

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahyoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Alliance Academy.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Alliance Academy
CDS Code: 1612590112771
Principal: Stacey Wyatt
Date of this revision: 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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
stacey.wyatt@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 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"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| | <input type="checkbox"/> 21st Century |

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: 5/24/2016

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|--|---|--|

Signatures:

STACEY WYATT

Print name of School Principal

Stacey Wyatt
Signature

5/24/16
Date

Delmy M Maldonado

Print name of SSC Chairperson

Delmy M Maldonado
Signature

5-24-16
Date

RON SMITH

Print name of Network Superintendent

RS
Signature

5/20/16
Date

Ruth Alahydoian
Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian
Signature

6/2/16
Date

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$80,841.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$198,734.24	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$101,572.65	TBD
TOTAL:	\$406,147.89	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$71,244.07	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,826.27	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$73,070.34	\$0.00

ABOUT THIS SCHOOL

School Description

School Mission and Vision

Alliance Academy will provide an unrivalled education embedded with social justice, arts, and technology, to empower students to become agents of change both in their communities and globally.

MAJOR IMPROVEMENT PRIORITIES

- | | |
|---------------------------------------|--------------------------------|
| Major Improvement Priority #1: | Scholarly School Culture |
| Major Improvement Priority #2: | Literacy Across the Curriculum |
| Major Improvement Priority #3: | Backwards Design |

MAJOR IMPROVEMENT PRIORITY #1: Scholarly School Culture

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Decrease in chronic absences by -4.10%	LTEL reclassification
Suspensions reduction 12.3% whole school	Culture & Climate-Students & Staff
12% Growth in positive response to our Culture and Climate	SEL
	Suspensions for African American students at 22.2%
	AA are our lowest performing racial group in HS readiness

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Root Causes: Lack of a culturally responsive school pedagogy for all sub groups. We've focused solely on performance data and not on connecting students the curriculum or making parents feel connected to us. Teachers need deeper training on culturally responsive teaching and motivating students. Instructional content has limited or no culturally relevancy for students. Unclear messaging of community mission. Larger second language population. Limited teacher training in ELL strategies. No established plan of support for ELL subgroups: Newcomers, LTEL, etc.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	10 % decrease in chronic absences in all sub groups	Chronic Absence	All Students	AA ~ 25.3%; EL ~ 14.8%; SWG 19%; LI ~ 19%	AA ~ 24.4%; EL ~ 14.7%; SWG 23.3%; LI ~ 16.9%	AA ~ 14.4%; EL ~ 4.7%; SWG ~ 13.3%; LI ~ 6.9%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Students will receive overt instruction and repeated opportunities to immerse themselves in culturally-relevant literacy-based activities, as measured by the Culture/Climate student survey.	Culture/ Climate: Student	All Students	n/a	n/a	n/a	5: Students are engaged in school everyday.
Climate & Culture	90% of students give a positive response in the CHKS survey regarding Culture/Climate	SEL	All Students	N/A	40.8%	90%	5: Students are engaged in school everyday.
Climate & Culture	100% of students will report feeling safe on campus	Culture/ Climate: Student	All Students	33.3%	90%	100%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: Alliance Academy will increase student academic and socio-emotional self-efficacy by creating and sustaining a scholarly culture and climate for community members (students, families, staff).

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>

Teachers will incorporate culturally responsive strategies in planning and instruction	Provide real-time teacher coaching (NNN) and RJ coaching	Support student leadership & voice: RJ Peer Mediators, Student Council, LMB, AAMA, Girls' Inc, student clubs
Teachers will facilitate student understanding of data and the use of data (data walls, stoplight trackers in Advisory)	Admin will fully utilize the Community Schools Manager to increase and strengthen community partnerships with Family Resource Coordinator	Clear Student Support Processes (Response to intervention): COST, SART/SARB, SST, IEP, 504, Parent conferences
Teachers will establish a culture of college/career readiness by consistently relating academic skills and content to real world applications.	Regular data sharing regarding discipline, attendance, early warning indicators, and high school readiness.	Climate & Culture Team
Teachers will actively promote and model TORCH values.	Consistent communication: updated school calendar, website, weekly electronic bulletin.	Instructional Leadership Team
Teachers will utilize structures to keep parents informed: grading, communication, regular parent conferences.	SST professional development	Afterschool programming includes academic and community activities to extend student learning in partnership with Quality Support Provider
Advisors will facilitate weekly restorative justice circles	Actively promote and model TORCH values	Parent partnership: Regular SSC/ELAC meetings, PTO meetings, parent university events (informationals & trainings)
	Monthly teacher appreciation	Administer annual CHKS survey and analyze data to determine culture & climate planning.
	Develop and implement 3-5 year plan	
	Regular Leadership Team Meetings	
	Grade level leads will use the RTI process to facilitate intervention of at-risk students (early warning indicators, high school readiness) during weekly grade level meetings and SSTs.	

