

Board Office Use: Legislative File Info.	
File ID Number	23-0381
Introduction Date	3/28/2023
Enactment Number	23-0567
Enactment Date	3/28/2023 CJH



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

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date February 14, 2023

Subject Urban Promise Academy 2023-24 Measure G1 Proposal

Ask of the Commission Approve the Urban Promise Academy 2023-24 Measure G1 Proposal

Discussion Middle School Network is open to questions from the commission regarding the Urban Promise Academy 2023-24 Measure G1 Proposal.

Fiscal Impact The recommended amount is **\$221,458.14**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.





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

**2023-24
Measure G1 Proposal**

Due: January 30, 2023

School Information & Student Data

School	Urban Promise Academy	School Phone	510-436-3636
Contact	Tierre Mesa	Contact Email	tierre.mesa@ousd.org
Principal	Tierre Mesa	Principal Email	tierre.mesa@ousd.org
School Address	3031 East 18th Street, Oakland, CA 94601	2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)	358
Recommended Grant Amount¹	\$174,715.50 \$221,458.14	2022-23 LCFF Enrollment	371

Student Demographics (%)				Measure G1 Team	
English Learners	46%	Asian/Pacific Islander	4%	Name	Position
LCFF	97%	Latinx	86%	Tierre Mesa	Principal
SPED	14%	Black or African-American	5%	David Ramirez III	Assistant Principal
		White	1%	Glendy Cordero	Community Schools

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

						Manager
		Indigenous or Native American	1%			
		Multiracial	2%			

Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	16.5%	65.6%	24.3%	18%
Asian/Pacific Islander	50%	76.9%	0%	18%
Latinx	14.8%	65.6%	24.6%	18%
Black or African-American	53.8%	71.4%	28.6%	18%
White	0%	80%	39.4%	28%
Indigenous or Native American	0%	N/A	N/A	
English Learners	18.2%	75.4%	24.2%	18%
Students w/ IEPs	20%	76.8%	36.2%	28%
Free/ Reduced Lunch Students	15.1%	65.9%	24.3%	18%

Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	250	250	250	250
	Language	0	0	0	0
	Music	225	250	250	250
Number of students participating in non-course experiences (e.g. after-school program)	Art	30	30	30	45
	Language	5	5	15	15
	Music	2	8	25	35

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander	85%	100%	Not reported yet	100%
Latinx	76%	91%	Not reported yet	95%
Black or African-American	50%	60%	Not reported yet	65%
White	71.4%	75%	Not reported yet	75%
Indigenous or Native American	N/A	N/A	Not reported yet	
English Learners			Not reported yet	
Students w/ IEPs	57.9%	84%	Not reported yet	90%
Free/ Reduced Lunch			Not reported yet	
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Asian/Pacific Islander	0	4	2	1
Latinx	0	10	4	3
Black or African-American	0	1	9	3
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	3	3	2
Students w/ IEPs	0	11	7	6
Free/ Reduced Lunch	0	17	16	10

Student Retention from 5th Grade to 6th Grade

Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	125	125	125	125

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
School Site Council	1/18/2023

Staff Engagement Meeting(s)	
Staff Group	Date
All staff	1/23/2023

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	1.0 FTE Music Teacher	\$112,655
2	0.8 FTE Student Advisor	\$103,530
3	Extended Contract Hours for Band	\$3,000.00
4	Music and Art Supplies	\$2,273.14
Budget Total (must add up to Recommended Grant Amount)		\$221,458.14

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
1.0 FTE Music Teacher	250	0	\$112,655
Extended Contract Hours for Band		35 (2x per week)	\$3000
Music and Art Supplies	325		\$2,273.14

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
0.8 FTE Student Advisor Position	Suspension data	\$103,530

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

School Site Council (SSC) 2022-23



Office of Strategic Resource Planning

www.ousd.org



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Agenda



1. Welcome
2. Roll Call
3. Budget Outlook for UPA Next Year
4. Discuss school strengths and areas of need
5. Vote on Use of Title 1 Funding for 23-24
6. Vote on Use of Remaining Title 1 Funding for 22-23
7. Vote on Use of Measure G1 Funding for 23-24

Roll Call

Kate Scott (Krumrei) (Elected Teacher Member)

Miguel Olivares (Elected Teacher Member)

Nathaniel Ng (Elected Teacher Member)

Hulda Velasquez (Elected Staff Member)

Dilan Mendez Morales (Student Elected Member)

Albert Hong (Family Elected Member)

Carmen Perez (Family Elected Member)

Jose Lino (Family Elected Member)

Liveth Rodriguez (Family Elected Member)

