OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

August 10, 2016

To: Board of Education

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

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

Action Requested:

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

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Urban Promise Academy

CDS Code: 1612596118657

Principal: Claire Fisher

Date of this revision: 5/11/2016

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

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

Contact: Claire Fisher

Position: Principal

Address: 3031 East 18th Street
Oakland, CA 94601

Telephone: 510-436-3636

claire.fisher@ousd.org

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

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Urban Promise Academy   **Site Number:** 236

[X] Title I Schoolwide Program   [X] Local Control Funding Formula (LCFF) Base Grant

[ ] Title I Targeted Assistance Program   [X] LCFF Supplemental Grant   [ ] 21st Century

[X] After School Education & Safety Program (ASES)   [X] LCFF Concentration Grant

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on: 5/18/16

   Date(s) plan was approved: 5/18/16

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

   [ ] Fliers in students' home languages   [X] Announcement at a public meeting   [ ] Other (Notices, Media Announcements, etc.)

Signatures:

(signature)
Print name of School Principal
Hilda Garcia

(signature)
Print name of SSC Chairperson
Ron C. Smith

(signature)
Print name of Network Superintendent
Ruth Alahydoian

Claire Fisher _(signature)_	5/16/16 eF
Signature	Date
(signature)	5-26-16
Signature	Date
(signature)	5-26-16
Signature	Date
Ruth Alahydoian _(signature)_	6/2/16
Ruth Alahydoian, Chief Financial Officer	Date
Signature	

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	*Shared rationale and overview of site plan.*
11/1/2015	Students grades 6-7-8	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/1/2015	Instructional Leadership Team	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
12/5/2015	Faculty & SSC combined	*Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.*
2/4/2016	SPED Parent Engagement	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
3.23.16	SSC	SSC looked at draft of SPSA and helped draft the family engagement plan
4.20.16	SSC	SSC provided feedback to the family engagement plan
2.24.16	SSC	SSC reviewed budget, asked questions, and provided feedback to the plan for the 2016-17 year
3/17/16-5/20/15	School Leadership team	SLT does a full program evaluation for reading and personalized learning
2.17.16	staff	Staff completes CALL survey to provide feedback on quality of the professional development
1/29/2016	staff	Staff does a curriculum evaluation during Buy Back Day and decided on curriculum decisions for 2016-17 year

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**	$84,150.00	TBD
Local Control Funding Formula Supplemental Grant ... **LCFF Supplemental #0002**	$211,213.60	TBD
Local Control Funding Formula Concentration Grant ... **LCFF Concentration #0003**	$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... **ASES #6010**	$129,172.23	TBD
TOTAL:	**$449,535.83**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... **Title I Resource #3010**	$76,129.37	TBD
Title I, Part A: Parent Engagement Activities ... **Title I Resource #3010**	$1,951.50	TBD
21st Century Community Learning Centers (FTE only) ... **Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$78,080.87**	**$0.00**

ABOUT THIS SCHOOL

School Description

UPA is a small middle school in the heart of the Fruitvale district. We serve 384 students in grades 6-8th. 92% of our students receive free or reduced lunch.We are 82% Latino, 8% African American, and 3% Asian. 38% of our students are English Language Learners and 41% we recently reclassified. We have Special Education programing for resource and intensive counseling enriched. We have a Newcomer program that serves about 60 students. We have an innovative school model that focused on 3 learner centered strategies: social emotional learning, project based learning, and personalized learning.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Reading Acceleration
Major Improvement Priority #2:	CCSS/NGSS Mastery
Major Improvement Priority #3:	Family Engagement

MAJOR IMPROVEMENT PRIORITY #1:   Reading Acceleration

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
47% of 8th graders reading at grade level or above	62% of 6th graders reading multiple years below grade level
In Fall 2015, no 8th grader reading below 500 lexile	Only 29% at or above grade level in December 2016

ROOT CAUSE ANALYSIS for Priority #1

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

In the past 2 years, we have done many things to shape the intentional work around reading acceleration. We created a reading intervention program, we have collected and used diagnostic data (F and P) to identify skill gaps, we have implemented small group instruction using LLI kits to support struggling readers, we have focused tier 1 PD for all teachers around reading strategies, we have held several reading focused workshops for families, and we have revitalized the library to add texts, librabry hours, as well as began an SSR program. We still have to work on quality of instruction with reading, having success with the goal setting cycles, and deepening our work with families on reading strategies.

