

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

June 27, 2018

Legislative File Id. No. 18-1260  
Introduction Date: 6/27/18  
Enactment No.: 18-1077  
Enactment Date: 6/27/18  
By: er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Alliance Academy.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Alliance Academy.



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

## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Alliance Academy  
**CDS Code:** 1612590112771  
**Principal:** Stacey Wyatt  
**Date of this revision:** 4/20/2018

Legislative File Id. No. 18-1260  
Introduction Date: 6/27/18  
Enactment No.: 18-1077  
Enactment Date: 6/27/18  
By: er

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

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

**Contact:** Stacey Wyatt  
**Address:** 1800 98th Avenue  
Oakland, CA 94603

**Position:** Principal  
**Telephone:** 510-639-2893  
**Email:** [stacey.wyatt@ousd.org](mailto:stacey.wyatt@ousd.org)

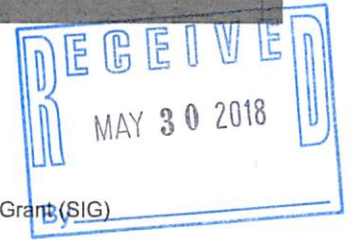
*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Alliance Academy

Site Number: 224



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

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

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

Date(s) plan was approved: 5/24/18

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

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

Signatures:

<u>Stacey Wyatt</u> Stacey Wyatt, School Principal	<u>STACEY WYATT</u> Signature	<u>5/24/18</u> Date
<u>Catalina Livos</u> Print name of SSC Chairperson	<u>Catalina Livos</u> Signature	<u>5/24/18</u> Date
<u>Mark Triplett</u> Mark Triplett, Network Superintendent	<u>Mark Triplett</u> Signature	<u>5.29.18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>5-31-18</u> Date

**2018-19 SPSA ENGAGEMENT TIMELINE****School Site:** Alliance Academy**Site Number:** 224

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/27/2018	SSC	Examined data, staffing, and licenses that are directly related to SPSA goals and planning.
4/12/2018	SSC & Instructional Leadership Team	Review of Title I adjustments. Review of SPSA sections, open for questions, revisions, additions.
5/24/2018	SSC	Review and approval of SPSA.

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$76,050.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$239,100.57	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$110,630.72	TBD
<b>TOTAL:</b>	<b>\$525,781.29</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$71,710.12	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,024.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$73,734.12</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Alliance Academy

**School ID:** 224

#### School Description

Alliance Academy is located in the Elmhurst community of Oakland. This community has a long standing and rich history of families of color. Initially a neighborhood for factory workers, it later became a home for African American factory workers during the Second Great Migration of World War II. Now many of those families are from Mexico and Central America. For many members of the community opportunities for employment for themselves and free quality education for their children, reigns high. This community is naturally rooted in the creative arts, the murals found all around "The Town" display beautiful messages of social justice, cultural pride, and community loss. The children of this community express their creativity in the original design of "scraper bikes", murals, music, language/slang, haircuts and, of course, in the traditional arts. Although East Oakland is considered a larger part of Oakland by zoning standards, Deep East neighborhoods are seen as the real East Oakland. These neighborhoods have a long history of community, innovation as well as systemic failures. Many of the schools in this part of Oakland have struggled and the community has high poverty and crime rate. With the influx of, mostly Caucasian, urban professionals in search of affordable housing, most of Oakland and the fringes of East Oakland have been heavily impeded upon. East Oakland, historically a community maintaining a high number of homeowners of color, has an increasingly high number of empty homes and/or transitional housing.

#### School Mission and Vision

Alliance Academy recognizes the dilemma the student and families of Alliance are facing as Oakland changes around them. Our purpose is to provide what we believe is one of the greatest display of protest: The interruption of miseducation. We aim to interrupt miseducation by instilling a thorough idea of agency throughout our school community. In line with Stanford University psychologist Albert Bandura's theory, we believe our efforts are to view our community as self-organizing, proactive, self-reflective, and self-regulating as times change. In defiance of the usual narratives presented about the people and the culture of East Oakland, Alliance's efforts are focused on promoting the idea that we are not simply reactionary organisms shaped by our environment, or driven by our impulses. This, unfortunately is an anti-indigenous perspective that often assumes the cultures like those found at Alliance are incapable of much more. With that in mind, Alliance Academy provides an unrivaled education embedded in social justice, arts, and technology, to empower students to become agents of change both in their communities and globally. We aim to empower the community from within. By offering a developmentally appropriate program that is focused on the agentic development of students, parents, and educators versus a focus on fitting communities into molds others have defined for them, we are providing the Alliance Community with the opportunity for our scholars to be college and career bound visionaries, empowered through the arts and technology to conquer inequities, advocate for themselves, and become a voice in this ever-changing world.

