

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

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Alliance Academy.



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

## **2017-2018 Single Plan for Student Achievement (SPSA)**

**School:** Alliance Academy  
**CDS Code:** 1612590112771  
**Principal:** Stacey Wyatt  
**Date of this revision:** 6/12/2017

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:

|   |  |
|---|--|
| <b>Contact:</b> Stacey Wyatt                          | <b>Position:</b> Principal   |
| <b>Address:</b> 1800 98th Avenue<br>Oakland, CA 94603 | <b>Telephone:</b> 510-639-2893<br><b>Email:</b> <a href="mailto:stacey.wyatt@ousd.org">stacey.wyatt@ousd.org</a> |

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

2017-2018 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 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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 5/31/17

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|--|--|

Signatures:

Stacey Wyatt

  
Signature

5-31-17  
Date

School Principal

\* Delmy M Maldonado

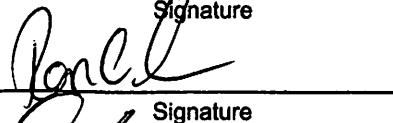
Delmy M Maldonado

05-31-17  
Date

Print name of SSC Chairperson

Signature

Ron Smith

  
Signature

6/8/17  
Date

Network Superintendent

Marcus Silvi

  
Signature

6/8/17  
Date

Coordinator, Office of Accountability Partners

**2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date      | Stakeholder Group               | Engagement Description   |
|-----------|---------------------------------|--|
| 6/5/2017  | Staff/Faculty Meeting           | Shared update on School Transformation and what it means for SPSA and plans for next year. |
| 5/23/2017 | School Transformation Committee | Shared rationale and overview of site plan and parental input                              |
| 5/22/2017 | SSC                             | Shared rationale and overview of site plan   |
| 5/22/2017 | ILT                             | Shared rationale and overview of site plan   |
| 5/15/2017 | School Transformation Committee | Review, planning, development of SPSA  |
| 5/8/2017  | School Transformation Committee | Review, planning, development of SPSA  |
| 4/20/2017 | School Transformation Committee | Review, planning, development of SPSA  |
|           |                                 |  |

**2017-2018 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<br>... <b>General Purpose Discretionary #0000</b> | \$79,215.78             | TBD                 |
| Local Control Funding Formula Supplemental Grant<br>... <b>LCFF Supplemental #0002</b>     | \$318,125.11            | TBD                 |
| Local Control Funding Formula Concentration Grant<br>... <b>LCFF Concentration #0003</b>   | \$100,000.00            | TBD                 |
| After School Education and Safety Program<br>... <b>ASES #6010</b>                         | \$101,310.18            | TBD                 |
| <b>TOTAL:</b>  | <b>\$598,651.07</b>     | <b>\$0.00</b>       |

| <b>Federal Programs</b>  | <b>Projected Budget</b> | <b>Final Budget</b> |
|--|-------------------------|---------------------|
| Title I, Part A: Schoolwide Program<br>... <b>Title I Resource #3010</b>           | \$47,806.43             | TBD                 |
| Title I, Part A: Parent Engagement Activities<br>... <b>Title I Resource #3010</b> | \$1,600.97              | TBD                 |
| 21st Century Community Learning Centers<br>... <b>Title IV Resource #4124</b>      | \$0.00                  | TBD                 |
| <b>TOTAL:</b>  | <b>\$49,407.40</b>      | <b>\$0.00</b>       |

## PART A: ABOUT THE SCHOOL

### 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 “scrapers 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.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### TRANSFORMATION PRIORITY #1: Reading

#### SCHOOL GOAL for Reading:

By June 2020, 31% of Alliance students will meet or exceed the grade level standard for the SBAC ELA

**SCHOOL TARGETS for Reading:**

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| SBAC ELA   | All Students   | 11.40%          | 16.00%        | 21.00%        |

**Other Leading Indicators for Reading:**

SRI scores per Marking Period, LightSail based formative assessments, Regularly scheduled Document Based Questions (DBQ's) and History Writing Tasks (HWT's).

