

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 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 2017-2018 Single Plan for Student Achievement (SPSA) for Urban Promise Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Urban Promise Academy
CDS Code: 1612596118657
Principal: Claire Fisher
Date of this revision: 6/6/2017

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:

Contact: Claire Fisher
Address: 3031 East 18th Street
Oakland, CA 94601

Position: Principal
Telephone: 510-436-3636
Email: claire.fisher@ousd.org

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: Urban Promise Academy

Site Number: 236

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

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

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

Date(s) plan was approved: May 22, 2017

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

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

Signatures:

Claire Fisher



Signature

5/22/17

Date

School Principal

Hilda Garcia



Signature

5/22/17

Date

Print name of SSC Chairperson

Mark Triplett



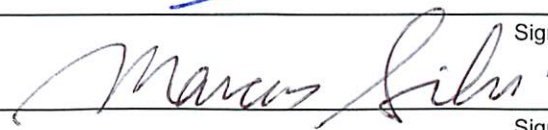
Signature

5.23.17

Date

Network Superintendent

Marcus Silvi



Signature

5/30/17

Date

Coordinator, Office of Accountability Partners

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$77,661.82	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$277,387.04	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$22,843.01	TBD
After School Education and Safety Program ... ASES #6010	\$119,046.73	TBD
TOTAL:	\$496,938.60	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$59,758.03	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,639.87	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$61,397.90	\$0.00

PART A: ABOUT THE SCHOOL

School Description

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

School Mission and Vision

UPA's Vision

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

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

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

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Reading

SCHOOL GOAL for Reading:

We will accelerate our 6th grade students who are reading at 3rd, 4th, or 5th grade, 2 years in one year. We will be studying this cohort of 6th graders over the next three years with the intent of having a clear acceleration goal for them every year. In 2019-20, 80% of 8th graders will be proficient.

SCHOOL TARGETS for Reading:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	38.94%	43.94%	48.94%

Other Leading Indicators for Reading:

We will use Fountais and Pinnell to progress monitor three times a year. We will use house made assessment to provide formative feedback inbetween SRI and F and P.

NEEDS ASSESSMENT for Reading:

STRENGTHS	CHALLENGES
currently have three tiers of support for students to accelearte reading levels, have SSR for all and components of an independent reading program, using LLI kits with 1/3 of the students at the school, have a functional library	We have 73% of our 6th grade students coming to us multiple years below grade level

ROOT CAUSE ANALYSIS

Our acceleration program isn't targeted enough to create high levels of acceleration. We have tracked our data over time, have seen that 6th grade does accelerate some students but then they slip. We want to build a three year plan for what intense acceleration looks like from 6th grade through 8th grade.

MATHEMATICS PRIORITY: Mathematics**SCHOOL GOAL for Mathematics:**

By May 2018, 24% of students will meet or exceed mathematics standards and 43% will nearly meet mathematics standards as measured by the SBAC. We will be using NWEA Map tests to progress monitor growth of students.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	13.70%	18.85%	24.00%

Other Leading Indicators for Mathematics:

We will use NWEA three times a year. We also will use content assessments and our focus area data (from Summit Basecamp) to monitor progress.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
Math has a strong acceleration program called Math boost, our curriculum in 6th and 7th grade has become fully personalized, and we have some strong best practices in Math from years past that we have built on	Our current Math data is very low- our SBAC dropped and our other scores indicate a dip in proficiency

ROOT CAUSE ANALYSIS

Because we have 3/4th of our Math department who are new to teaching at UPA, the fidelity to our curriculum is not as strong as it needs to be to accelerate student learning. We are looking for strong fidelity to the lesson plans written for small group instruction. We also do not have success with Newcomers in Math Boost. We need to redesign curriculum for their needs.

CULTURE & CLIMATE PRIORITY: Suspensions

SCHOOL GOAL for Suspensions:

We will lower our suspension rate to be 5% or less by May 2018.

SCHOOL TARGETS for Suspensions:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students	11.57%	8.28%	5.00%

Other Leading Indicators for Suspensions:

We will monitor our office referrals, our COST data, as well as our effectiveness in implementing our culture plans.

