for spending the extra time necessary to support their students.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Roosevelt Middle School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Some of the strategies have been impactful but overall we are still facing the challenge of more students coming into 6th grade 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

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
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<p>Translation Services. Roosevelt is a very diverse community in which there are over 20 home languages spoken. It is vital to be able to have translators come to key meetings in order to make sure families are fully engaged in supporting their students.</p>	<p>Student Connectedness to School</p>	<p>Provide translation services for families with a different home language during school events and meetings.</p>	<p>Staff consistently utilize translators for key meetings and school-wide events. There has been a measurable increase in attendance at school events among non-English speaking families, showing that the service removes communication barriers. The current implementation of translation services is meeting site goals. We will continue to monitor attendance data to ensure we are meeting the needs of our diverse language populations.</p>	<p>Continue: We recommend continuing this investment. Providing professional translation is essential for equitable family engagement. By ensuring families can participate in their home language, we have seen higher levels of involvement in school meetings, which directly supports student learning and academic achievement.</p>
<p>Translation Services. Roosevelt is a very diverse community in which there are over 20 home languages spoken. It is vital to be able to have a phone translation service available to staff as they communicate with families and keep them informed about their students progress or challenges.</p>	<p>Student Connectedness to School</p>	<p>Translate for staff when communicating with families with a non-English home language.</p>	<p>Staff consistently utilize phone translation in maintaining regular communication with non-English speaking families, resulting in a 33% increase in attendance at parent-teacher conferences for our EL (English Learner) population. This tool has bridged the communication gap, with more of our non-English speaking families now actively responding to school-wide digital notifications and two-way messaging, compared to the previous year.</p>	<p>Continue: Maintaining this service is vital for sustaining the 33% growth in EL family participation. By providing reliable two-way communication, we ensure that language is not a barrier to families supporting their student's academic progress and participating in critical school-to-home partnerships.</p>

<p>Newcomer ELA Teacher. Roosevelt has a large newcomer population. Students in this program require additional support around language.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Provide a Newcomer ELA Teacher to deliver targeted, additional language support for students new to the country.</p>	<p>Summative ELPAC data shows significant strength in Oral Language, with 42.4% (N=75) of students performing at the "Well Developed" level in Speaking and 51.4% at Levels 3 and 4 for Oral Language overall. Students receive daily, small-group instruction focused on foundational literacy and English language development. This scaffolded environment has directly increased student confidence and participation in core classes. The program is successfully meeting the immediate needs of our Newcomer population. While Written Language (Reading/Writing) remains an area for growth, the high Oral Language scores indicate that the foundational communication strategies implemented by the teacher are effective.</p>	<p>Continue: This position is essential for providing equitable access to the curriculum. The high success rate in Speaking (42.4% Well Developed) demonstrates that students are acquiring the verbal skills necessary to engage in the classroom. We will continue to build on this oral foundation to bridge gaps in written literacy.</p>
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<p>Reading Intervention Teacher. Many of Roosevelt's students enter middle school with scores that show they are several grade levels behind in reading. It is important to be able to provide additional reading support for students around this unfinished learning.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Provide a Reading Intervention Teacher to deliver targeted, small-group support to students identified as reading below grade level.</p>	<p>Mid-year i-Ready reading data shows a decrease in students reading 3+ grades below, moving from 59.2% in the Fall to 50.5% at mid-year. Students are identified through benchmark data for intensive, small-group literacy cycles. This position allows for a lower teacher-to-student ratio, providing specialized instruction to address decoding and comprehension gaps, leading to increased engagement with grade-level texts in core classrooms. The intervention program is successfully meeting the goal of providing supplemental support to high-need students. We continue to monitor i-Ready data to ensure students are making adequate growth toward grade-level proficiency.</p>	<p>Continue. This position is a primary driver for improving literacy outcomes. By providing additional reading support to targeted groups, the school is able to remove academic barriers and provide the specialized instruction required for students to reach grade-level standards.</p>
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<p>Extended Contracts. It is important to compensate teachers to collaborate outside of contract hours in order to give them time and space to intentionally plan additional supports for students who are struggling to access grade level content.</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>Teachers meet outside of contract hours to analyze literacy data and plan additional instructional supports for students reading below grade level.</p>	<p>Teachers have met consistently to analyze literacy data and plan scaffolds for students reading below grade-level. These data-driven supports have been directly observable during classroom walkthroughs, and the mid-year i-Ready reading data shows a significant 8.7% decrease in students reading 3+ grades below (from 59.2% to 50.5%). To date, these specific Title I funds remain unexpended as the site utilized alternative funding sources to initiate these planning cycles. There is sufficient time in the current cycle to begin utilizing Title I allocations to maintain the momentum of these collaborative sessions through the end of the academic year.</p>	<p>Continue. Title I funds will be used to sustain and continue this impactful work. This expenditure provides the necessary time for deep data analysis that directly correlates to our 8.7% growth in literacy. Transitioning to Title I funding ensures these targeted, high-quality instructional scaffolds remain in place.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Roosevelt Middle School	SCHOOL ID: 212
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	Teachers engage in regular 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; and attend Foundational Curriculum PD through Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-6	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, and attend Foundational Curriculum PD through Standards & Equity Institute	All Students	Academic	Tier 1 - Universal
1-7	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal

1-8	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-9	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-10	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental
1-11	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-12	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 3 - Targeted
1-13	Schools monitor progress of students receiving literacy support and 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 - Targeted

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	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	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. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted

2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal
2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-8	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
2-9	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
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	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 Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			

3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-8	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
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted

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	All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	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	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$84,618	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10452	Teacher Structured Eng Immersn	0.90			Establish electives and extracurriculars to encourage community among students.	212-1
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.	\$51,508	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	3248	Program Mgr Community School	0.25			COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	212-2
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.	\$71,475	California Community Schools Partnership Program	2405	Clerical Salaries	8767	Liaison Family Parent	0.70			Our parent liaison specifically works with our African American girls and their families.	212-3
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.	\$69,445	California Community Schools Partnership Program	2405	Clerical Salaries	9459	Case Manager 20	0.50			Establishes case management team to work with specific 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.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Develop strong communication with families in order to partner with them in supporting their students academic success.	212-5
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			0.00			Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	212-6
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			0.00			Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	212-7

PROPOSED 2026-27 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 SPSSA 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.	\$25,000	LCFF Supplemental	4310	School Office Supplies			0.00			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	212-8
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.	\$5,500	LCFF Supplemental	5846	Licensing Agreements			0.00			Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	212-9
Literacy Coach - We have a large number of students who have significant literacy skill gaps. The Literacy Coach will work with teachers to lesson plan and scaffold supports for students. In addition, the literacy coach will lead PD for staff around supporting ELLs and reclassification.	\$139,843	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10822	TSA 11Mon 12Pay	1.00			Identification of students who are 4-6+ beyond who are at an EL PAC 1 and 2 and identify strategies of support	212-10
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.	\$154,524	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	3248	Program Mgr Community School	0.75			COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	212-11
Library Tech - Operates the school library and provides literacy support for students.	\$93,563	Measure G, Library Support	2205	Classified Support Salaries	9126	Library Technician	1.00			Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	212-12
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.	\$83,257	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1119	Certificated Teachers on Special Assignment Salaries	10824	TSA 10Pay	0.80			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.	212-13
Social Worker - Will work with our families who are facing financial, legal or other challenges, connecting them with resources at school and with partner agencies.	\$38,566	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1205	Certificated Pupil Support Salaries	7647	Social Worker	0.25			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	212-14

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$30,632	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	8767	Liaison Family Parent	0.30			Our parent liaison specifically works with our African American girls and their families.	212-15
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.	\$82,723	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	9458	Case Manager 20	0.80			Establishes case management team to work with specific students	212-16
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.	\$2,286	Oakland Public Education Fund	4310	School Office Supplies			0.00			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	212-17
Reading Intervention Teacher. Many of Roosevelt's students enter middle school with scores that show they are several grade levels behind in reading. It is important to be able to provide additional reading support for students around this unfinished learning.	\$118,079	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3346	Teacher Structured Eng Immersn	1.00		SBAC ELA Distance from Standard Met	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	212-18
Newcomer & ELD Teacher. Roosevelt has large English Language Learner and Newcomer populations. Students in this program require additional support around language including Designated ELD.	\$107,892	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6889	Teacher Structured Eng Immersn	1.00		SBAC ELA Distance from Standard Met	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	212-19
Social Worker - Will work with our families who are facing financial, legal or other challenges, connecting them with resources at school and with partner agencies.	\$38,566	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	7647	Social Worker	0.25		SBAC ELA Distance from Standard Met	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	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.	\$20,814	Oakland Public Education Fund	1119	Certificated Teachers on Special Assignment Salaries	10824	TSA 10Pay	0.20			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

PROPOSED 2026-27 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Translation Services. Roosevelt is a very diverse community in which there are over 20 home languages spoken. It is vital to be able to have translators come to key meetings in order to make sure families are fully engaged in supporting their students.	\$1,390	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Develop strong communication with families in order to partner with them in supporting their students academic success.	212-22
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.	\$1,266	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies			0.00			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	212-23
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.	\$10,072	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	212-24
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.	\$19,765	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	212-25
Extended contracts to facilitate supplemental high data-driven professional development outside of the regular school day to address student achievement gaps directly, ensuring educators are trained in specialized instructional strategies to improve student proficiency.	\$4,412	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends			0.00		SBAC ELA Distance from Standard Met	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	212-26
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.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Develop strong communication with families in order to partner with them in supporting their students academic success.	212-27
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.	\$200,663	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Develop strong communication with families in order to partner with them in supporting their students academic success.	212-28



**OAKLAND UNIFIED
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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.



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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.



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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 culture and climate team meetings where we discuss and implement ideas 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 culture and climate team meetings where we discuss and implement ideas 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.



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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 on August 20, 2025 and will be in effect for the period of August 11, 2025 through May 28, 2026.

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

Joao Solomon

Name of Principal

Signature of Principal

Date 8/20/25

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
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Community Schools, Thriving Students

School-Parent Compact

Roosevelt Middle School

2025_2026

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 2025-2026 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.
 - d) Provide an additional Designated ELD support class for English Learners
 - e) Provide SIPPs Tutoring pullout for students with foundational literacy gaps
 - f) Provide Blueprint Math Tutoring pullout for students with foundation math gaps

- 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.



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- 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 or through Schoology.
- 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.**



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- 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 and math.
- 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).



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

- 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 20, 2025 and will be in effect for the period of August 11, 2025 to May 28, 2026.

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 30th, of the current school year.

Joao Solomon

Signature of Principal

Date 8/20/25



SECONDARY SCHOOL
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Bettye MacMahan
Vice Chairperson:	Peter Hua
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"/>	
Zelda Allison	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Peter Hua	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sebastian Beltran-Moeller	<input type="checkbox"/>	<input checked="" 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"/>	
Bettye MacMahan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Liliana Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Enma Lopez Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Erika Santiago	<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 every month
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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.