MAJOR IMPROVEMENT PRIORITY #2: Literacy Across the Curriculum

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
21% of Readers are Proficient in the SRI	EL SRI 2% decrease in proficiency
9.3% SRI growth in our lowest performing racial/ethnic group	LPRG Latino students at 20.7% proficiency
9.6% SRI growth for students with disabilities	14% of LTELS are reclassifying

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data is saying that our ELs are not making necessary growth in all areas of literacy - speaking, listening, reading, and writing. The data shows a lack of focus on content language objectives, specifically in listening and speaking. The data shows that our teachers are not trained in strategies to support metacognitive engagement with text.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Key Root Causes for EL Achievement - No strategic attempts to work with EL students, specifically in intervention. The school is not using designated ELD instruction daily. Teachers are not using Integrated ELD instruction in all content areas. Because of this ELL students, specifically LTELS, are not receiving appropriate access to instruction and rigorous instructions.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase EL efficacy in literacy across the curriculum (reading, writing, speaking, listening), as seen through SBAC ELA and supported by results of: SRI, CELDT, HWT/PWT, Formative Assessments, and Summative Assessments.	SBAC ELA	All Students	All: 20.5%, EL: .7%, EO: 4.8%, IFEP: 11.1%, RFEP: 10.5%	N/A	10-20% increase: All-40%, EL: 10.7%, EO: 24.8%, IFEP: 21%, RFEP: 20.5%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	20% of LTEL students will reclassify.	CELDT	English Learners	14%	24%	34%	4: English learners are reaching English fluency.
Academic	Accelerate reading growth by 1.5 years for students currently reading at 3rd through 5th grade level as measured by the SRI.	SRI	All Students	21%	31%	41%	3: Students are reading at or above grade level.

	Student use of academic language and engagement with grade level content aligned to the Common Core State Standards and the California ELD Standards will be increased from fall to spring as evidenced by principal observations, peer collaboration, walk throughs, cycles of inquiry. [from CSSSP Strategic Site Plan]						
	Improvement of students reading and writing skills and strategies through targeted instructional approaches, including differentiation for ELLs, formative assessments, close reading strategies, complex texts, and academic conversations.						

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Alliance Academy will equip students with literacy skills and provide a rich literary learning environment through data driven instruction and by implementing best practice systems and strategies.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
6 week academic cycles of inquiry: teachers track focal student data and use to adjust instruction to ensure focal students meet goals (focal students: ELs, majority LTELs) and are on track to be college and career ready.	Plan and deliver PD workshops on ELD, close reading, vocabulary, and academic discussions strategies (Webb's DOK to structure rigorous questioning throughout lessons in all content areas using a mix of engagement protocols)	STIP sub available for peer observation of literacy strategies in practice and small group student support
Teachers across all content areas will teach and model reading comprehension strategies	Bi-weekly ILT meetings to plan school-wide PD related to instruction and monitor progress.	ELA teachers organize and monitor MWC at their grade levels with incentives - grade level meetings to share independent reading resources and strategies
Teachers will plan and facilitate regular small and whole group academic discussions in class	Aggregate, analyze, and share school-wide and student level data to inform COIs and workshop initiatives	Enrichment/intervention: two Achieve3000 classes, Leveled Literacy Intervention (LLI) in 7th and 8th grade reading groups provided by CCTL