Highs and Lows for Budget for 2023-24

HIGHS

- Enrollment Projections unchanged !
- \$225,000 Community Schools Grant
- STIP Sub in BASE funding (last of COVID central funds)
- Measure G funding for Full-time Librarian
- State Proposition 28 will bring \$ for music/art programming

LOWS

- Covid funded positions GONE (\$15,000 in extended contract, Bilingual Family Liaison, Attendance Case Manager, Part-time reading intervention teacher)
- Discretionary, Title 1 and Title 4 the same
- 14,200 decrease in Salesforce Grant
- \$50,000 decrease in Measure G1 (no more surplus payments)
- Measure G funding -no cash for library books or furniture

Overall: Reduction in overall funds, positions and supplies will be more expensive next year, staffing reductions

Budget Priorities

Please Remember:

Discuss positions not people
Avoid deficit language

Positions Funded Outside of “Base”:

- Instructional Facilitator (TSA)- Title 1
- Restorative Justice Fac. - Title 1 and Supplemental
- Restorative Justice Fac. - Community Schools Grant
- Bilingual Family Coordinator - Covid-funding
- Attendance Case Manager - Covid-funding
- 0.5 Reading Intervention Teacher - Covid-funding
- Extra Teachers to allow for more prep time - Supplemental
- Extra 0.3 FTE for Newcomer Social Worker - Supplemental

Budget Priorities

What are our school strengths? What are we doing well?

¿Cuáles son las fortalezas de nuestra escuela? ¿Qué estamos haciendo bien?

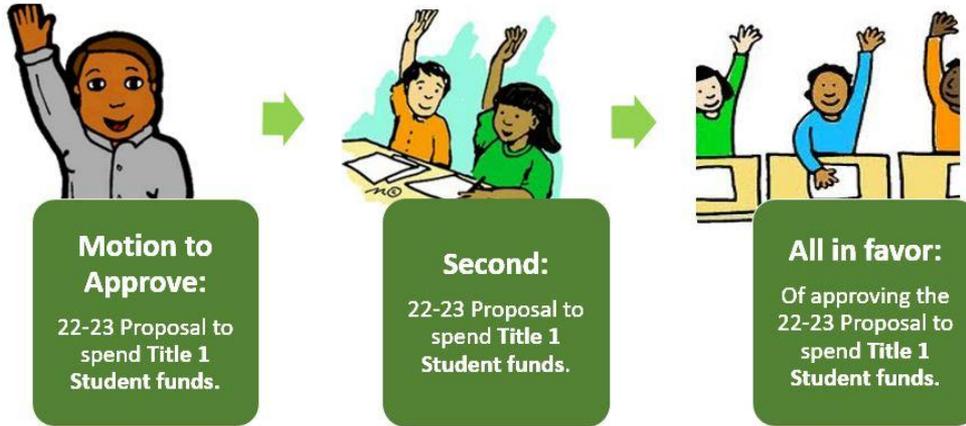
What are our areas of need? What do we need to continue to improve?

¿Cuáles son nuestras áreas de necesidad? ¿Qué necesitamos para seguir mejorando?

What support services do we provide outside of the regular classroom that should be prioritized?

¿Qué servicios de apoyo brindamos fuera del aula regular que deben priorizarse?

Voting



** In minutes, write the name of the person who makes the motion.

**Note the name of the person who seconds the motion in minutes

**Note vote tally in minutes

Use of Basic Title 1 Student Funds for 23-24

\$134,250 available (same as this year)

Proposal:

- **0.75 FTE Instructional Facilitator - \$102,507.65**
- **Use addition funding to fund up to a 1.0 FTE Restorative Justice Facilitator position**



Use of Title 1 Parent Funds for 23-24

\$3,580.00 available (same as this year)

Proposal:

- **\$900 postage**
- **\$1580 Extended contract for classified staff for translation and day care for family events**
- **\$1100 refreshments**





Use of Title 4 Parent Funds for 23-24

\$8,950.00 available (same as this year)

Proposal:

- **Fieldtrip transportation and cost of admission for students**



What is Measure G1?

Measure G1, passed by Oakland voters on 11/8/16 for 12 years, is a \$120 per parcel special tax on each taxable parcel in the City

The Goals of Measure G1

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

How are we currently using our G1 grant (\$195,000)?

- Pay for a full-time music teacher position
Teaches five class sections, Crew Leader and Mentor
- \$4000 in art and music supplies
- Pay for 1.0 FTE of student advisor position
Teaches 1 leadership class and Crew Leader and Mentor

How are we currently using our G1 grant (\$195,000)?