**NEEDS ASSESSMENT for Reading:**

| STRENGTHS   | CHALLENGES  |
|---|---|
| A review of a sample unit plans indicates instructional strategies that are supposed to be modeled in all classrooms. School leadership reported that teachers should have clear learning objectives for each lesson. School leadership and teachers stated that learning targets are clearly posted on boards. School leadership and teachers reported (and the culture and climate plan confirmed) that classrooms are expected to have the same blackboard configuration (e.g., agenda, do-now, essential questions, learning targets, agendas, homework). | In a focus group, students reported that teachers expect them to do their best, although most students stated that their classes were too easy. Students reported that teachers expect them to do their best, although most students stated that their classes were too easy. Most students could not explain how the school was preparing them for college. Several teachers shared that the adults do not have high academic expectations for students. |

**ROOT CAUSE ANALYSIS**

Most teachers reported that following directions, arriving to class on time, and completing work exemplified their standards for high expectations. Like teachers, students cited following directions, showing up to class, and doing your work as examples of high expectations in classrooms. Behavior management has been a major priority over the years, and consequently, academic rigor has been deprioritized in effort to maintain an orderly, obedient environment.

**TRANSFORMATION PRIORITY #2: English Language Development****SCHOOL GOAL for English Language Development:**

By June 2020, 53% of 8th grade students will be reading at grade level as measured by the SRI.

**SCHOOL TARGETS for English Language Development:**

| Indicator: | Student Group: | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|------------|----------------|-----------------|---------------|---------------|
| SRI        | All Students   | 17.36%          | 27.30%        | 37.00%        |

**Other Leading Indicators for English Language Development:**

SRI scores per Marking Period, pre-identified unit based formative assessments.

**NEEDS ASSESSMENT for English Language Development:**

| STRENGTHS  | CHALLENGES  |
|--|---|
| <p>In focus groups, school leadership, teachers, and staff reported the existence of frequent, uninterrupted time to collaborate and discuss student achievement and behaviors. School leadership and teachers indicated that staff has been trained on NNN, CROWN values, and/or how to approach advisory sessions (e.g., community circles). Teachers receive ongoing coaching through our partnership with Alameda County Office of Education on the Teaching for Understanding framework that helps teachers to build units of learning measured by authentic performances of understanding.</p> | <p>Professional development sessions have not yet begun to regularly focus on ongoing analysis of student performance and instructional data. Teachers expressed a need for professional development regarding students with diverse learning needs and English language learner (ELL) students – a population in which the school has seen increased student enrollment. Teachers communicated that professional development was tailored to general education teaching, and reported no professional development sessions for teachers who support students with special needs and/or ELL students.</p> |

**ROOT CAUSE ANALYSIS**

School leadership and teachers explained (and review of new teacher and all-staff retreat materials confirmed) that, to-date, most professional development has been aligned to mind-set, school structures, culture, and behavior management. However, teachers reported that professional development sessions were not focused on schoolwide priorities. School leadership reported (and review of the educator handbook validated) that the school has three priorities – the three big rocks of literacy across the school, scholarly environment (focus on behavior), and family/parent engagement. However, most teachers were not able to explain the three schoolwide initiatives. Like rigorous academics, educator development has focused on behavior management, and staff do not appear to have the skills or training to lead differentiated, project based instruction.

**TRANSFORMATION PRIORITY #3: Culture & Climate: Attendance**

**SCHOOL GOAL for Culture & Climate: Attendance:**

By June 2020, African-American students will have an attendance rate of 98%.

**SCHOOL TARGETS for Culture & Climate: Attendance:**

| Indicator:      | Student Group:            | 15-16 Baseline: | 16-17 Target: | 17-18 Target: |
|-----------------|---------------------------|-----------------|---------------|---------------|
| Attendance Rate | African American Students | 67.90%          | 65.20%        | 80.00%        |

**Other Leading Indicators for Culture & Climate: Attendance:**



Targeted support for chronic absentee students and those at risk. Info outreach for students