Teachers will plan for students to justify their answers and provide evidence across content areas.	Administration and coaches in classrooms completing coaching and feedback cycles	
Advisory: maintain leveled libraries, provide Accelerated Reader access, monitor Million Word Challenge progress, provide SSR time	All teachers and administrators will understand the Essential Practices for ELL Achievement that have been developed by the district. This will include a basic understanding of the five components of the Essential Practices 1) access and rigor 2) Designated and Integrated ELD 3) Data Driven Decisions 4) Assesst Based and 5) Whole Child. Teachers and Administrators will also have an understanding of how the Essential Practices Align with TGDS and LGDS.	
ELL students will complete Goal Setting for reclassification, using data from the CELDT, SRI, and ELA/ELD class. This goal needs to be done within the first two weeks of school	Ensure that teachers have ample time and support in getting ELs to complete the goal setting during advisory.	Family Literacy Night, planned by leadership team, students share their goals with their families and families have opportunities to hear about the reclassification process and build awareness around cultural assets. Parent Liason provides support with translation and parent outreach for the event. Advisory teachers copy goal setting sheets, send them home to be signed and returned by parents.
ELA teachers use reading and writing workshop to promote student ownership, to implement group interventions and differnetiation for struggling readers and writers, and to provide GATE students with opprotunities to complete rigorous work.	Plan and Deliever PDs on how to implement a workshop, plan and deliever PDs on grouping strategies and activities	An LTEL boost program will be organized and developed. In this boost program a teacher will have a small group of LTELs daily. In this group the teacher will use the ELD Standards and Matricies to drive instruction. Instruction will be aligned with the students current CELDT level. The designing of this program will be done by the administration and leadership team. Leadership team will support boost teachers by providing them with effective framework for boosting students efficiency and effectiveness in reading English.
Using close reading strategies with complex texts in all content areas, including Newcomer Classes, RSP, AAMA, and LMB	Plan and Deliever PDs on strategies for teaching ELLs, this will include specific strategies for LTELs and Newcomers.	
ELA teachers provide intergrated and designated ELD instruction daily.		
Newcomer teachers will use the Systematic ELD placement test and CELDT to make data driven instnctional decisions.		

<p>Student use of academic language and engagement with grade level content aligned to the Common Core State Standards and the California ELD Standards will be increased from fall to spring as evidenced by principal observations, peer collaboration, walk throughs, cycles of inquiry.</p>		
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MAJOR IMPROVEMENT PRIORITY #3: Backwards Design

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
95% of students know where they are, where they were, and where they are going on a learning pathway.	Many F's associated with ELA and Math in summative tasks
88% of students can verbalize their learning target for a given class.	Grading does not show mastery of content/learning but rather completion/compliance
	58% of students have a clear understanding of how they will achieve daily learning target.

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data shows that we are in the beginning stages of learning how to use backwards design as a staff. We are not implementing backwards design at the whole site level.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Majority of teachers are new and still developing skills around lesson planning, time consuming, very little accountability on having a unit plan, no continuous feedback process for teachers

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	From the use of backwards designed, common core aligned summative assessments, students performance on SBAC in ELA will show a 10% growth in proficiency.	SBAC ELA	All Students	5.6%	10.6%	15.6%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	100% of teachers will create and use backwards designed unit plans for the entire second semester	SBAC ELA	All Students	ELA: 6%; Math: 4%	SPF DATA: ELA 5.6%; Math: 4.4%	SBAC ~ ELA: 15.6%; Math 14.4%	2: Students are proficient in state academic standards.
Academic	From the use of backwards designed, common core aligned summative assessments, students performance on SBAC MATH will show a 10% growth in proficiency.	SBAC Math	All Students	4.4%	9.4%	14.4%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Alliance Academy teaching professionals will embed the practice of backwards planning in order to 1) identify student learning outcomes and 2) target curriculum practices and assessments that are designed to support mastery of common core standards.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will identify desired results, determine acceptable evidence, and plan learning experiences and instruction in order to meet those outcomes	Plan and deliver organized professional development through 2016-17 school year	Structured monthly department meeting time (regular data analysis, unit studies, assessment alignment)
Teachers will use a common Alliance Academy unit planning template	Coaching support available for long term planning	Provision of appropriate resources to support teacher planning (e.g. Ubd workbook, other resources)
Teachers will regularly meet to discuss and plan units and assessments in order to ensure alignment across content areas and within grade levels where appropriate.	Admin and coach feedback on unit plans and learning pathways	Organized Google Drive for resource sharing and unit plan delivery

Teachers will collect and analyze weekly formative assessment data in order to inform instructional shifts.	Content area leads plan and facilitate monthly department meetings	
Teachers will make the backward design process visible in their classroom to deepen student knowledge and understanding of the unit's learning outcomes and steps to achieve mastery (Making learning visible through learning pathways; facilitating student metacognitive skills)		

