

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

June 27, 2018

Legislative File ID No: 18-1432
Introduction Date: 6/27/18
Enactment No.: 18-1155
Enactment Date: 6/27/18
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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 Urban Promise 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 Urban Promise Academy.



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

Legislative File ID No: 18-1432
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Urban Promise Academy
CDS Code: 1612596118657
Principal: Claire Fisher
Date of this revision: 5/10/2018

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: Claire Fisher	Position: Principal
Address: 3031 East 18th Street Oakland, CA 94601	Telephone: 510-436-3636 Email: claire.fisher@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: Urban Promise Academy

Site Number: 236

- | | | |
|--|---|---|
| <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 type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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: May 23, 2018

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>Claire Fisher</u> Claire Fisher, School Principal	 Signature	<u>5/23/18</u> Date
<u>Linda Byrd</u> Print name of SSC Chairperson	 Signature	<u>5/23/18</u> Date
<u>Mark Triplett</u> Mark Triplett, Network Superintendent	 Signature	<u>5/23/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	 Signature	<u>6/1/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Urban Promise Academy

Site Number: 236

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
3/28/2018	SSC	begin to give feedback on SPSA Math goals, evaluate data
4/25/2018	SSC	begin to give feedback on SPSA ELA goals, evaluate data
5/30/2018	SSC	begin to give feedback on SPSA conditions for student learning goals, evaluate data
3/14/2018	Staff meeting	give feedback on SPSA goals
4/11/2018	Staff meeting	add strategies to TOA
5/17/2018	ILT	Finalize TOAs after several rounds of feedback

2018-2019 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	\$85,500.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$276,522.29	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$129,999.03	TBD
TOTAL:	\$517,021.32	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$74,107.12	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,091.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$76,198.12	\$0.00

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

1A: ABOUT THE SCHOOL

School: Urban Promise Academy

School ID: 236

School Description

Urban Promise Academy (UPA) is a full service community school that is well known for its academic success and strong student culture. We have adapted a 21st Century learning model that incorporates personalized, project based, and social emotional learning. We've also had strong reclassification rates for English Language Learners. UPA has a robust reading program, an effective conflict resolution program and many services to serve our student and family needs.

School Mission and Vision

UPA's Vision

At Urban Promise Academy, we prepare our diverse student body to meet the challenging demands of 21st century college, career, and community readiness by focusing on the inner scholar, artist, and warrior within each student.

Our students are engaged citizens who serve as advocates and leaders in their communities; critical and creative thinkers who effectively drive their own learning; college and career ready with technological, socio-emotional, and academic competence; life long learners with profound self-knowledge and appreciation for diversity.

Our families are empowered with the knowledge of their children's skills and capacities; are given the tools to advocate for their family's and child's needs; are prepared to lead in their school and community; and are supported in continuing their own learning.

Our staff are committed to holding high expectations for all students as they passionately strive for social equity. They create safe space within a positive school culture and are creative and determined in seeking solutions; empathetic and thoughtful in their relationships with students, families, and other staff and are collaborative in the way they work.

Family & Student Engagement

We have high attendance to many of our family engagement meetings- SSC, SELLS, and family conferences. Not all of our families know how to monitor the progress of their child. They still rely on teachers telling them versus using systems. Our families haven't been explicitly taught how to monitor progress using our systems. We also don't have any systems for families having to check grades in order to make the practice routine.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	currently have three tiers of support for students to accelerate reading levels, have SSR for all and components of an independent reading program, using LLI kits with 1/3 of the students at the school, have a functional library	We have 69% of our 6th grade students coming to us multiple years below grade level	Our acceleration program isn't targeted enough to create high levels of acceleration. We have tracked our data over time, have seen that 6th grade does accelerate some students but then they slip. We want to build a three year plan for what intense acceleration looks like from 6th grade through 8th grade.