#### Family & Student Engagement

Parents and students will be engaged as important members of the community, ensuring systems are in place to provide continuity of voice. Students will be provided with a system through which to share their aspirations and frustrations. They will be given several opportunities to have their voices heard on campus: Leadership class, Soapbox Weds, and various student leadership jobs on campus. Parents will be welcomed into the school to participate in decisionmaking, volunteer, and to observe goal achievement. To ensure parents are able to participate with fidelity, several supports will be offered: Language support, flexible meeting times, regular communication. There will be a very clear understanding that success at Alliance depends on the elders, parents and teachers, in the lives of students to be of one accord. Educators are the culture keepers of the Alliance Vision and Mission. They are willing to do the easy and hard work of Alliance. They are willing to hold one another accountable with the work is not being held. But most of all, they recognize that achieving agency in our students means that belief in their ability to succeed must be unwavering.

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>Nearly 4% growth in students at or above grade level reading. 18% of students using LightSail have grown one or more years on SRI. 19% of MYB students have grown 100 points at 1718 MYE, correlating with the 40 students in Lightsail who've grown 100 or more points. 216/352 students participating in Reading Acceleration Program: LightSail. Increased the number of student access to reading support (LightSail) by 170 students, 45 students in 1617 to 215 in 1718. AA students had largest increase of students moving. 1718 MYE scores show all major ethnic groups showed a 7-9% decrease in students scoring MYB, with AA students reducing the most at 9%. Increased 10% in number of EO 1 year below.</p>	<p>Consistent decrease in number of students reclassifying. Over 3 years 1415-1617, 11% increase in students sliding in CELDT growth, yet a 9% increase in students growing in CELDT (does not mean passing CELDT). Mid-Year 1718, only 8% (14/173) ELL students and 11% (13/115) of LTEL students reclassified. Although we identified a need for specific Integrated and Designated ELD strategies and supports, we have not fully implemented programmatic supports. No significant growth on our RFEP students.</p>	<p>Limited focus on building language and literacy needs that meet the needs of our students directly. Lack of comprehensive integrated and designated ELD supports. Limited teacher training around differentiation.</p>
<p><b>STANDARDS-BASED INSTRUCTION</b> <i>(including core content beyond language &amp; literacy)</i></p>	<p>Professional development has centered around: Content language objectives (a foundational skill critical in supporting language development), identification of focal standards and deepen student skill via strategic supports. Developing skills around data based instruction. Whole staff introduction to concept of the Instructional Core. PD workshop around building <i>Ignite, Chuck, Chew, Review</i> and introduction to <i>Teaching For Understanding</i> planning and organizational teaching strategy.</p>	<p>Clear path that includes regular assessment of student and/or educator progress has not been established. Educators have not been trained around standards based instruction and grading. Holistic grading and a points based system has been the usual practice at Alliance but this often encourages student compliance rather than prioritizing learning.</p>	<p>(i) Lack of clear steps of progression through any instructional path, that includes training, observation, feedback, review. (ii) Shared understanding of success criteria does not exist. Teachers are inconsistent in the number and type of assignments they give, the way they assess those assignments against the rubrics, and the level of critical thinking their performance tasks are designed to measure. (iii) Grades are often made up of percentages of homework, achievement, participation, effort and behavior with no true relevance to student learning.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(Culture &amp; Climate, including Measure G1)</i></p>	<p>Student Learning: One of 3 tiered PD workshops is focused on PBIS and developing consistent culture building within the classroom. We've instituted a Care Team, in lieu of detention, that connects directly with students within classroom as much as possible. Strong introduction and support of PBIS Classroom Essential Features. Providing increased student skills support (increased access to LightSail, increased usage of NewELA). Adult Learning: Direct coaching for integrated learning, workshop model PD, increased opportunity for teachers to give and receive feedback, teacher collaboration time, teacher shout outs.</p>	<p>Student Learning: Unclear academic structure/framework for teachers to follow and plan student support. Although students are provided with some supports, it is not consistent in how teachers should provide integrated support nor how/when integrated support is provided. Adult Learning: Feedback cycle and clear PLC process (run mostly by teachers) is just being practiced with fidelity. Several different onsite coaches for some needs that may overlap. Several large actions and interruptions that have affected the Theory of Action for Rigorous Academics and Educator Development.</p>	<p>Instructional mission not clear, this would guide connection with culture &amp; climate mission, teacher expectation, professional development, and coaching purpose, to ensure we don't move off target.</p>