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

The amount of intentional small group reading instruction to scale of the need (only about 50 students are receiving LLI small group instruction), lack of wide spread use of reading support strategies at home, need for strong tier 1 reading instruction consistently in all core classes, lack of a clear plan for the goal setting, reflecting and re-planning for every students' SRI score.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	SRI scores will increase 10% or more through using personlized learning strategies, SEL lessons, reflection and goal setting practices.	SRI	All Students	29% at Dec. 2016	49%	59%	3: Students are reading at or above grade level.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	Clear plan for goal setting and reflection continously throughout the year	SRI	All Students	29% at Dec. 2016	49%	59%	3: Students are reading at or above grade level.
Academic	Small group instruction implemented 2 or more times a week in every core class	SRI	All Students	29% at Dec. 2016	49%	59%	3: Students are reading at or above grade level.

Academic	Data used to inform instruction for small groups and other interventions	SRI	All Students	29% at Dec. 2016	49%	59%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *UPA will accelerate both Reading and Math scores by using assessment, planning, and specific differentiation strategies in all classes as measured by classroom grades (using competency based grading system).*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices *People / Teams / Time / Resources*
using a diagnostic or other assessments to gauge what students' current proficency levels are prior to the instruction starting	creating a professional development plan that is differentiated to meet all staff's needs in implementing cycles of inquiry	creating a professional development calendar that maximizes time for collaboration and receiving PD input
using data to create personalized learning paths for proficiency: blended, station, workshop models by collecting data and creating small group instruction and independent work based on results	supporting teachers in their cycles by providing observation and feedback to them based on their goals and the outcomes.	creating a online tool for teachers to capture their cycles and monitor them so the data is visible and making the same, or a similar tool, available to students.
use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	maintaining school wide systems and models for quality personalized instruction (data use, differentiation, technology, and curriculum use) such as school wide walk through and data dives	create a master schedule that honors shared prep time for collaborating teachers
measuring proficiency levels daily and weekly through out unit to help differentiate support for both low-performing students and GATE students	provided time and support for teachers to be able to observe, plan, and process strategies	providing a instructional leader "case load" so that every teacher has someone supporting their cycles

MAJOR IMPROVEMENT PRIORITY #2:   CCSS/NGSS Mastery

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
6th grade has had 2 successful cycles of inquiry using grade level data	Units for each content area are not completely planned, nor not planned to accelerate student mastery levels	to the rigor of the DOK needed for CCSS and NGSS
All students in Algebra passed benchmark assessments and had passing mastery grades	Humanities departments units are not data rich, which leads to formative assessment and small group instruction cycles not being strong.

All teachers created at least one master lesson using project based learning, content language objectives, and formative assessment strategies. | Standards based/competency based grades do not align to the DOK rigor of CCSS and NGSS

ROOT CAUSE ANALYSIS for Priority #2

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

Our plan for how to implement rigorous NGSS/CCSS aligned instruction for all hasn't been realized yet. Our theory of action around how to implement instruction this year made some assumptions that turned out to be wrong or incorrect. Our units were not in the shape we thought they were, the data we thought teachers would generate and use were not used or used improperly, we hadn't fully thought out how small group instruction would work for Humanities.

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

Our plan for how to implement rigorous NGSS/CCSS aligned instruction for all is being held back by a few key root causes: our units were not fully planned (this is pockets of the school) which led to some daily planning versus big picture back mapped planning, our units and curriculums are not data rich in some cases which led to ineffective cycles of inquiry around small group instruction, and our teachers have not received enough professional development around content language objectives and Depth of Knowledge.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Teachers will be able to accelerate student mastery of CCSS and NGSS standards measured by competency grades by 15% from beginning of the year until end of the year.	SBAC Math	All Students	28% SBAC ELA, 20% SBAC Math	35% SBAC ELA, 30% SBAC Math	45% SBAC ELA, 40% SBAC Math	2: Students are proficient in state academic standards.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Teachers will complete unit plans to include CCSS and NGSS alignment, CLOs, and formative assessment.	SBAC ELA	All Students	28% SBAC ELA, 20% SBAC Math	35% SBAC ELA, 30% SBAC Math	45% SBAC ELA, 40% SBAC Math	2: Students are proficient in state academic standards.
Academic	Teachers will implement competency based grading in all subject and all grades which are aligned to Depth of Knowledge rigor of CCSS and NGSS.	SBAC Math	All Students	28% SBAC ELA, 20% SBAC Math	35% SBAC ELA, 30% SBAC Math	45% SBAC ELA, 40% SBAC Math	2: Students are proficient in state academic standards.