**NEEDS ASSESSMENT for Culture & Climate: Attendance:**

| STRENGTHS  | CHALLENGES  |
|--|---|
| <p>School leadership and teachers reported that the school developed a school-wide approach to behavior expectations, and provides staff with training to ensure proper execution and support. Stakeholders conveyed that classroom norms and supports include, but are not limited to, No Nonsense Nurturing (NNN), be safe, be respectful, be responsible; advisory; five-step consequence ladder; restorative justice; Positive Behavioral Interventions and Supports (PBIS), and multi-tier system of supports (MTSS). An overview of behavioral expectations is detailed in the 2016-17 culture and climate plan.</p> | <p>In 50% of other classrooms observed, implementation of behavioral expectations was ineffective or only partially effective. Students did not abide by rules and expectations; this resulted in disruption and interference in other students' learning. In these classrooms, students did not pay attention and walked around during whole group instruction; teachers did not redirect misbehaving students. This demonstrates that a significant portion of the student population requires more intensive behavioral support during and after school as the standard practices and expectations are not as effective.</p> |

| ROOT CAUSE ANALYSIS   |
|---|
| <p>Stakeholders indicated that there are a host of community-based programs that support students who struggle academically. School leadership and community partners stated that an AmeriCorps representative provides after-school academic support for students. In addition, stakeholders reported (and review of the culture and climate plan confirmed) that Bay Area Community Resources (BACR), Girls Inc., African American Male Achievement Program (AAMA) and Latino Men and Boys (LMB) offer academic and/or mentoring support, as well as enrichment programs for students. However, teachers and community partners confirmed that students self-select behavior interventions and are not required to participate in interventions if they are struggling, which suggests many students are not taking advantage of the various service available.</p> |

**PART C: THEORY OF ACTION**

|  |  |
|--|--|
| <p><b>SCHOOL THEORY OF ACTION for Reading:</b></p>                           | <p>If we adopt a rigorous, project-based curriculum that places an emphasis on real world application, we will improve overall student literacy and writing competencies as this instructional approach requires students to read, analyze, and comprehend text on a more consistent basis.</p>  |
| <p><b>SCHOOL THEORY OF ACTION for English Language Development:</b></p>      | <p>Design, deliver and execute Teacher for Understanding units that allow students to develop and display agency through creative inquiry and culturally responsive pedagogy. By reprioritizing our PD time and going deeper on inquiry, data analysis, and effective differentiation, we will more effectively meet students' needs and dramatically improve reading rates.</p> |
| <p><b>SCHOOL THEORY OF ACTION for Culture &amp; Climate: Attendance:</b></p> | <p>We will establish a safe and inclusive culture focused on academic excellence and personal growth for all student groups. If we improve our culture, this will make Alliance a welcoming, safe, environment where students are excited and inspired to come to school. We believe this naturally lead to higher attendance rates.</p>   |

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

**Improvement Strategies for Rigorous Academics: Writing**

| #   | Key Teaching Practices                           | Implementation Practices (Teaching, Leadership & Organizational Practices)   |
|-----|--|--|
| 1-1 | Intensive reading support                        | <p>Use online reading program Lightsail to provide leveled, interest driven reading support, and ensure that students at all reading levels (including GATE students and low-performing students) have access to content at the appropriate level</p> <p>Develop alternative creative assessments that support reading comprehension growth to address the needs of all students, including students with disabilities</p> <p>Provide ongoing, in-class reading supports such as NEWSELA, Visual/Audio reading aids, and 2 target EL reading strategies</p> <p>Purchase pro version of NEWSELA, renew subscription to LightSail, compensate teacher time for developing creative assessments</p> |
| 1-2 | Development of metacognitive learning strategies | <p>Develop graphic organizers to support students' thinking and learning process</p> <p>Start year with project on thinking routines and applying them to their learning</p> <p>Incorporate metacognitive strategies into student led conferences and reflections</p>  |
| 1-3 | Differentiated instruction                       | <p>Clarify response to intervention expectations</p> <p>Define clear intervention supports for each tier</p> <p>Implement Tier 1 PBIS classroom checklist</p> <p>Newcomer teachers will use the Systematic ELD placement test and CELDT to make data driven instructional decisions.</p>   |

**Improvement Strategies for Educator Development: Reading**

| #   | Key Teaching Practices                                       | Implementation Practices (Teaching, Leadership & Organizational Practices)   |
|-----|--|--|
| 2-1 | Develop competencies in culturally responsive teaching (CRT) | Complete book study on Culturally Responsive Teaching and the Brain (Zaretta Hammond)<br>Conduct consultancies with staff to support implementation of different phases of CRT<br>Develop a school wide culturally responsive lesson planning template<br>Implement a full CRT program observation cycle to provide reflections and feedback<br>Teachers will incorporate culturally responsive strategies in planning and instruction |