<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b></p> <p><i>(SELLS Needs Assessment)</i></p>			
<p><b>ARTS, MUSIC &amp; WORLD LANGUAGES</b></p> <p><i>(Measure G1)</i></p>	<p>Alliance Academy of Integrated Learning offers art and music opportunities for students both as focused elective courses, through arts-integration into core content areas, with afterschool Maker Club opportunities, and in partnership with CalPerformances Dance Residency. This school year, Alliance offers three art electives: music/choir, visual art, and drama. Music, art, and drama serve approximately 25 newcomer students and have enrollment of students in grades 6-8. These electives provide students opportunity to develop new skills with expert teachers/teaching artists and share their learning through performance and art curation. This year, we worked in our 3rd year of the School Transformation Through the Arts (STTArts) programming, where teachers increased their capacity to design arts-integrated curriculum in alignment with Zaretta Hammond's definition of Culturally Responsive Teaching, Harvard's Project Zero method of Teaching for Understanding, and Making Learning Visible. New Alliance teachers engaged in the Integrated Learning Specialist Program with Alameda County Office of Education to provide continuity of a shared language around Studio Habits of Mind that is utilized schoolwide.</p>	<p>Alliance faces the challenge of providing access to ongoing skill-based opportunities in music, drama and visual art to all students. Issues in scheduling and core course requirements limit the ability of Alliance to engage students in rigorous, discipline-based creative work. Competing priorities can make it difficult to earmark adequate funding to hire teaching artists and arts specialists to provide additional learning opportunities. Funding from the School Transformation Through the Arts (STTArts) programming ends in 2018-19 for professional development.</p>	<p>Like many Title 1 public schools in Oakland and across the country, Alliance lacks the funding to provide substantial opportunities in the arts for every child at the school. Unlike schools whose PTAs can generate unrestricted funding, Alliance must rely on district funding and grants to pay for school based arts programs. Local efforts that lead to the passage of Measure G1 funding have helped to offset this issue, but with a multitude of educational priorities, schools face difficult choices about where to earmark funds to support all learners.</p>



<p><b>ARTS, MUSIC &amp; WORLD LANGUAGES</b> <i>(continued)</i>  <i>(Measure G1)</i></p>	<p>In addition, a full-time Arts Integration Specialist position was created and filled this school year and has served the school by stewarding the practice of arts integration in her coaching of teachers, leading professional development, networking with arts integration experts across the district and community, and supporting staff in furthering their school wide transformation. In addition to staff's working with ACOE in the STTArts, three more teachers engaged in the Agency by Design Oakland fellowship this school year. Through this fellowship, these teachers learned about maker-centered learning and began to implement cognitive thinking routines and cycles of inquiry into their practice. Students at Alliance engaged in maker-centered learning both in their core curriculum through participation in an afterschool Makers Club under the instruction of a community artist/builder. Lastly, Alliance strengthened their arts programming through partnership with CalPerformances and Alvin Ailey American Dance Theater. This residency engaged all 7th Grade Students in working with resident teaching artists, linking creative gesture with literacy, and attending a school viewing of Alvin Ailey's "Revelations" at UC Berkeley.</p>		
---	---	--	--

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Alliance Academy

**School ID:** 224

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	By June 2021, 31% of Alliance students will meet or exceed the grade level standard for the SBAC ELA & SRI			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	English Learners	16.2%	26.0%	
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	The leading indicators to watch are scores from intermittent SRI tests, benchmark assessments from content areas and designated support classes.				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If we provide integrated & designated Reading and ELD supports, we will improve overall student literacy (reading, writing, listening) as this instructional approach provides a direct focus on data driven student needs.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	Integrated Reading & Writing: Ensure students are engaged in group work/activities; Thematic reading & writing, whole/part/whole strategy; Graphic Organizers; Have students produce text in a variety of formats (print, audio, video, graphics, and animation); <b>Reading to Write:</b> Skimming/Annotating; Social Constructivist Approach to discussion; Modeling; Highly structured Sustained Silent Reading (SSR). Complete Cycle of Inquiry process.	Provide PD on best practices of Integrated Reading & Writing, with focus on (Reading to Write, Whole/Part/Whole, and Graphic Organizers). Provide teachers with collaboration and planning time at least once a week. Fund opportunities to attend related trainings for teacher leaders. Provide outline for structured SSR. Support COI's around two target EL reading strategies. Identify and train on SEI strategies and supports		Semester-Year long COI, that includes a rubric aligned with schoolwide integrated learning framework and COI goals. Bi-weekly walkthroughs, PLC collaboration time with clear protocol, that includes 1-2 data meetings with admin each marking period.	
1-2	Development and Use of metacognitive learning strategies: Incorporate 1-3 Project Zero thinking routines into regular lesson.	Develop graphic organizers to support students' thinking and learning process  Start year with project on thinking routines and applying them to their learning  Incorporate metacognitive strategies into student led conferences and reflections		Teachers will focus on 1-3 thinking routines for the year, providing short reflection. Graphic organizer/MLV strategy incorporated in required Teaching For Understanding (TFU) lesson/unit.	