Social/Emotional	SEL	All Students	28% SBAC ELA, 20% SBAC Math	35% SBAC ELA, 30% SBAC Math	45% SBAC ELA, 40% SBAC Math	5: Students are engaged in school everyday.
Students will use the goal setting, repractice, and remaster cycle to accelerate their own learning in the content classes.						

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	*Teacher will plan and implement units that have been written to match the rigor of the Depth of Knowledge required of CCSS and NGSS including content language objectives and formative assessment.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	**Leadership Practices**	**Organizational Practices** *People / Teams / Time / Resources*
Teachers will receive professional development on content language objectives and language frames from Constructing Meaning.	Leadership team will partner with teachers to assess the quality of and revise unit plans with a lens for content language objectives using language frames from CM and formative assessment.	Support provided by outside consultants and PD time dedicated to input and planning, and teachers' setting goals
Teachers will have planning partners to add modifications for ELD and SPED for all units.	Leadership team will continuous collect, assess, and revise instruction implementation plans based on ongoing data (competency based grades, classroom walk throughs, quality of unit plans using rubric)	Create a clear plan for the unit planning required during the summer to be ready for implementation in August, provide extended contracts to all teachers involved in the work
Teachers will receive professional development on, plan for, and use formative assessment to consistently inform and accelerate students proficiency levels on CCSS and NGSS.	Leadership team will lead cycles of inquiry around accelerating students success as measured by competency grades 3 times a year.	Create a PD calendar and plan for extended professional development time for teachers to plan, reflect, and use data to inform instruction

MAJOR IMPROVEMENT PRIORITY #3:   Family Engagement

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	**Student Performance Challenges**
77% of the families surveyed on CHKs rated the school high for culture and climate	Diversity of families attending school events is low
90% of families participate in family conferences 2 times a year	Not all families know how to monitor their student progress

76, 6th grade families attended a technology workshop informaing them on how to use technology to monitor student progress	Not all families can describe clear strategies of how they support their child's reading at home.

ROOT CAUSE ANALYSIS for Priority #3

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

We have made some clear growth this year in supporting our families in understanding mastery based grading and monitoring their child's progress in grades and reading scores. We have done some more strategic work in our workshops, partnered with OTX, and hired a support person from La Clinica to work with the FRC on family engagement strategies.