NEEDS ASSESSMENT for Suspensions:

STRENGTHS	CHALLENGES
We have lowered our suspension rates significantly- we are currently under 5%. We made a plan based on data and have made great strides not just in lowering suspension data, but in improving our culture.	We have had an up tick in discipline incidents around "acts of violence"

ROOT CAUSE ANALYSIS

We have had "acts of violence happen in areas not closely supervised. We are still working on strong student culture and SEL around violence prevention, as well as strong student voice in our work around culture.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

75% or more of our families will show evidence of monitoring student progress on their grades by checking online or using progress reports. We are adding processes for routine check ins to happen between students and their families, as well as holding student led conferences for all students twice a year.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
School-developed metric	All Families	n/a	n/a	75.00%

Other Leading Indicators for Family Engagement:

We can send out paper progress reports and monitor the amount of family signatures we get back. We can check in one on one during family conferences.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
We have high attendance to many of our family engagement meetings-SSC, SELLS, and family conferences.	Not all of our families know how to monitor the progress of their child. They still rely on teachers telling them versus using systems.

ROOT CAUSE ANALYSIS
Our families haven't been explicitly taught how to monitor progress using our systems. We also don't have any systems for families having to check grades in order to make the practice routine.

ADDITIONAL PRIORITY: Equity

SCHOOL GOAL for Equity:

Increase Arts and Music classes for all students, so that 100% of UPA students have a basic music and art class every year. Engage 1/3 of our student population in higher level acceleration programs in Language, Arts, and Music by adding a Spanish class, advanced Music, and advanced Art electives.

SCHOOL TARGETS for Equity:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Percent of students participating in electives	All Students	n/a	n/a	100.00%

Other Leading Indicators for Equity:

If we increase opportunities to receive arts, language, and music education, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKS survey.

NEEDS ASSESSMENT for Equity:

STRENGTHS	CHALLENGES
We have a full time art teacher who has provided arts to all students as well as developed an arts acceleration program.	We do not have music for all, nor an accelerated music path. We have no world languages.

ROOT CAUSE ANALYSIS

Our music class has provided limited opportunity for some students to get music instruction, but not wide spread music instruction from an experienced, credentialed teacher. There is not opportunity for advance music or art study, nor world language.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Reading:	If we focus our intervention efforts on the students who are multiple years below grade level in 6th grade, and then continue to build out an intervention plan for 7th and 8th, then we will be accelerate students' SRI scores out of multiple year below towards proficiency by 8th grade. We will also continue to improve Tier 1 best practices for every grade, specifically by providing professional development around instructional practices for reading instruction for all Humanities and Science teachers working with non-fiction texts.
SCHOOL THEORY OF ACTION for Mathematics:	If we focus on comprehensive unit planning and formative assessment as key strategies for accelerating learning, we will be able to improve student outcomes in Mathematics for all students. We will do consistent standards and SBAC performance task analysis in department meetings to distill the most essential elements of rigor and apply them to lessons.
SCHOOL THEORY OF ACTION for Suspensions:	If we focus efforts on case management, youth development, and supervision, we will lower our incidents involving acts of violence, therefore our suspension rates. The majority of our suspensions for acts of violence have happened during transitions on the yard or in the gym. We plan to improve youth development by intentionally adding a unit around violence prevention to our advisory curriculum.
SCHOOL THEORY OF ACTION for Family Engagement:	If we invest in the training of families and systems of communication, our family awareness and involvement in students' progress in school will increase, then our students' performance in school will improve, specifically their GPAs.
SCHOOL THEORY OF ACTION for Equity:	If we increase opportunities to receive arts, language, and music education and invest in student leadership, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKs survey. We are adding a student leadership class that will be in charge of gathering student voice and bringing needs into action at the school. Our art, music, and language programs will provide skillful instruction in improving our students capacity for producing quality arts, and allow students to follow pathways to high school programs.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Strategies to Support Improvement Priority #1:	Reading
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
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1-1	Hold school wide data dives in order to use SRI data to effectively impact instruction to support all students, specifically those with disabilities	organizing calendar, building strong data facilitation with ILT	ILT stipends
1-2	Improve independant reading program across the school to support all students, specifically those with disabilities	master schedule, classroom and school library, professional development	books for libraries, funds for professional development
1-3	Orient families to the school by doing 6th grade wide workshops for families around good reading practices to support all students, specifically those with disabilities	early start program, building a strong family engagement agenda, systems and structures for communication	Community School Manager and Student Advisor
1-4	Professional Development for teachers around reading practices, SBAC rigor, and standards aligned instruction	instructional facilitator, ILT agendas, PLC work, curriculum planning teacher	instructional facilitator, ILT stipends, curriculum planning teacher
1-5	Improve reading tiers of intervention by focusing on 6th grade students to support all students, specifically those with disabilities	professional development in intervention practices	instructional facilitator, ILT stipends, curriculum planning teacher
1-6	Create reading boost classes to support students with reading deficits, including students with disabilities	organizing master schedule, curriculum development	department chair
1-7	modify ELA curriculum to address reading skill deficits to support all students, specifically those with disabilities	curriculum development, teaching and leadering	department chairs
1-8	Add push in reading instruction support to Newcomer classes	teaching and learning	reading teacher