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$101,572.65	After School Education & Safety (ASES)	Contract with BACR to facilitate the running of our afterschool program.	Afterschool programming includes academic and community activities to extend student learning in partnership with Quality Support Provider	A1.6: After School Programs	5825	n/a	n/a	n/a	224-1	224
\$5,000.00	General Purpose Discretionary	Copier Agreement.	Teachers will plan for students to justify their answers and provide evidence across content areas.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	224-2	224
\$20,000.00	General Purpose Discretionary	Library Aide for literacy and assessment support.	Teachers will incorporate culturally responsive strategies in planning and instruction	A2.9: Targeted School Improvement Support	5825	n/a	n/a	n/a	224-3	224
\$6,000.00	General Purpose Discretionary	Clerical Overtime	Teachers will utilize structures to keep parents informed: grading, communication, regular parent conferences.	A5.3: School Facilities	2425	n/a	n/a	n/a	224-4	224
\$46,841.00	General Purpose Discretionary	General and necessary school supplies or licensing.	Aggregate, analyze, and share school-wide and student level data to inform COIs and workshop initiatives	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	224-5	224
\$3,000.00	General Purpose Discretionary	Meeting Refreshments.	Admin will fully utilize the Community Schools Manager to increase and strengthen community partnerships with Family Resource Coordinator	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4311	n/a	n/a	n/a	224-6	224
\$21,665.00	LCFF Concentration	Inter.Program, African-American Manhood Development Facilitator	Support student leadership & voice: RJ Peer Mediators, Student Council, LMB, AAMA, Girls' Inc, student clubs	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733	n/a	n/a	n/a	224-7	224
\$3,335.00	LCFF Concentration	Library Aide for literacy and assessment support.	Enrichment/intervention: two Achieve3000 classes, Leveled Literacy Intervention (LLI) in 7th and 8th grade reading groups provided by CCTL	A2.9: Targeted School Improvement Support	5825	n/a	n/a	n/a	224-8	224
\$50,887.55	LCFF Supplemental	Hire a bilingual clerk.	Clear Student Support Processes (Response to intervention): COST, SART/SARB, SST, IEP, 504, Parent conferences	A6.5: Academic Parent-Teacher Communication & Workshops	n/a	CLERK TYPIST BILNGUAL	20CLTB0003	1	224-9	224
\$28,866.87	LCFF Supplemental	Hire a TSA to support classroom management coaching, student interventions and blended learning, and ILT facilitation and development.	Instructional Leadership Team	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.3	224-10	224
\$60,576.01	LCFF Supplemental	Hire a teacher for 7th grade math	Teachers will incorporate culturally responsive strategies in planning and instruction	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1607	1	224-11	224
\$7,885.23	LCFF Supplemental	Hire a teacher for PE 6-8	Teachers will incorporate culturally responsive strategies in planning and instruction	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2134	0.17	224-12	224
\$26,866.57	LCFF Supplemental	Hire STIP sub to support teacher release time for peer observations, TGDS, and evaluation.	Teachers will plan and facilitate regular small and whole group academic discussions in class	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	0.55	224-13	224
\$11,650.00	LCFF Supplemental	Teacher stipends for secondary observers.	Instructional Leadership Team	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	224-14	224
\$12,000.00	LCFF Supplemental	Books other than text books	Instructional Leadership Team	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	224-15	224
\$2.01	LCFF Supplemental	Surplus to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	224-16	224
\$21,000.00	Measure G (School Libraries)	Use of people and/or technology to support a high level of students engagement and learning.	Instructional Leadership Team	A2.1: Implementation of CCSS & NGSS	4200	n/a	n/a	n/a	224-17	224
\$21,981.74	Measure G (TGDS)	Hire STIP sub to support teacher release time for peer observations, and Teacher Growth and Develop System	STIP sub available for peer observation of literacy strategies in practice and small group student support	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP9999	0.45	224-18	224
\$652.00	Measure G (TGDS)	Teacher stipends for secondary observers.	Teachers will actively promote and model TORCH values.	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	224-19	224
\$1.19	Measure G (TGDS)	Surplus to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	224-20	224
\$23,250.00	Program Investment	Inter. Program African American Male Achievement Program Manhood Development Facilitator	Support student leadership & voice: RJ Peer Mediators, Student Council, LMB, AAMA, Girls' Inc, student clubs	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733	n/a	n/a	n/a	224-21	224
\$10,000.00	Program Investment	Restorative Justice Facilitator.	Support student leadership & voice: RJ Peer Mediators, Student Council, LMB, AAMA, Girls' Inc, student clubs	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	224-22	224
\$67,356.03	Title I Basic	Hire a TSA to support classroom management coaching, student interventions and blended learning, and ILT facilitation and development.	Provide real-time teacher coaching (NNN) and RJ coaching	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.7	224-23	224