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

Our workshops and strategies for really providing clear guidance on how to support your child's learning at home seem to be lacking specificity. While our families in general understand SRI scores and the grades, the majority of them haven't shown knowledge of clear strategies for supporting. Our success still relies mostly on work we do in the school to support learning.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	90% or more of 6th grade families will show evidence of monitoring their child's progress on their competency based grades 6 times a year.	Culture/ Climate: Parent	All Students	0% (new strategy no data yet)	90% or higher	90% or higher in 6th and 7th	6: Parents and families are engaged in school activities.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	All families will attend a workshop that informs them of competency based grades, how to read progress reports and strategies for what to do to support students at home	Culture/ Climate: Parent	All Students	n/a	n/a	100%	6: Parents and families are engaged in school activities.
Social/Emotional	All students will share progress reports 6 times a year with families, complete a engagement task to discuss the progress made, and return plan to their crew teacher.	SEL	All Students	n/a	n/a	100%	6: Parents and families are engaged in school activities.
Academic	6th grade students will accelerate their passing rates by 15% from the beginning to the end of the year.	Culture/ Climate: Student	All Students	n/a	n/a	100%	1: Graduates are college and career ready.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Increase family engagement in monitoring and supporting their child's progress in school.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices *People / Teams / Time / Resources*
Staff will implement family workshops so all 6th grade families will understand competency grading, how to read and interpret progress reports, and how to support student growth.	Leadership team will design a progress report family enagegment process to be implemented 6 times a year.	create clear process for how to generate, read, and help families understand progress reports
Crew teachers will monitor and support families in engaging with their children around the progress reports and coach families with strategies for how to support growth at home.	Leadership team will continuously collect data on the effectiveness of the progress report process, use the data to reflect and improve the quality of family engagement.	Create a calendar and support people to support the progress reporting process
Teachers will support families in learning how to read student data and monitor goals.	Leadership team will provide professional development on how to coach students and families in making support plans for reaching goals	Align school communication systems to support multiple access points to learning how to read student data.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$129,172.23	After School Education & Safety (ASES)	funds for after school consultant	Leadership team will continuously collect data on the effectiveness of the progress report process, use the data to reflect and improve the quality of family engagement.	A1.6: After School Programs	5825	n/a	n/a	n/a	236-1	236
$22,300.98	General Purpose Discretionary	supplies to support academic literacy in reading, Math, and Science	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A2.5: Teacher Professional Development for CCSS & NGSS	4310	n/a	n/a	n/a	236-2	236
$7,500.00	General Purpose Discretionary	Funds for conference expenses for a staff beginning of the year retreat	creating a professional development plan that is differentiated to meet all staff's needs in implementing cycles of inquiry	A2.1: Implementation of CCSS & NGSS	5220	n/a	n/a	n/a	236-3	236
$16,000.00	General Purpose Discretionary	Funds for maintaining copiers used for creating instructional materials and outreach to families	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A2.1: Implementation of CCSS & NGSS	5610	n/a	n/a	n/a	236-4	236
$692.93	General Purpose Discretionary	funds for a restorative justice coordinator who will help deminish office refferals and suspension rate	Building social emotional learning with students in order to maximize student learning	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	236-5	236
$27,656.09	General Purpose Discretionary	consultants hired to support the daily IT needs and the work of the family resource center in outreach to families	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A3.3: Family Engagement focused on Literacy Development	5825	n/a	n/a	n/a	236-6	236
$10,000.00	General Purpose Discretionary	consultant hired to support the integration of dance and art into the classroom curriculum	building a strong culture with students that promotes attendance and maximizes learning	A5.1: School Culture & Climate (Safe & Supportive Schools)	5826	n/a	n/a	n/a	236-7	236
$12,890.30	LCFF Concentration	teacher to support newcomer English immersion class	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A4.3: Newcomer Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.15	236-8	236
$11,985.24	LCFF Concentration	teacher to support newcomer English immersion class	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A4.1: English Learner Reclassification	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2357	0.19	236-9	236
$123.91	LCFF Concentration	supplies to support academic literacy in reading, Math, and Science	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A4.1: English Learner Reclassification	4310	n/a	n/a	n/a	236-10	236
$0.55	LCFF Concentration	Surplus	n/a	n/a	4399	n/a	n/a	n/a	236-11	236
$14,729.71	LCFF Supplemental	administrative assistant to support with purchasing and processing of bought goods into the school	provided time and support for teachers to be able to observe, plan, and process strategies	A2.9: Targeted School Improvement Support	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB9999	0.2	236-12	236
$73,045.02	LCFF Supplemental	Newcomer teacher implements adaptive curriculum to meet ELL student needs	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A4.3: Newcomer Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.85	236-13	236
$51,094.96	LCFF Supplemental	Newcomer teacher implements adaptive curriculum to meet ELL student needs	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A4.1: English Learner Reclassification	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2357	0.81	236-14	236
$72,343.91	LCFF Supplemental	consultants to support daily IT needs and to support the family resource center in family outreach work	using data to create personalized learning paths for proficiency: blended, station, workshop models by collecting data and creating small group instruction and independent work based on results	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	236-15	236
$791.89	Measure G (School Libraries)	book for classroom libraries to support the independent reading program	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A3.2: Reading Intervention	4200	n/a	n/a	n/a	236-16	236
$10,208.11	Measure G (School Libraries)	supplies and materials to support reading program	maintaining school wide systems and models for quality personalized instruction (data use, differentiation, technology, and curriculum use) such as school wide walk through and data dives	A3.2: Reading Intervention	4310	n/a	n/a	n/a	236-17	236
$10,000.00	Measure G (School Libraries)	technology to replace old technology supporting a 1 to 1 ratio with students	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A3.1: Blended Learning	4420	n/a	n/a	n/a	236-18	236
$0.71	Measure G (TGDS)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	236-19	236
$5,894.00	Measure G (TGDS)	extended contracts to support curriculum planning	using data to create personalized learning paths for proficiency: blended, station, workshop models by collecting data and creating small group instruction and independent work based on results	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	236-20	236
$10,000.00	Measure G (TGDS)	substitutes to support teacher release days for professional development	supporting teachers in their cycles by providing observation and feedback to them based on their goals and the outcomes.	A2.1: Implementation of CCSS & NGSS	1150	n/a	n/a	n/a	236-21	236