Strategies to Support Improvement Priority #2:	Mathematics
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
2-1	Professional Development for Math teachers around SBAC rigor and standards aligned practices	teaching and learning, shared leadership, professional development	ITL, ILT stipends
2-2	Provide Math acceleration program for students multiple years below grade level	professional learning and PLCs	ITL, and ILT stipends
2-3	Improve systems of communication around student progress with students and families	systems for communication development	ILT stipends

2-4	Improve acceleration for students at grade level or above, including GATE students: create an algebra compression class, add Math competitions, do school wide Problem of the Month competitions	professional development and master schedule	curriculum planner, ILT, ITL
2-5	Redesign Math Boost program for Newcomers using best practices for SIFE students (Newcomers)	curriculum design, professional development	department chair, ITL
2-6	Monitor and support fidelity in the implementation of Math curriculum	shared leadership, teaching and learning	ITL, administration, department chair
2-7	Create Math Boost classes to support students with basic math skill deficits	curriculum development, teaching and learning	department chair, ITL

Strategies to Support Improvement Priority #3:	Suspensions
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
3-1	Improve case management and follow up when suspension incidents happen	SEL practices	RJ coordinator, counselor, CSM
3-2	Increase supervision of spaces where incidents have happened	master schedule and roles for adults	RJ coordinator, counselor, CSM
3-3	Develop and teach violence prevention program	advisory program development	student advisor
3-4	Improve family engagement as part of case work specifically to support homeless and foster youth	Family Resource Center development	RJ coordinator, counselor, CSM
3-5	Create peer support systems for mediation, reporting, and RJ to support all students, and especially foster youth	Restorative Justice development	RJ coordinator, counselor, CSM
3-6	Improve Youth Development: leadership class, student government, structures and systems for student advocacy and voice (GATE students)	SEL and youth development	student advisor
3-7	Improve advisory program to include violence prevention, peer pressure, inclusion and diversity	SEL and youth development	student advisor

Strategies to Support Improvement Priority #4:	Family Engagement
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
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4-1	Improve family orientation for incoming 6th grade families to explicitly teach grade monitoring and systems for grade reporting for incoming 6th graders	school calendar and facilitation, systems for communication	CSM, student advisor
4-2	Strengthen systems of communication for monitoring student progress on goals and grades	systems for communication	CSM, student advisor, ILT stipends
4-3	Develop resources for communication: website, bulletin board, newsletter	systems for communication	CSM, student advisor
4-4	Monitor the progress made by family check ins, target home communication, and offer follow up workshops specifically for homeless and foster youth, as well as incoming 6th graders	family education, organizational practices	CSM, administration, teachers

Strategies to Support Improvement Priority #5:	Equity
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
5-1	Build a Native and non-Native Spanish language program	master schedule and teaching	spanish teacher
5-2	Build a music program that includes accelerated path for students to study music	master schedule and teaching development	music teacher
5-3	Build an art accelerated program that supports students in becoming high school ready for arts pathways	master schedule and teaching development	art teacher

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:

236

School:

Urban Promise Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$119,046.73	After School Education & Safety (ASES)	Afterschool program to support continuation of school day	Improve Youth Development: leadership class, student government, structures and systems for student advocacy and voice	A1.6: After School Programs	5825				236-1
\$14,000.00	General Purpose Discretionary	Provide clerical extra time and overtime to support school activities such as registration dates and other school activities	Improve systems of communication around student progress with students and families	A2.9: Targeted School Improvement Support	2425				236-2
\$42,000.00	General Purpose Discretionary	Purchase supplies and materials needed to support academics and school wide operations	Improve independent reading program across the school	A3.2: Reading Intervention	4310				236-3
\$5.03	General Purpose Discretionary	Meeting Refreshments	Professional Development for Math teachers around SBAC rigor and standards aligned practices	A2.5: Teacher Professional Development for CCSS & NGSS	4311				236-4
\$10,000.00	General Purpose Discretionary	Equipment maintenance	Professional Development for teachers around reading practices, SBAC rigor, and standards aligned instruction	A2.5: Teacher Professional Development for CCSS & NGSS	5610				236-5
\$11,656.79	General Purpose Discretionary	Increase FTE from .8 to 1.0 for Attendance Specialist, Bilingual	Improve family orientation to explicitly teach grade monitoring and systems for grade reporting	A2.9: Targeted School Improvement Support		SPECIALIST, ATTENDANCE BILINGUAL	SPATBL9999	0.20	236-6
\$9,700.00	LCFF Concentration	Stipends or substitutes to support professional learning in support of ELLs	Improve reading tiers of intervention by focusing on 6th grade students	A3.4: Teacher Professional Development focused on Literacy	1120				236-7
\$310.01	LCFF Concentration	Supplementary ELD materials & instructional technology	Improve independent reading program across the school	A3.2: Reading Intervention	4310				236-8
\$2,742.00	LCFF Concentration	Community Program Manager	Improve family engagement as part of case work	A3.3: Family Engagement focused on Literacy Development	5730				236-9
\$10,091.00	LCFF Concentration	African American Manhood Development Facilitator	Develop and teach violence prevention program	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733				236-10
\$1,917.86	LCFF Supplemental	Supplementary ELD materials & instructional technology	Improve independent reading program across the school	A3.2: Reading Intervention	4310				236-11
\$5,140.00	LCFF Supplemental	Surplus, potentially to be allocated for violence prevention program	Develop and teach violence prevention program	A2.2: Social Emotional Learning	4399				236-12
\$13,000.00	LCFF Supplemental	African American Manhood Development Facilitator	Develop and teach violence prevention program	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733				236-13
\$20,082.66	LCFF Supplemental	LTEL Classes	Improve reading tiers of intervention by focusing on 6th grade students	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	K12TCH2223	0.20	236-14
\$47,528.94	LCFF Supplemental	Class size reduction in support of ELLs	Improve reading tiers of intervention by focusing on 6th grade students	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	K12TCH1003	0.74	236-15
\$64,299.29	LCFF Supplemental	Class size reduction in support of ELLs	Improve reading tiers of intervention by focusing on 6th grade students	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	K12TCH1806	1.00	236-16

\$64,299.29	LCFF Supplemental	Class size reduction in support of ELLs	Improve reading tiers of intervention by focusing on 6th grade students	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	K12TCH2358	1.00	236-17
\$17,950.00	Measure G: TGDS	Surplus to hire ITL to provide professional development and coaching for math teachers	Professional Development for Math teachers around SBAC rigor and standards aligned practices	A2.5: Teacher Professional Development for CCSS & NGSS	4399				236-18
\$72,597.80	Salesforce.Org	ELD curriculum planning teacher	Build a Native and non-Native Spanish language program	A4.1: English Learner Reclassification		TEACHER STRUCTURED ENG IMMERSN	K12TCH2525	1.00	236-19
\$1,925.00	Supplemental Program Investment	Meeting Refreshments	Professional Development for teachers around reading practices, SBAC rigor, and standards aligned instruction	A3.2: Reading Intervention	4311				236-20
\$25,000.00	supplemental program investment	Restorative Justice Coordinator	Improve case management and follow up when suspension incidents happen	A2.2: Social Emotional Learning	5736				236-21
\$59,758.03	Title I Basic	Community School Program Manager	Improve systems of communication around student progress with students and families	A6.5: Academic Parent-Teacher Communication & Workshops	5730				236-22
\$1,625.00	Title I Parent Participation	Translation services for meetings and other parent events	Strengthen systems of communication for monitoring student progress on goals and grades	A6.5: Academic Parent-Teacher Communication & Workshops	2225				236-23
\$14.87	Title I Parent Participation	Supplies to support parent engagement	Strengthen systems of communication for monitoring student progress on goals and grades	A6.5: Academic Parent-Teacher Communication & Workshops	4310				236-24