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$3,888.04	Title I Basic	Surplus to be allocated in Fall 2016 by SSC.	n/a	n/a	4399	n/a	n/a	n/a	224-24	224
\$1,826.27	Title I Parent Participation	Surplus to be allocated in Fall 2016 by SSC.	n/a	n/a	4399	n/a	n/a	n/a	224-25	224

ALLIANCE ACADEMY MS Secondary School Compact

School Name

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

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



Title I School Parental Involvement Policy 2015-16

(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 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 I 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 called in to review Title 1 purpose, procedures, possible expenditures. They also reviewed the Title 1 Parent Involvement Review and School Compact in preparation for the development of the Title 1 Plan.

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

Parents are asked availability at the end of each SSC meeting and the next meeting is planned with the parent availability at the forefront. Most meetings are scheduled in the evening after school, but, if a morning or during school meeting is better, it will/can be adjusted.

- 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.)

The Title 1 Planning process is broken up into sections: 1. Introduction and understanding of Title 1 and the expectatons. 2. Review of SPSA and identification of SSC focus goals. 3. Review of Title 1 Compact and possible additions and/or revisions. 4. Identification of possible use of Title 1 funds, review and explanation, then SSC team decision on use of Title 1 funds. 5. Time allotted in follow up meetings for Title 1 program reviews and improvements.



- 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.)

Info on current Title 1 programs provided within first semester of year. Parents provided an update at every other SSC meeting.

- 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.)

Second meeting of Title 1 planning process parents are provided with an explanation of student academic expectations for proficiency. Updates provided every other marking period.

- 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.)

General SSC meetings and Parent Teacher Organization meetings are scheduled for parent participation.

School-Parent Compact

(Name of school) Alliance AcademyA :

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 :

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.)

The school will provide quarterly parent classes on understanding standards, assessments, management of student progress, to support their student.

- 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.)

The school will provide quarterly parent classes on understanding standards, assessments, management of student progress, to support their student.

- 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.)

Reminder notices and phone blasts will be sent out quarterly through a Title 1 newsletter.



- 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.)

Our Community Schools Manager in conjunction with our Alliance Culture & Climate Team will work to design and facilitate activities and events that allow and create parent participation.

- 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.)

Title 1 program updates and info will go out in a quarterly newsletter.

- 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.)

Parents are provided with translators, snacks, and open door policy with administrator to ensure clear understanding and support of meeting and parental activities.

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.)

All major school reports will be translated into Spanish for parental access. Parents will be invited regularly to meetings and events that are centered about student academic growth and support.



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) 12/16/15 and will be in effect for the 2015-16 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.

A. Wyatt
(Principal's Signature)

12/16/15
(Date)



School Site Council Membership Roster – Middle School

School Name: ALLIANCE ACADEMY MS

School Year: 2015-2016

Chairperson : DELMY MALDONADO	Vice Chairperson: LETICIA VEGA
Secretary: JAQUELINE NARVAEZ-PANTOJA	LCAP Parent Advisory Nominee: TERESA GARCIA
LCAP EL Parent Advisory Nominee: MARIA SANCHEZ	LCAP Student Nominee:

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
STACEY WYATT	X				
JAQUELINE NARVAEZ		X			
PATRICIA JOHNSON		X			
KIMBERLY WESTLING		X			
MEILAINI CLAY-SOLOMON		X			
ROSAURA ALTAMIRANO			X		
MARIA SANCHEZ				X	
DELMY MALDONADO				X	
LETICIA VEGA				X	
TERESA GARCIA				X	
CAROLINA SANCHEZ				X	
CLAUDINA SANDOVAL				X	

Meeting Schedule (day/month/time)	SEPTEMBER 28, 2015
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SSC Legal Requirements:

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 not required to be members of the Middle School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
Or
3-Parent/Community
And 3-Students

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/2015