**Improvement Strategies for Culture & Climate: Attendance**

| #   | Improvement Strategy   | Implementation Practices (Teaching, Leadership & Organizational Practices)  |
|-----|--|---|
| 3-1 | Improve consistency of positive behavior management strategies school wide | Create 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<br>Implement Tier 1 restorative justice circles<br>Integrate Alliance Crown Values (Comunidad, Resilience, Openness, Wonder, Nia) into core learning experience |

|     |   |   |
|-----|---|---|
| 3-2 | Engage families regularly to strengthen school community and culture. | <p>Teachers will document at least two hours of parent contact each month.</p> <p>Teachers will select at least two parent engagement events to attend each semester.</p> <p>Grade Level Team Leads will be available for communication with Grade Level Parent Leads.</p> <p>Leaders will acknowledge teacher engagement of parents and parent participation monthly.</p> <p>Partner with Office of Family and Community Schools for support and guidance.</p> <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, social media</p> <p>At least one parent engagement opportunity each Marking Period</p> |
|-----|---|---|

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

224

School:

Alliance Academy

| BUDGET AMOUNT | BUDGET RESOURCE                        | SPECIFIC BUDGET ACTION   | ASSOCIATED STRATEGY           | ASSOCIATED LCAP ACTION AREA   | OBJECT CODE | POSITION TITLE                 | UPC        | FTE  | BUDGET ACTION NUMBER |
|---------------|--|--|-------------------------------|---|-------------|--------------------------------|------------|------|----------------------|
| \$101,310.18  | After School Education & Safety (ASES) | Program Support & Enrichment   | Reading                       | A2.9: Targeted School Improvement Support   | 5825        |                                |            |      | 224-1                |
| \$6,000.00    | General Purpose Discretionary          | Classified Support overtime  | Culture & Climate: Attendance | A5.1: School Culture & Climate (Safe & Supportive Schools)                          | 2225        |                                |            |      | 224-2                |
| \$43,215.78   | General Purpose Discretionary          | Supplies for overall school operation  | Culture & Climate: Attendance | A5.1: School Culture & Climate (Safe & Supportive Schools)                          | 4310        |                                |            |      | 224-3                |
| \$5,000.00    | General Purpose Discretionary          | Copier maintenance contract  | Culture & Climate: Attendance | A5.1: School Culture & Climate (Safe & Supportive Schools)                          | 5610        |                                |            |      | 224-4                |
| \$25,000.00   | General Purpose Discretionary          | Restorative Justice Facilitator  | Culture & Climate: Attendance | A2.2: Social Emotional Learning   | 5736        |                                |            |      | 224-5                |
| \$5,845.79    | LCFF Concentration                     | Library Staffing (Library/Media Teacher and/or Library Tech position)  | Reading                       | A3.2: Reading Intervention  |             | LIBRARY TECHNICIAN             | LIBTEC0006 | 0.10 | 224-6                |
| \$6,474.29    | LCFF Concentration                     | Reading assessment and program for struggling readers...FTE..CCTL or Intervention Teacher                                  | Reading                       | A3.2: Reading Intervention  |             | TEACHER STRUCTURED ENG IMMERSN | K12TCH1456 | 0.10 | 224-7                |
| \$23,777.12   | LCFF Concentration                     | Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher | Culture & Climate: Attendance | A2.2: Social Emotional Learning   |             | TEACHER STRUCTURED ENG IMMERSN | K12TCH0709 | 0.35 | 224-8                |
| \$30,745.25   | LCFF Concentration                     | Spanish Speaking Teacher   | English Language Development  | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) |             | TEACHER STRUCTURED ENG IMMERSN | K12TCH2192 | 0.50 | 224-9                |
| \$23,383.17   | LCFF Concentration                     | Surplus to be allocated in Fall 2017.  | n/a                           | n/a   | 4399        |                                |            |      | 224-10               |
| \$9,774.38    | LCFF Concentration                     | Licensing agreements to support academic acceleration  | Reading                       | A3.2: Reading Intervention  | 5846        |                                |            |      | 224-11               |
| \$51,834.04   | LCFF Supplemental                      | Translation for ELL family Engagement  | Culture & Climate: Attendance | A5.1: School Culture & Climate (Safe & Supportive Schools)                          |             | CLERK TYPIST BILNGUAL          | 20CLTB0003 | 1.00 | 224-12               |
| \$22,216.69   | LCFF Supplemental                      | ELL parent education and engagement  | English Language Development  | A4.1: English Learner Reclassification  |             | TEACHER STRUCTURED ENG IMMERSN | K12TCH1715 | 0.35 | 224-13               |
| \$45,967.45   | LCFF Supplemental                      | Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher | Reading                       | A3.2: Reading Intervention  |             | TEACHER STRUCTURED ENG IMMERSN | K12TCH1456 | 0.71 | 224-14               |
| \$74,121.29   | LCFF Supplemental                      | Class size reduction in support of ELLs  | English Language Development  | A2.7: Class Size Reduction  |             | TEACHER STRUCTURED ENG IMMERSN | K12TCH2245 | 0.90 | 224-15               |
| \$1,747.63    | LCFF Supplemental                      | Supplies to support academic acceleration  | Reading                       | A3.2: Reading Intervention  | 4310        |                                |            |      | 224-16               |
| \$6,700.00    | Measure G: TGDS                        | Teacher Leadership   | English Language Development  | A2.9: Targeted School Improvement Support   | 1120        |                                |            |      | 224-17               |