Pay for 0.6 FTE of Student Advisor Position

Instructional Leadership: Coaches teachers (math and BTSA), Crew (SEL) Coordination

Culture Team Member: Manages Mentor Program, Supports with Recruitment Strategies and Fairs, Facilitates Crew Coordinator Meetings, Supports Student Behavior Interventions and Positive Culture Activities (Honor Roll, Fieldtrips, AM Boost Celebrations, etc..)

Other Duties: SBAC coordination, Website maintenance, Technology Lead, Canvas Support

How should we use our G1 grant next year?

22-23 G1 Grant Allocation for UPA is \$145,000. Decrease by \$50,000

What can we spend G1 funding on?

- Additional Art Teacher or Additional Computer Science Teacher
- Music Teacher, Dance Teacher, World Language Teacher
- Student Advisor
- Art or Music Supplies
- Recruitment Supplies (Brochures, bumper stickers, banner, etc...)

What do you think we should do?

- Option 1:** Continue to fund music teacher and as much of Student Advisor position as possible (part-time)
- Option 2:** Continue to fund music teacher and a world language teacher. Would no longer have Student Advisor
- Option 3:** Other options??? Share whole group

Discussion. Vote on your Preferences.

i-Ready Reading Fall-Midyear Proficiency-Growth Quadrant Report

Cohort Matched

View Data By: **% Fall-Early-Mid Above** v **% Met Typical Growth** Fall-Midyear 2022-23

Data as of 1/12/2023

Select Reading or Math
i-Ready Reading

Academic Year
2022-23

Select Fall-Midyear or Fall-Spring
Fall-Midyear



Public Input

Any Questions, Comments or Concerns?

Next SSC Meeting is

Wed, February 22nd, 2022 5:00-6:30pm in Library





Elected Members

School Site Council (SSC) Meeting

Sign-In Sheet

Meeting Date: January 18th, 2023

Elected SSC Members	Category	Signature
1. Tierra Mesa	Principal	<i>Tierra Mesa</i>
2. Nathaniel Ng	Teacher	<i>Nathaniel Ng</i>
3. Miguel Olivares	Teacher	<i>Miguel Olivares</i>
4. Kate Scott (Krumrei)	Teacher	<i>Kate Scott</i>
5. Hulda Velasquez Monterrosa	Classified Staff	<i>Hulda Velasquez</i>
6. Dilan Mendez Morales	Student	
7. Albert Hong	Parent	
8. Carmen Perez	Parent	
9. Jose Lino	Community Member/Parent	<i>J. Lino</i>
10. Liveth Rodriguez	Community Member/Parent	

*Note: SSC must have a quorum (51%) to vote on agenda items. Alternates are not voting members, and do not count towards quorum.



School Site Council (SSC) Meeting

Sign-In Sheet

Public Sign-In

Meeting Date: January 18th, 2023

Signature	Signature
1. <i>[Handwritten Signature]</i>	13.
2. <i>J. Lino</i>	14.
3. <i>[Handwritten Signature]</i>	15.
4. <i>[Handwritten Signature]</i>	16.
5. <i>Belen Ortega</i>	17.
6. <i>Lisbeth Rodriguez</i>	18.
7.	19.
8.	20.
9.	21.
10.	22.
11.	23.
12.	24.



3031 East 18th Street Oakland, CA 94601 (510) 436-3636 www.urbanpromiseacademy.org

**Urban Promise Academy
School Site Council Meeting Minutes
2022-2023**

Meeting Date: Wednesday January 18th, 2023

Agenda Item	Facilitator
I. Welcoming, Review Agenda and Outcomes	Mesa, T. - Principal
II. Roll Call Terre Mesa Nat Ng Kate Scott Miguel Olivares Albert Hong Hulda Velasquez Jose Lino Liveth Rodriguez 7 members present	Mesa, T. - Principal
III. Budget Outlook for 23-24- Pros: Enrollment projections are unchanged - expected to have the same number of students next year - this is important because funding is tied to enrollment \$225,000 Community Schools Grant - now in our site budget and we can plan ahead of time. Some new positions, like STIP sub and full time library tech position, will be in base and measure G funding. State Prop 28 will bring \$ (not sure how much yet) for music/art programming next year. Cons: Covid funding gone - Bilingual Family Liaison, Attendance Case Manager, Part-time Reading Intervention Teacher, \$15,000 toward extended contracts Discretionary, Title 1 and Title 4 are staying the same (hoped it would go up) - funds are going to other programs, like ASP, and the district is keeping some funds to maintain stable funding Decrease in Salesforce Grant - \$14,000 G1- decrease by \$50,000 (surprised) - this is a city parcel tax, so there is a city level commission that makes these decisions (they chose not to allocate their surplus this year). Meaning, all middle schools across Oakland are seeing a decrease in G1 funds for next year. The G1 Commission is reconsidering this and the allocated amount may increase	Mesa, T. - Principal