1-3	Differentiated instruction: Implement Tier 1 Response To Intervention, Instructional strategies and supports for with students with disabilities); Utilize NewsELA across the curriculum; Provide Designated Reading and ELD instruction: LightSail, English3D, Newcomer.	Clarify response to intervention expectations  Picture of Practice-Differentiation, once a month a teacher shares a strategy. Purchase pro version of NEWSELA, renew subscription to LightSail. Provide Curriculum and training for designated support classes (Newcomer, English 3D, and LightSail).  Incorporate Designated Instruction in walkthroughs	10% decrease in students with 1 & 2 Early Warning Indicators (English & Math Grades). Increase weekly average of students reading to 70%, according to LightSail Weekly Data Report. 20% increase in number of students reclassifying.
-----	---	--	--

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Reading	By June 2021, 40% of Alliance students will meet or exceed the grade level standard for the SBAC ELA/Math			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	All Students	13.6% standard met or exceeded in ELA	21% standard met or exceeded in ELA	31% standard met or exceeded in ELA
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Benchmark assessments. SRI/SMI. SBAC interim. Teacher based assessment, HWT, Lightsail.				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	If we adopt a standards based assessment and planning procedure and teachers practice the cycle of standards based instruction we will improve student learning outcomes and communicate a more authentic picture of student achievement.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Identify, understand and unpack focal standards.	Professional development: co-creating a vision for assessment; understanding and unpacking standards; assessment and instructional strategies	SBAC scores improve.
2-2	Write LO's linked to standards and align assessments to LO	Create a walkthrough tool and feedback cycle emphasising Standards Based Instruction.	Walkthrough feedback indicates teacher growth
2-3	Engage in a COI targeting a series of standards based benchmark assessments	Provide quality exemplar assessment materials	50% of students master standards as evidenced in benchmark testing.
2-4	Align curriculum to thematic units and select one to roll out as a 3-4 week project based learning example.	Engage parents in raising awareness about the change in reporting procedures.	100% of teachers create 3 standards based benchmark assessments.
2-5	Use PLC to analyze student work, create common assessment and rigorous curriculum materials		

CONDITIONS FOR STUDENT & ADULT LEARNING (including Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture & Climate: Attendance	By June 2021, African-American students will no longer be suspended at a disproportionate rate of more than 5%. (if African American students make up 18% of the student body, they will account for no more than 23% of school suspensions)			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
Suspension Rate	African American Students	34%	15% (@ 58.6%)	TBD	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Equity in Care Team Data, Referrals and Suspensions; Recognitions for Royal of the Week/GPA; Chronic Absences/attendance, % teachers retained, staff feedback on Gallup Hierarchy survey, CHKS Survey, SEL Survey				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we invest in the asset-based model, which is utilized consciously in AAMA/MDP classrooms, we will empower staff to recognize our implicit bias and make the necessary changes to our practices that are leading to inequities in our referral and suspension data that disproportionately and negatively impact our African American scholars.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Improve consistency of positive behavior management strategies school wide	<p>Utilize PBIS Tier 1 Classroom Essential Features to address the needs of all students, including students in transition, such as foster youth or youth experiencing homelessness</p> <p>Implement Tier 1 restorative justice circles</p> <p>Integrate Alliance Crown Values (Comunidad, Resilience, Openness, Wonder, Nia) into core learning experience</p>	- Utilizing PBIS walkthrough tools to gather data and bring to Culture/Climate to appraise and respond to data - RJ coordinator to train and complete walkthroughs of teachers' tier 1 circles
3-2	Engage families regularly to strengthen school community and culture.	<p>Hold regular Parent Meetings: Coffee w/Principal, SSC/SELL/PTO, w/parent leadership, etc.</p> <p>Hire staff to directly build parent capacity: Parent Liason, CSM</p> <p>Updated communications: website, newsletter, phone blasts, TalkingPoints, social media</p> <p>At least one parent engagement opportunity each Marking Period - GL Leads will hold and promote MP Awards/Celebrations assemblies and invite parents</p>	Report out at AALT and in CC
3-3	Attend intensive arts integration workshops/PD at beginning of school year.	Facilitate attendance at back-to-school retreat including arts integration workshops through ACOE	Lesson plans demonstrate integrated learning activities
3-4	Work in PLC's to align assessment and curriculum and engage in COI's.	Build capacity of teacher leaders through ILT to lead PLC's and effective COI's.	All teachers engage in 1 COI around focal area
3-5	New teachers will attend mentoring session monthly	Match new/beginning teachers with experienced mentors	100% of new teachers matched with a mentor.
3-6	Develop knowledge base of standards based assessment/grading through research and discussion.	Provide collaboration time to allow teachers to develop a deeper understanding of the vision for standards based instruction.	1 Project based learning module and 3 benchmark assessment created.