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$27,361.18	Program Investment	funds for an instructional facilitator who monitors data and supports professional development	using a diagnostic or other assessments to gauge what students' current profiency levels are prior to the instruction starting	A2.8: Data & Assessment	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2223	0.39	236-22	236
$0.57	Program Investment	Supplies	n/a	n/a	4310	n/a	n/a	n/a	236-23	236
$585.00	Program Investment	extended contracts to support curriculum planning	use curriculum, adaptive technology, and planning time to create differentiated work to meet students' needs	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	236-24	236
$20,000.00	Title I Basic	Family Resource Center director hold key family engagement work around making sure families have basic resources, increase attendance and student performance, COST team member and runs family workshops, manage family leaders and volunteer program	Leadership team will provide professional development on how to coach students and families in making support plans for reaching goals	A6.4: Parent / Guardian Volunteer Support	4399	n/a	n/a	n/a	236-25	236
$46,822.00	Title I Basic	Counselor manages all master schedule work, counseling students and families in course and school choices, manges intervention (SST and 504) programs, manages conflict mediation	Leadership team will provide professional development on how to coach students and families in making support plans for reaching goals	A2.2: Social Emotional Learning	5732	n/a	n/a	n/a	236-26	236
$9,307.37	Title I Basic	RJ coordinator hold several circles to deminish office refferals and suspensions	Leadership team will provide professional development on how to coach students and families in making support plans for reaching goals	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	236-27	236
$1,951.50	Title I Parent Participation	funds to support with materials needed for family workshops in order to improve family engagement	Staff will implement family workshops so all 6th grade families will understand competency grading, how to read and interpret progress reports, and how to support student growth.	A6.5: Academic Parent-Teacher Communication & Workshops	4399	n/a	n/a	n/a	236-28	236

UPA School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- 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

As a parent/guardian or family member I will:

- 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.

_____
Family member signature

As a teacher I will:

- 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 partnerships with 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 __10__ day of __Sept.__ , 20 __15__

2015 – 2016

Title I School Parental Involvement Policy

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
UPA agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title I Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title I Plan. We have consistent SSC meeting where we review the Title I implementation at the school. We work collaboratively to design new Title I programs.

- Offer a flexible number of meetings for parents. We hold a planning meeting and an SSC meeting once a month. We also hold SSC meeting anytime they deemed necessary by the committee.

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. We have consistent SSC meeting where we review the Title I implementation at the school. We work collaboratively to design new Title I programs.

- Provides parents of Title I students with timely information about Title I programs. We consistently collect data and present it to the families.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Many SSC meeting are held in a workshop style so that families can learn about the details of the programming.

    1. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. We have consistent SSC meeting where we review the Title I implementation at the school. We work collaboratively to design new Title I programs.

School-Parent Compact

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.

Building Parent Capacity for Involvement

UPA 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

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. SSC and ELAC 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. 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. UPA has multiple opportunities for families to participate in learning more about their child's education. We hold learning expeditions twice a year and family conferences three times a year.

- 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. 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. 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. ELAC meetings happen consistently and are a space where non-English speaking families can receive information and support in learning how to support their children.

Adoption

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

(2)

This policy was adopted by the **UPA** , School Site Council on 9/23/15 and will be in effect for the 2013-14 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 UPA'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)

9/23/15
(Date)

School Site Council Membership Roster – Middle School

School Name: URBAN PROMISE ACADEMY M. S.   **School Year:** 2015-2016

Chairperson : HILDA GARCIA	Vice Chairperson: ELBA MARTINEZ
Secretary: CLAIRE FISHER	*LCAP Parent Advisory Nominee: GLENDY E CORDERO
*LCAP EL Parent Advisory Nominee: SUSANA AYALA	*LCAP Student Nominee:

Place "X" in **Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
SUSANA AYALA				X	
ELBA MARTINEZ				X	
HILDA GARCIA				X	
MARTHA P. COLLAZO				X	
VERONICA RODRIGUEZ				X	
MONICA CARDENAS				X	
CLAIRE FISHER	X				
GLENDY CORDERO			X		
ALLISON SCHAFFER		X			
KRISTI LEUNIG		X			
ALEX AQUINO		X			
ALIMA CATELLACI		X			

Meeting Schedule (day/month/time)	10/28/15; 11/18/15; 12/16/15; 01/27/16; 02/24/16; 03/30/16; 04/27/16; 05/18/16

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-ClassroomTeachers
1-Other Staff

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

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.