|             |                                 |   |                               |   |      |                                |            |      |        |
|-------------|---------------------------------|---|-------------------------------|---|------|--------------------------------|------------|------|--------|
| \$80.12     | Measure G: TGDS                 | Supplies to support TGDS.                                     | English Language Development  | A2.5: Teacher Professional Development for CCSS & NGSS                              | 4310 |                                |            |      | 224-18 |
| \$15,000.00 | Measure G: TGDS                 | ITL to support Teacher Professional Development and Support   | English Language Development  | A2.5: Teacher Professional Development for CCSS & NGSS                              | 4399 |                                |            |      | 224-19 |
| \$3,173.81  | Supplemental Program Investment | ELL parent education and engagement                           | English Language Development  | A4.1: English Learner Reclassification  |      | TEACHER STRUCTURED ENG IMMERSN | K12TCH1715 | 0.05 | 224-20 |
| \$3,689.43  | Supplemental Program Investment | Spanish Speaking Teacher                                      | English Language Development  | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) |      | TEACHER STRUCTURED ENG IMMERSN | K12TCH2192 | 0.06 | 224-21 |
| \$8,235.70  | Supplemental Program Investment | Class size reduction  | English Language Development  | A2.7: Class Size Reduction  |      | TEACHER STRUCTURED ENG IMMERSN | K12TCH2245 | 0.10 | 224-22 |
| \$13,586.92 | Supplemental Program Investment | Targeted Support  | English Language Development  | A2.9: Targeted School Improvement Support   |      | TEACHER STRUCTURED ENG IMMERSN | K12TCH0709 | 0.20 | 224-23 |
| \$2,569.13  | Supplemental Program Investment | External work order services to support academic acceleration | Reading                       |   | 5826 |                                |            |      | 224-24 |
| \$3,766.58  | Title I Basic                   | Surplus to be allocated in Fall 2017.                         | n/a                           | n/a   | 4399 |                                |            |      | 224-25 |
| \$44,039.85 | Title I Basic                   | Teacher Professional Development and Support                  | English Language Development  | A2.5: Teacher Professional Development for CCSS & NGSS                              |      | 11 MONTH CLASSROOM TSA         | C11TSA0295 | 0.40 | 224-26 |
| \$1,600.97  | Title I Parent Participation    | Parent Development  | Culture & Climate: Attendance | A6.1: Parent / Guardian Leadership Development                                      | 4399 |                                |            |      | 224-27 |