3-7	Continue partnership with AAMA to facilitate PD for Asset Based Model (Bias Training)	Contact with Jahi and Bayan. Schedule PDs on master calendar. Support teachers with walkthroughs and feedback (Bias Training)	Collect data via walkthroughs and discuss in Culture/Climate or AALT
3-8	Staff take learning styles and professional competencies diagnostic. Teachers partner with coaches to write PD pathway goals for the year.	Tiered coaching plan developed for teachers according to expertise and areas of need.	
3-9	Teachers provide opportunities for extended learning beyond the school day to support students struggling to meet specific core standards and increase grades (after school program and homework/credit recovery classes).	Provide an after school program and support for the after school coordinator.	Student enrollment. Program evaluation.
3-10			In support of economically disadvantaged students we provide a monthly food bank, snacks throughout the day, free school lunch, and snacks for ASP.

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	English Learner Reclassification	15% of Long Term English Language Learners will reclassify by spring of 2019.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	13.5%	14.0%	15.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	15% of Long Term English Language Learners will reclassify by spring of 2019. 10% of ELL students will grow 100 pts or more on the SRI. 10% of Newcomer students will move from Beginner to Early Intermediate in the Speaking portion of the ELPAC assessment.				
<b>Theory of Action for English Language Learners Priority:</b>	If we leverage family and community supports, and the linguistic and cultural assest of our ELLS, we will ensure that students are active participants in their journey to Reclassificaiton. Instructionally classrooms will use integrated ELL supports to provide access and rigor to core curriculum, while having rich opportunities for checking for understanding through formative and summative assessments.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Taking an Assest based approach, teachers will implement culturally responsive strategies to engage LTELs and economically disadvantaged students.	Provide PD on Assest Based Approach for LTELS. Leverage culturally responsive teachers as exemplars. Ensure there is time and supports for teachers to engage families of LTELs.	Decrease in chronic absences of LTEL students. Increase in number of LTELs reclassified during spring 2019.
4-2	Core classrooms will integrate supports into the curriculum that develop students listening, speaking, reading, and writing. Supports include using complex texts, utilizing llinguistic stems and frames, and evidence based writing.	Using a data driven approach, leadership will support teachers with focused PLC and Cycles of Inquiry on LTELs.	10% of ELL students will increase 100 or more points on the SRI. 15% of ELL students will score a 4 or higher on the reading and writing section of the ELPAC assessment
4-3	Develop a high quality language acquisition program for Newcomer students. Including one self contained Newcomer year 0 and 1 progarm, and ELD classes for Newcomers Level 2 and 3.	Leadership will support Newcomer teachers by providing two preparation periods. Consistently be in contact with OUSDs ELLMA office to ensure Newcomer teachers are recieving up to date information regarding district wide Newcomer supports, professional development, and student opportunities.	10% of first year Newcomers will increase from a 1(beginner) to a 2 (early intermediate) in the listening and speaking portion of ELPAC assessment.

ARTS, MUSIC & WORLD LANGUAGES  (Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Increased Access to stand-alone arts electives and arts-integrated curriculum.	20% decrease in students with 1 & 2 Early Warning Indicators (English & Math Grades).			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Rigorous Academic	All Students	TBD	TBD	70%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	70% of Alliance students will have access to the arts via arts electives (drama, music, visual art, dance, etc.) and/or integrated arts services in the general ed. classroom. Leading indicators to watch over the course of the school year include scheduling (to allow for student enrollment in arts electives), rosters of arts elective classes, amount of 1:1 coaching and co-teaching between the arts integration specialist and general ed teachers, and visible evidence schoolwide of arts-integrated learning as rated by Alliance Integrated Instructional Practices Rubric.				