<p>STANDARDS-BASED INSTRUCTION <i>(including core content beyond language & literacy)</i></p>	<p>Math has a strong acceleration program called Math boost, our curriculum in 6th and 7th grade has become fully personalized, and we have some strong best practices in Math from years past that we have built on</p>	<p>Our current Math data is very low- our SBAC dropped and our other scores indicate a dip in proficiency</p>	<p>Because we have 2/4th of our Math department who are new to teaching at UPA, the fidelity to our curriculum is not as strong as it needs to be to accelerate student learning. We are looking for strong fidelity to the lesson plans written for small group instruction. We also do not have success with Newcomers in Math Boost. We need to redesign curriculum for their needs.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(Culture & Climate, including Measure G1)</i></p>	<p>We have lowered our suspension rates significantly- we are currently under 5%. We made a plan based on data and have made great strides not just in lowering suspension data, but in improving our culture.</p>	<p>We focused on office referrals this year as a measure of positive respectful school culture. Our goal is to lower them by 25% from the prior year. We have lowered the overall number of office referrals, but still see a trend of high number of referrals for "defiance".</p>	<p>We focused on two root causes: teacher not having a strong skill set around pre-referral interventions and students not having a skill set around disagreeing respectfully or challenging adults.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS Needs Assessment)</i></p>	<p>UPA has a legacy of strong family participation in SELLS (formally ELAC). We have a high number of ELLs and therefore a strong representation of families in SELLS. We have consistently discussed requirements for reclassification, our data and key strategies families can use to support students.</p>	<p>We are learning more about the new assessment ELPAC, and don't have a lot of knowledge to share with families.</p>	<p>ELPAC is new and not a lot is known about the test. Our SELLS families also come from different countries and are learning how US school systems work.</p>
<p>ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i></p>	<p>We have a full time art teacher who has provided arts to all students as well as developed an arts acceleration program. We began a Spanish program this year.</p>	<p>This year, we had a world language class- Spanish, that didn't go well. There was a disinterest in the class, and enrollment dropped. We still do not have a music class.</p>	<p>The Spanish class was difficult to make function well because of the language needs in our building. We have many different levels of Spanish proficiency, Newcomers, and English Only students. It was difficult to make work with our master schedule.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Urban Promise Academy

School ID: 236

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Reading	We will have 35% or more students at or above proficiency on the SBAC by May 2019.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	English Learners	-88.0	-80.5	-73.0
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?					
Theory of Action for Language & Literacy Priority:	If we focus on improving key CCSS best practices and strategies in all ELA classrooms, than our student will improve in their level of mastery on CCSS.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Hold school wide data dives in order to use SBAC, and SBAC interim data, to effectively impact instruction to support all students, specifically those with disabilities	organizing calendar, building strong data facilitation with ILT ILT stipends		<i>Progress monitoring data will increase over the year</i>	
1-2	Hold consistent professional development around common core standards and best practices	support facilitation of the professional development		<i>observable classroom instruction will improve throughout the year</i>	
1-3	Orient families to the school by doing 6th grade wide workshops for families around good reading practices to support all students, specifically those with disabilities	early start program, building a strong family engagement agenda, systems and structures for communication Community School Manager and Student Advisor		<i>6th grade students will show strong results in their reading trackers</i>	
1-4	Improve reading tiers of intervention by focusing on 6th grade students to support all students, specifically those with disabilities	professional development in intervention practices instructional facilitator, ILT stipends, curriculum planning teacher		<i>monitor SRI and F and P data throughout the year</i>	
1-5	modify ELA curriculum to address reading skill deficits to support all students, specifically those with disabilities	curriculum development, teaching and leadering department chairs		<i>monitor mastery based grades for improvement</i>	
1-6	Add push in reading instruction support to Newcomer classes	teaching and learning reading teacher		<i>monitor SRI and F and P data through the year</i>	

1-7	Professional development on the common core standards that support all students in reaching proficient or advanced levels on the SBAC	planning and facilitating professional development, monitoring progress in instructional practices	<i>use NWEA MAP tests and SBAC interim to progress monitor growth</i>
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	By May 2019, 29% of students will meet or exceed mathematics standards and 43% will nearly meet mathematics standards as measured by the SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	Low-Income Students	-128.8	-118.8	-108.8