URBAN PROMISE ACADEMY Secondary School Compact

School Name

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

Student Pledge:

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

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

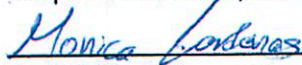


Student signature

Parent/Guardian or Family Member Pledge:

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

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



Parent/Guardian or Family member signature

Teacher Pledge:

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

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


Teacher signature

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

Signed on this SEPTEMBER day of 28TH, 2016.



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

URBAN PROMISE ACADEMY agrees to implement the following statutory requirements:

(Name of school)

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

We have consistent SSC meeting where we review the Title 1 implementation at the school. We work collaboratively to design new Title 1 programs

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

We hold a planning meeting and a 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.
(In the box below, briefly describe or bullet how this happens at your school.)

We have consistent SSC meeting where we review the Title 1 implementation at the school. We work collaboratively to design new Title 1 program.



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

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

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

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

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

We have consistent SSC meting where we review the Title 1 implementation at the school. We work collaboratively to design new Title 1 programs.

School-Parent Compact

(Name of school) URBAN PROMISE ACADEMY :

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



Building Parent Capacity for Involvement

(Name of school) URBAN PROMISE ACADEMY .

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

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

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

BESIDES HOLDING MONTHLY SSC MEETING WHICH PROVIDE AMPLE INFORMATION ABOUT THE PROGRAMS, WE ALSO HOLD STUDENT LED CONFERENCES THREE TIMES 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.

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

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

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

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

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



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

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

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

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

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

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

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

Support is given continuously by our Family Resource Center.

Accessibility

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

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

SELLS meetings happen consistently and are 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 1, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

Wednesday, Sept/28/2016; Oct/26/2016; Nov/30/2016

This policy was adopted by the (name of school) URBAN PROMISE ACADEMY School Site Council on (mm/dd/yy) and will be in effect for the period of 2016-2017. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before _____. It will be made available to the local community on or before _____. The (Name of school) URBAN PROMISE ACADEMY's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.



Principal's Signature

09/28/2016

Date



School Site Council Membership Roster – Middle School

School Name: URBAN PROMISE ACADEMY

School Year: 2016-2017

Chairperson: HILDA GARCIA		Vice Chairperson: ALEJANDRA RODRIGUEZ	
Email: _____	Phone: _____	Email: sar _____	Phone: 5 _____
Secretary: ALLISON SCHAFFER		LCAP Parent Advisory Nominee:	
Email: _____	Phone: _____	Email: _____	Phone: _____
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email: _____	Phone: _____	Email: _____	Phone: _____

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Nichelle Gipson					X	
Julia Lehman			X			
Veda Perkins					X	
Alejandra Rodriguez					X	
Norma Salcedo					X	
Maria Cortez Garcia					X	
Claire Fisher	claire.fisher@ousd.org	X				
Glendy Cordero	glendy.cordero@ousd.org			X		
Allison Schaffer	ali.schaff@gmail.com		X			
Kristi Leunig	kristine.leunig@ousd.org		X			
David Ramirez	david.ramirez3@ousd.org		X			
Hilda Garcia						X

Meeting Schedule (day/month/time)	9/28-10/26-11/30-12/14-01/25/17-2/22-3/22-4/26-05/24
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SSC Legal Requirements: (Ed.Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. **Students are 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

Or

6-Parent /Community
3-Parent /Community and
3-Students

Revised 8/22/2016