<p><b>Theory of Action for Arts, Music &amp; World Languages Priority:</b></p>		<p>Theory of Action is two-fold, relative to 1) Direct arts offerings and 2) Integrated arts in the general ed. classroom. In order to meet our schoolwide goal, the direct arts offerings (choir, drama, visual art, dance) will increase in number of courses offered for the year and accessibility for all students (including newcomer and SPED students). These stand-alone arts courses will align curriculum in accordance with the National Core Arts Standards. Arts Integration will increase in the general ed. classroom through collaboration between teachers and the Arts Integration Specialist and/or arts elective teachers. Arts Integration progress and impact will be measured using an Instructional Practices Rubric, focusing on components of academic rigor, including: Studio Habits of Mind, Teaching for Understanding, Deep Metacognitive Learning, and ongoing, formative assessment.</p>	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
5-1	<p>Arts Elective teachers (visual art, music, drama, dance) will align curriculum with the National Core Arts Standards to ensure deep metacognitive learning in these areas. Arts Elective teachers will utilize the National Core Arts Standards to monitor and assess student performance, and to design a cohesive curriculum along a learning continuum.</p>	<p>Principal - retain/fund positions for visual arts teacher, drama teacher, and music teacher. Seek opportunities to partner with community artists to provide dance classes and other arts electives to extend arts learning opportunities for students. Arts Integration Specialist - Organize and facilitate PLC meetings with Arts Elective teachers. Meet regularly to align curriculum, conduct cycles of inquiry, and measure student progress.</p>	<p>70% (increased from 50%) of Alliance students have access to arts either through these Arts Elective Courses or Arts Integration in the general education classroom. Students enrolled in Arts Elective courses will showcase their learning in documentation/learning walls throughout the school, visual art installations, and school performances. Students enrolled in Arts Elective courses connect with the outside community via arts-focused field trips, collaborative OUSD performances, and celebrations, such as the Oratorical Festival and General Music Fair.</p>
5-2	<p>Alliance general education teachers implement Studio Habits of Mind into their curriculum with the support of the Arts Integration Specialist.</p>	<p>Principal and Arts Integration Specialist - Create Instructional Practices rubric focused on components of rigorous academics and arts integration, such as: Studio Habits of Mind, Teaching for Understanding, Making Learning Visible, and formative Assessment strategies. Focus coaching on Studio Habits of Mind for the whole year. Provide collaboration time for teachers to implement Studio Habits of Mind in their classrooms. Arts Integration Specialist - Use Instructional Practices rubric to gather baseline data, help teachers set goals, and measure progress toward goals.</p>	<p>50% of Alliance educators will move from "Beginning" to "Approaching" level of implementation of Studio Habits of Mind according to the Instructional Practices Rubric. 90% of Alliance teachers will create and utilize 2 Learning Walls during the course of the academic year. These instructional practices will translate to higher student attendance rates, lower behavior referrals, higher rate of students who enjoy their learning experience (as seen in California Healthy Kids Survey), and lower number of failing GPAs.</p>



5-3	Alliance will continue to send teachers through the Alameda County Office of Education's Integrated Learning Specialist Program (ILSP).	Principal - Earmark PD funding for ILSP training and stipends for teachers. Arts Integration Specialist - Work collaboratively with ACOE staff to monitor Alliance staff's progression through the ILSP courses. Conduct check-ins with Alliance teachers to support them in their ILSP coursework and implementation. This Academic framework supports economically disadvantaged students.	New teachers will earn ILSP certificate of graduation by completing the three core courses and 30 hours of electives within two years of hire at Alliance. Leaders will see evidence of ILSP practices in the classroom such as Studio Habits of Mind, Making Learning Visible, and Teaching for Understanding.
5-4	Arts Integration Specialist will collaborate with experts in the community and OUSD to leverage resources and information sharing related to arts-integrated transformation.	Principal - Continue to fund an Arts Integration Specialist position. Arts Integration Specialist - continue to proactively seek and apply for arts-focused grant money to fund integrated arts at Alliance. Collaborate with community partners to host and facilitate staff retreats. Promote staff and student participation in arts-focused events.	Arts Integration Specialist extends professional network to other OUSD schools and surrounding districts. Alliance staff and students engage in learning with district partners and engage in community arts-focused events. Arts Integration Specialist presents and/or supports teachers to present at at least 2 OUSD or Oakland area conferences or workshops to share the work at Alliance.