## School Site Council Membership Roster – Middle School

School Name:                     ALLIANCE ACADEMY                    

School Year:                     2016-2017                    

|   |                     |  |                     |
|---|---------------------|--|---------------------|
| <b>Chairperson:</b> DELMY MALDONADO       |                     | <b>Vice Chairperson:</b> EDUARDO HERNANDEZ |                     |
| <b>Email:</b> _____                       | <b>Phone:</b> _____ | <b>Email:</b> _____                        | <b>Phone:</b> _____ |
| <b>Secretary:</b> JACQUELINE NARVAEZ      |                     | <b>LCAP Parent Advisory Nominee:</b>       |                     |
| <b>Email:</b> jacqueline.narvaez@ousd.org | <b>Phone:</b> _____ | <b>Email:</b> _____                        | <b>Phone:</b> _____ |
| <b>LCAP EL Parent Advisory Nominee:</b>   |                     | <b>LCAP Student Nominee:</b>               |                     |
| <b>Email:</b> _____                       | <b>Phone:</b> _____ | <b>Email:</b> _____                        | <b>Phone:</b> _____ |

Place "X" in Appropriate Members Column

| Members' Names                       | Members' Phone and E-mail<br>(If not included above) | Principal | Classroom<br>Teacher | Other<br>Staff | Parent/<br>Comm. | Student  |
|--------------------------------------|--|-----------|----------------------|----------------|------------------|----------|
| STACEY WYATT                         | stacey.wyatt@ousd.org                                | X         |                      |                |                  |          |
| FARRIS JABBAR                        | farris.jabbar@ousd.org                               |           | X                    |                |                  |          |
| VERONICA DEL TORO                    | veronica.deltoro@ousd.org                            |           |                      | X              |                  |          |
| EDUARDO HERNANDEZ                    | ejhernandez@temple.edu                               |           | X                    |                |                  |          |
| DANA MCINTYRE                        | dana.mcintyre@ousd.org                               |           | X                    |                |                  |          |
| JACQUELINE NARVAEZ                   | jacqueline.narvaez@ousd.org                          |           | X                    |                |                  |          |
| DELMY MALDONADO                      |  |           |                      |                | X                |          |
| MARIA SANCHEZ                        |  |           |                      |                | X                |          |
| DULCE GUERRERO                       |  |           |                      |                | X                |          |
| MARIA JUAREZ                         |  |           |                      |                | X                |          |
| BEATRIZ HERRERA                      |  |           |                      |                | X                |          |
| <i>Piedad Sanchez</i>                |  |           |                      |                |                  | <i>X</i> |
| Meeting Schedule<br>(day/month/time) | SSC SCHEDULED TO MEET ON THE 15TH OF EACH MONTH      |           |                      |                |                  |          |

**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 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

Revised 8/22/2016



# 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 2016-17

(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 Middle School 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.)

We split the first SSC meeting in two, one portion is the establishment/SSC, the other is the explanation of Title 1.

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

\*Request parent availability  
 \*For low incidence/activity months, 1 meeting per month.  
 \*For high incidence/activity months, 2 meetings per month.

- 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.)

We share the use of Title 1 funds (for TSA), we share data regarding teacher coaching and support.



- 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.)

\*Posters, Fliers, Robocalls  
\*Quarterly Title 1 Report

- 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.)

\*Bi-monthly open to Title 1 meeting  
\*Marking Period 2 & Marking Period 5 Family Engagement

- 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.)

\*Semester parent conferences  
\*Set parent conference hours w/principal  
\*Parent Action Team weekly/bi-weekly meetings.

## School-Parent Compact

(Name of school) Alliance Academy Middle School .

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 Middle School :

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.)

\*Students will have advisory classes that produce weekly progress reports.

- 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.)

\*Family engagement events for student support. Parent info sheet on curriculum and advice to support child.

- 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.)

\*Title 1 PD sessions  
\*Title 1 parent support checklist.



- 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.)

- \*Parent Action Team sets goals for parent engagement.
- \*Partner with parent support agencies.

- 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.)

- \*Quarterly Title 1 Newsletter
- \*Posting of meeting times

- 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.)

- \*Parent Action Team meetings
- \*Bi-monthly Title 1 meeting

## 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.)

- \*Translation of documents when possible.
- \*Translator available.
- \*Visuals of Information 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) 9/14/2016 and will be in effect for the 2016-17 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)

9/14/16  
\_\_\_\_\_  
(Date)