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We will use NWEA Map and SBAC interim assessments to monitor progress throughout the year.
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Theory of Action for Standards-Based Instruction Priority:	If we focus on providing consistent professional development in standards aligned instruction and best practices, than students will show stronger mastery in CCSS.
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Professional Development for Math teachers around SBAC rigor and standards aligned practices	teaching and learning, shared leadership, professional development ITL, ILT stipends	<i>NWEA and SBAC interim scores</i>
2-2	Provide Math acceleration program for students multiple years below grade level	professional learning and PLCs ITL, and ILT stipends	<i>Math Boost test scores</i>
2-3	Improve systems of communication around student progress with students and families	systems for communication development ILT stipends	<i>measure the use of family log ins and family conference attendance</i>
2-4	Improve acceleration for students at grade level or above, including GATE students: create an algebra compression class, add Math competitions, do school wide Problem of the Month competitions	professional development and master schedule curriculum planner, ILT, ITL	<i>algebra readiness assessment</i>
2-5	Redesign Math Boost program for Newcomers using best practices for SIFE students (Newcomers)	curriculum design, professional development department chair, ITL	<i>Math Boost test scores</i>
2-6	Monitor and support fidelity in the implementation of Math curriculum	shared leadership, teaching and learning ITL, administration, department chair	<i>walk throughs</i>

2-7	Create Math Boost classes to support students with basic math skill deficits	curriculum development, teaching and learning department chair, ITL	<i>Math Boost test scores</i>
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CONDITIONS FOR STUDENT & ADULT LEARNING (including Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Suspensions	We will lower our suspension rate to be 5% or less by May 2019.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Suspension Rate	All Students	8.1%	7.3%	6.6%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We will monitor our suspension and office referral data in order to progress monitor towards this goal.
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Theory of Action for Conditions for Student & Adult Learning Priority:	If we focus efforts on case management, youth development, and supervision, than we will lower our incidents of suspension.
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Improve case management and follow up when suspension incidents happen	SEL practices RJ coordinator, counselor, CSM	<i>suspension rate</i>
3-2	Increase supervision of spaces where incidents have happened	master schedule and roles for adults RJ coordinator, counselor, CSM	<i>office referrals</i>
3-3	Develop and teach violence prevention program	advisory program development student advisor	<i>office referrals</i>
3-4	Improve family engagement as part of case work specifically to support homeless and foster youth	Family Resource Center development RJ coordinator, counselor, CSM	<i>family conference attendace</i>
3-5	Create peer support systems for mediation, reporting, and RJ to support all students, and especially foster youth	Restorative Justice development RJ coordinator, counselor, CSM	<i>care management tracker</i>
3-6	Improve Youth Development: leadership class, student government, structures and systems for student advocacy and voice (GATE students)	SEL and youth development student advisor	<i>CHKs survey</i>
3-7	Improve advisory program to include violence prevention, peer pressure, inclusion and diversity	SEL and youth development student advisor	<i>CHKs survey</i>

3-8	Engage African American families in AA Family Summits 3 times a year to build relationships, receive feedback, and develop next steps towards a positive school culture	plan and facilitate AA Family Summits	<i>family surveys</i>
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Equity	We will reclassify 25% or more of our ELLs as measured by reclassification rates.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	25.00%	28.00%	31.00%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We can monitor our SRI scores, our ELPAC scores, and our ELD/ELA grades to monitor progress towards this goal.
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Theory of Action for English Language Learners Priority:	If we make sure to include ELL strategies in all subjects specifically around strategic language instruction, than all of our ELLs will improve their skills in language and literacy.
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	provide professional development for explicitly teaching language and literacy	supporting the facilitation of PD	We can monitor our SRI scores, our ELPAC scores, and our ELD/ELA grades to monitor progress towards this goal.
4-2	consistent SELLS meetings with families of ELLs	facilitate meetings	SELLs meeting attendance
4-3	data dives to monitor progress of our ELLs over time	create calendar for data dive times	We can monitor our SRI scores, our ELPAC scores, and our ELD/ELA grades to monitor progress towards this goal.
4-4	provide after school support through study hall to students who need extra time and tutoring	structure and monitor the quality of study hall	monitor students' passing grades

ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i>	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Equity	Increase Arts and Music classes for all students, so that 100% of UPA students have a basic music and art class every year. Engage 1/3 of our student population in higher level acceleration programs in Arts and Music by adding Music, and advanced Art electives.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Percent of students in music and art classes annually	All Students	TBD	TBD	TBD
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	monitor grades in music and arts classes, student attendance, and student surveys				
Theory of Action for Arts, Music & World Languages Priority:	If we increase opportunities to receive arts and music education and invest in student leadership, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKs survey. We are adding a student leadership class that will be in charge of gathering student voice and bringing needs into action at the school. Our art and music programs will provide skillful instruction in improving our students capacity for producing quality arts, and allow students to follow pathways to high school programs.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
5-1	Improve family orientation for incoming 6th grade families to explicitly teach grade monitoring and systems for grade reporting for incoming 6th graders	school calendar and facilitation, systems for communication CSM, student advisor		orientation attendance	
5-2	Strengthen systems of communication for monitoring student progress on goals and grades	systems for communication CSM, student advisor, ILT stipends		family conference attendance	
5-3	Develop resources for communication: website, bulletin board, newsletter	systems for communication CSM, student advisor		CHKs survey	
5-4	Monitor the progress made by family check ins, target home communication, and offer follow up workshops specifically for homeless and foster youth, as well as incoming 6th graders	family education, organizational practices CSM, administration, teachers		family conference data	

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 236

School: Urban Promise Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$129,999.03	After School Education & Safety (ASES)	Contract for afterschool provider	Equity	A1.6 After School Programs	5825				236-1
\$35,912.73	General Purpose Discretionary	Extended time for teachers	Mathematics	A2.10 Extended Time for Teachers	1120				236-2
\$40,087.27	General Purpose Discretionary	Supplies	Reading	A2.3 Standards-Aligned Learning Materials	4310				236-3
\$7,000.00	General Purpose Discretionary	Copier maintenance agreement	Reading	A2.3 Standards-Aligned Learning Materials	5610				236-4
\$2,500.00	General Purpose Discretionary	Postage	Equity	A3.3 Family Engagement focused on Literacy Development	5910				236-5
\$5,000.00	LCFF Concentration	Supplies to support academic acceleration	Reading	A3.2 Reading Intervention	4310				236-6
\$5,000.00	LCFF Concentration	conference: teacher will participate in professional development around creating positive classroom community.	Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	5220				236-7
\$15,000.00	LCFF Concentration	buses for fieldtrips: all students will participate in an outdoor fieldtrip in order to build positive relationships	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	5826				236-8
\$45,698.73	LCFF Supplemental	These funds are for a Science teacher that will use personalized learning to accelrate learning for ELLs	Equity	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0506	0.63	236-9
\$46,136.98	LCFF Supplemental	These funds are to ensure we have physical education for all of our students.	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2423	0.80	236-10

\$47,529.62	LCFF Supplemental	These funds are for a visual art teacher which will ensure we support all students in having access to electives.	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2523	0.80	236-11
\$78,054.97	LCFF Supplemental	These funds are for a reading teacher that will specifically provide intervention for students below grade level in reading.	Reading	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2525	1.00	236-12
\$14,117.42	LCFF Supplemental	teacher stipends: teachers will participate in leadership teams in order to support school mission and visions	Equity	A2.10 Extended Time for Teachers	1120				236-13
\$20,013.83	LCFF Supplemental	computer science teacher: these funds are for a computer science teacher to ensure all students have access to high quality electives.	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	4399				236-14
\$24,970.74	LCFF Supplemental	restorative justice coordinator	Suspensions	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				236-15
\$77,011.88	Measure G1	Music teacher: these funds will be used to create elective experiences for all of our students.	Reading	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2223	0.74	236-16
\$485.21	Measure G1	Surplus	n/a	n/a	4399				236-17
\$25,029.26	Title I: Basic	Surplus	Equity	A3.3 Family Engagement focused on Literacy Development	4399				236-18
\$62,500.00	Title I: Basic	Surplus	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	4399				236-19
\$2,152.71	Title I: Parent Participation	Surplus, intended for ET/OT for translation	Equity	A4.1 English Learner Reclassification	4399				236-20