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 224

**School:** Alliance Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$110,630.72	After School Education & Safety (ASES)	Contract with afterschool provider	Culture & Climate: Attendance	A1.6 After School Programs	5825				224-1
\$15,927.87	General Purpose Discretionary	Providing integrated language supports for ELL within the grade level math/sciene setting, also offers Newcomers that opportunity to experience supported English ONLY math/science classes.	English Learner Reclassification	A4.3 Newcomer Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1597	0.21	224-2
\$31,196.95	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				224-3
\$5,000.00	General Purpose Discretionary	Copier maintenance contract	Literacy	A2.3 Standards-Aligned Learning Materials	5610				224-4
\$22,925.18	General Purpose Discretionary	Community Schools Manager: CSM will identify students with and without disabilities struggling with attendance, academics, and mental health issues. Direct support meetings and activities will be made with those students and their parents. When necessary, CSM will coordinate outside supports for econmically disadvantaged students and families have consistent accss to quality education and local services.	Culture & Climate: Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730				224-5
\$1,000.00	General Purpose Discretionary	Postage	Culture & Climate: Attendance	A3.3 Family Engagement focused on Literacy Development	5910				224-6
\$8,343.17	LCFF Concentration	Providing integrated language supports for ELL within the grade level math/sciene setting, also offers Newcomers that opportunity to experience supported English ONLY math/science classes.	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1597	0.11	224-7

\$36,258.03	LCFF Concentration	Providing integrated language supports for ELL within the grade level math/sciene setting, also offers Newcomers that opportunity to experience supported English ONLY math/science classes.	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2192	0.50	224-8
\$55,031.65	LCFF Concentration	Bilingual clerk	English Learner Reclassification	A3.3 Family Engagement focused on Literacy Development	2405	CLERK TYPIST BILNGUAL	20CLTB0003	1.00	224-9
\$367.15	LCFF Concentration	Surplus	n/a	n/a	4399				224-10
\$21,237.16	LCFF Supplemental	Providing integrated language supports for ELL within the grade level math/sciene setting, also offers Newcomers that opportunity to experience supported English ONLY math/science classes.	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1597	0.28	224-11
\$36,258.03	LCFF Supplemental	Providing integrated language supports for ELL within the grade level math/sciene setting, also offers Newcomers that opportunity to experience supported English ONLY math/science classes.	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2192	0.50	224-12
\$49,064.31	LCFF Supplemental	Providing designated ELD instruction to Newcomer and LTEL students.	English Learner Reclassification	A4.3 Newcomer Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2601	0.64	224-13
\$65,742.89	LCFF Supplemental	Providing integrated language supports for ELL within the grade level science setting, also offers Newcomers that opportunity to experience supported English ONLY science classes.	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1607	1.00	224-14
\$66,222.31	LCFF Supplemental	Providing integrated language supports for ELL within the grade level science setting, also offers Newcomers that opportunity to experience supported English ONLY science classes.	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1557	1.00	224-15
\$575.87	LCFF Supplemental	Surplus	n/a	n/a	4399				224-16

\$34,873.94	Measure G1	Choral Music Instructor, will provide choral instruction 1-2 periods a day, and collaborate with content teachers to support integrating choral and other artistic concepts into their classrooms and curriculum. Some portion of this position is paid with other grant funds for the 17-18 school year.	Increased Access to stand-alone arts electives and arts-integrated curriculum.	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1715	0.40	224-17
\$43,442.51	Measure G1	(dependent on placement of teacher on salary scale) teacher for Performing Arts will provide classes that will teach students basic performing skills, acting, production, voice, original student creations. Teacher will also collaborate with content teachers to support building similar skills within their classrooms so that students can benefit even if they don't take the actual performing arts course.	Increased Access to stand-alone arts electives and arts-integrated curriculum.	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2600	0.60	224-18
\$7,182.55	Measure G1	Other classified salaries	Culture & Climate: Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	2928				224-19
\$29.18	Measure G1	Surplus	n/a	n/a	4399				224-20
\$44,767.10	Title I: Basic	TSA will provide direction instruction to students in annually identified area of support (Ex: Advanced Math class; Small group support). TSA will support teachers in schoolwide direct enrichment and acceleration classes, in class differentiation supporting students who are economically disadvantaged and/or have learning disabilities, eventually increasing student achievement.	Reading	A2.9 Targeted School Improvement Support	1119	11 MONTH CLASSROOM TSA	C11TSA0295	0.40	224-21