Title I School Parental Involvement Policy 2017-2018

URBAN PROMISE 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 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.)

1. Families participate in Observation days
2. families meet with teacher, students and other school staff
3. All together bring ideas on how to continue improving our school

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

we have an evening meeting every 4rd wednesday of the month @ 5:00 to 6:30pm
we have a morning meeting every 4th wednesday of the month @11-1:30pm
We send flyers to these meetings to students homes an make calls as well

- 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.)

Hold a annual Title 1 meeting, in which school present to families: What Title 1 is?; How UPA utilize Title 1 funds; Title 1 School Parent Involvement Policy; and finally present School-Family Compact. We have a consistent SSC meeting where we review the Title 1 implementation at the school. We work collaboratively to design new Title 1 program.

- 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.)

Provide parents of Title 1 students with timely information about Title 1 Programs. We consistently collect data and present it to the families.
Provides parents of Title 1 students with an explanation of the curriculum, assessments and proficiency levels students are expected to meet. Many SSC meetings are held in a workshop style so that families can learn about the details of the programming.

- 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.)

Many SSC meetings are held in a workshop style so families can learn about details of the programming.

- 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.)

We have consistent SSC meetings where we review the Title 1 implementation at the school. We work collaboratively to design new Title 1 Programs that support our students.

School-Parent Compact

(Name of school): UPA 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: URBAN PROMISE ACAD. 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.)

Besides holding monthly SSC meeting which provide ample information about the programs, we also hold student led conferences 3 times a year, in order to explain in depth students' level and progress toward goals.

- 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.)

SSC and SELLS workshops provide families with information, materials and skills for how to work with their children on the skills necessary to succeed.

- 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.)

Our SSC meeting are highly attended by families and staff who work in partnership to push our kids to high levels of achievement.

- 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.)

UPA has multiple opportunities for families to participate in learning more about their child's

- 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.)

All SSC meeting are translated and all materials distributed are in at least two languages.

- 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.)

Support is given continuously by our Family Resource Center.

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.)

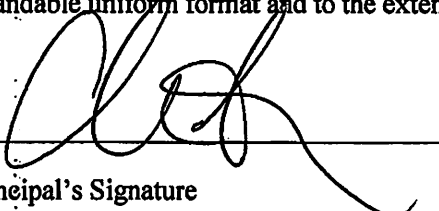
SELLS meeting happen consistently and are space where non-English speaking families can receive information and support in learning how to support their children and in which families are empower to attend OPEN DAY SCHOOL to come an observe our entire school and supports for our students.

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 (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

Wednesday, Sept/27/17; Oct/25/2017; Nov/29/2017; Dec/20/2017; Jan/31/2018;
Feb/28/2018; March/28/2018; April/25/2017 and May/23/2018

This policy was adopted by the (name of school) URBAN PROMISE ACADEMY School Site Council on ~~(mm/dd/yy)~~ ^{5/23/18} and will be in effect for the period of 2017-2018. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 5/23/2018. It will be made available to the local community on or before 5/23/18. The (Name of school) URBAN PROMISE 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

MAY/23/2018

Date

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 SEPTEMBER day of 27TH, 2017.

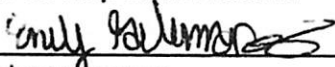
URBAN PROMISE ACADEMY **Secondary School Compact**
School Name

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



2017-2018
School Site Council Membership Roster – Middle School

School Name: _____

Chairperson :
Vice Chairperson:
Secretary:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule (day/month/time)	
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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