\$39,574.82	Title I: Basic	Community Schools Manager: CSM will identify students with and without disabilities struggling with attendance, academics, and mental health issues. Direct support meetings and activities will be made with those students and their parents. When necessary, CSM will coordinate outside supports for economically disadvantaged students and families have consistent access to quality education and local services.	Culture & Climate: Attendance	A2.9 Targeted School Improvement Support	5730				224-22
\$1,074.32	Title I: Parent Participation	Light Refreshments	Culture & Climate: Attendance	A3.3 Family Engagement focused on Literacy Development	4311				224-23
\$1,000.00	Title I: Parent Participation	Consultants	Literacy	A3.3 Family Engagement focused on Literacy Development	5825				224-24



## **Title I School Parental Involvement Policy 2017-18**

(Blue fonts indicate an area that needs to be completed)

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

### **Involvement of Parents in the Title I Program**

Alliance Academy of Integrated Learning agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents invited to Title I via text, phone blasts, flier, and marquee. In meeting Title I purpose and procedures explained. Title I Parental Involvement Policy and School Compact reviewed.

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

Parents offered morning and evening informational meetings, as well as setting meeting dates based on parent availability. Most meetings are scheduled in the evening afterschool, but will/can be adjusted to mornings if needed.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Organize Title I information in an easy to understand way, Ignite, Chunk, Chew, Review (ICCR) to support parent access. Information translated in Spanish whenever possible.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

Quarterly updates on school website. Parent Engagement Nights that include surveys regarding Title I issues to gain parent feedback.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parental Engagement Nights that explain or incorporate the schools academic framework to help parents better understand student supports. Data nights to understand data and how it is used at Alliance.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

Open invitation to most parent related meetings (SSC, PTO, SELLS,). Parent conferences as scheduled. Keep parents informed of upcoming decisions via website and updates in weekly newspaper.

### School-Parent Compact

(Name of school) Alliance Academy of Integrated Learning :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



## Building Parent Capacity for Involvement

(Name of school) Alliance Academy of Integrated Learning:

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Weekly progress reports, semester data nights for parents, parent conferences.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Parent engagement meetings that include Title 1 Support.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Incorporate action items into SSC, SELLS, PTO meetings and family engagement events that relate to Title I and encourage promotion of engagement of teachers with parents.





- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

\*Parental Engagements  
 \*Parental Involvement Trainings  
 \*Invite outside parental support groups

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Incorporate action items into SSC, SELLS, PTO meetings and family engagement events that relate to Title I and encourage promotion of engagement of teachers with parents.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

\* Translation provided  
 \* Parent Trainings by Parent Advocate and Support Groups  
 \* Support and Engagement of Parent Teacher Organization  
 to increase parent understanding of school policies and goals as well as participation.

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

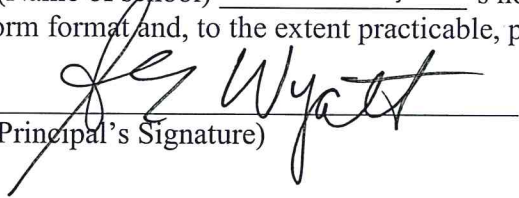
\*Talking Points text that allow for messages in the student's home language.  
 \*Information that is presented with visuals  
 \*Reports and information in home language when possible



## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Alliance Academy School Site Council on (Date) 01/25/18 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Alliance Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

01/25/18

\_\_\_\_\_  
(Date)

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

\_\_\_\_\_  
Student signature

**Parent/Guardian or Family Member Pledge:**

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

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Parent/Guardian or Family member signature



**2017-2018**

**School Site Council Membership Roster – Middle School**

School Name: Alliance Academy

Chairperson : Catalina Vivas (parent)
Vice Chairperson: Eli Cuevas (parent)
Secretary: Olivia Franco (Teacher)

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Teresa Garcia				X	
Rhonda Baker				X	
Wendy Jimenez				X	
Maria Lopez				X	
Jacqueline Narvaez		X			
Dana McIntyre		X			
Andrew West		X			
Maria Sanchez			X		
Stacey Wyatt	X				

Meeting Schedule (day/month/time)	<b>01/25/18</b>
-----------------------------------	-----------------

**SSC Legal Requirements: (Ed. Code 52852)**

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. **Students are required to be members of the High School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**AND**  
6-Parent/Community  
**Or**  
3-Parent /Community  
3-Students