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**Urban Promise Academy
School Site Council Meeting Minutes
2022-2023**

Meeting Date: Wednesday January 18th, 2023

Agenda Item	Facilitator
<p>Measure G Funding - no more autonomy for schools to choose -this means so cash for library books or furniture. It also means a full time library tech.</p> <p>Overall: Reduction in funds Positions and supplies will be more expensive next year Staff reductions</p>	
<p>IV. School Strengths, Needs and Services to Prioritize Positions Funded Outside of Base: Instructional Facilitator - Title 1 Restorative Justice Fac - Title 1 and Supplemental Restorative Justice Fac - Community Schools Grant Bilingual Family Coordinator - Covid Funding Attendance Case Manager - Covid Funding 0.5 Reading Intervention Teacher - Supplemental Extra Teachers to allow for more prep time - Supplemental Extra 0.3 FTE for Newcomer Social Worker - Supplemental</p> <p>Discussion about priorities What are our school strengths? What are we doing well? What are our areas of need? What do we need to continue to improve? What support services do we provide outside of the regular classroom that should be prioritized?</p> <p>Feedback shared whole group and via posters collected by the principal</p>	Mesa, T. - Principal
<p>V. Vote on Use of Title 1 Student and Family Funds for 23-24 \$134,250 (same as this year) Proposal - fund the same positions as this year .75 FTE Instructional Facilitator and additional funding to fund up to 1.0 FT Restorative</p>	Mesa, T. - Principal



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**Urban Promise Academy
School Site Council Meeting Minutes
2022-2023**

Meeting Date: Wednesday January 18th, 2023

Agenda Item	Facilitator
<p>Justice Facilitator Position. The Instructional Facilitator position is important to support improved professional development and coaching for teachers to improve the overall quality of standards-aligned instruction. The Restorative Justice Facilitator position supports overall positive school culture, student connectedness and positive relationships with peers and adults.</p> <p>Motion - Miguel Olivares Second - Hulda Velasquez 7/7 vote yes - motion passes unanimously</p> <p>\$3580 Parent Funds (same as this year) \$900 for Postage to send report cards to families as many dont have tech skills to access on Parent Portal \$1580 for Extended Contract for classified staff to provide child care and translation services at family engagement events \$1100 for Light Refreshments for family events to increase participation</p> <p>Motion - Kate Scott Second - Nat Ng 7/7 vote yes - motion passes unanimously</p>	
<p>VI Vote on Use of Title 4 Funds for 23-24 \$8950 (same as this year) SEL support for students Proposal: continue to use for field trip transportation and admission for students to support improved student culture and a joyful school experience for all students</p> <p>Motion: Hulda Velasquez Second: Jose Lino 7/7 vote yes - motion passes unanimously</p>	Mesa, T. - Principal
<p>VII. Feedback on Measure G1 Funding The Goals of Measure G1</p>	Mesa, T. - Principal



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**Urban Promise Academy
School Site Council Meeting Minutes
2022-2023**

Meeting Date: Wednesday January 18th, 2023

Agenda Item	Facilitator
<p>Increase access to courses in arts, music, and world languages in grades 6-8 Improve students retention during the transition from elementary to middle school Create a more positive and safe middle school learning environment</p> <p>How are we currently using these funds(\$195,000): Pay for full time music teacher Pay for full time Student Advisor \$4000 in music and art supplies</p> <p>Decrease by up to \$50,000 next year - \$145,000 We will no longer be able to fund two full time positions</p> <p>What can we spend G1 funding on? Art/Music Teacher positions (or language, dance, or additional CS, etc.) Art/Music Supplies Recruitment supplies “Supplement not supplant”</p> <p>Option 1: Continue to fund music teacher and part-time student advisor Option 2: Continue to fund music teacher and a part time world language teacher (would mean no longer having a student advisor) Option 3: Other ideas</p> <p>Sharing Feedback: 6 people voted for option 1 2 people voted for option 2</p>	
<p>VIII. Public Input None</p>	<p>Everyone</p>



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**Urban Promise Academy
School Site Council Meeting Minutes
2022-2023**

Meeting Date: Wednesday January 18th, 2023

Agenda Item	Facilitator
IX. Meeting is Adjourned A. Date of Next Meeting : <ul style="list-style-type: none">● Wednesday Feb. 22nd - 5:00-6:30 pm in Library	Mesa, T. - Principal



Make an appreciation card to tell someone how much you value their work and/or who they are as a person!

Objectives

- To understand our current UPA budget, budget terminology and how money is currently allocated.
- To share information about the budget landscape for UPA next year and gather feedback about a few potential.
- To share information about the Measure G1 grant and gather staff feedback about the grant proposal.

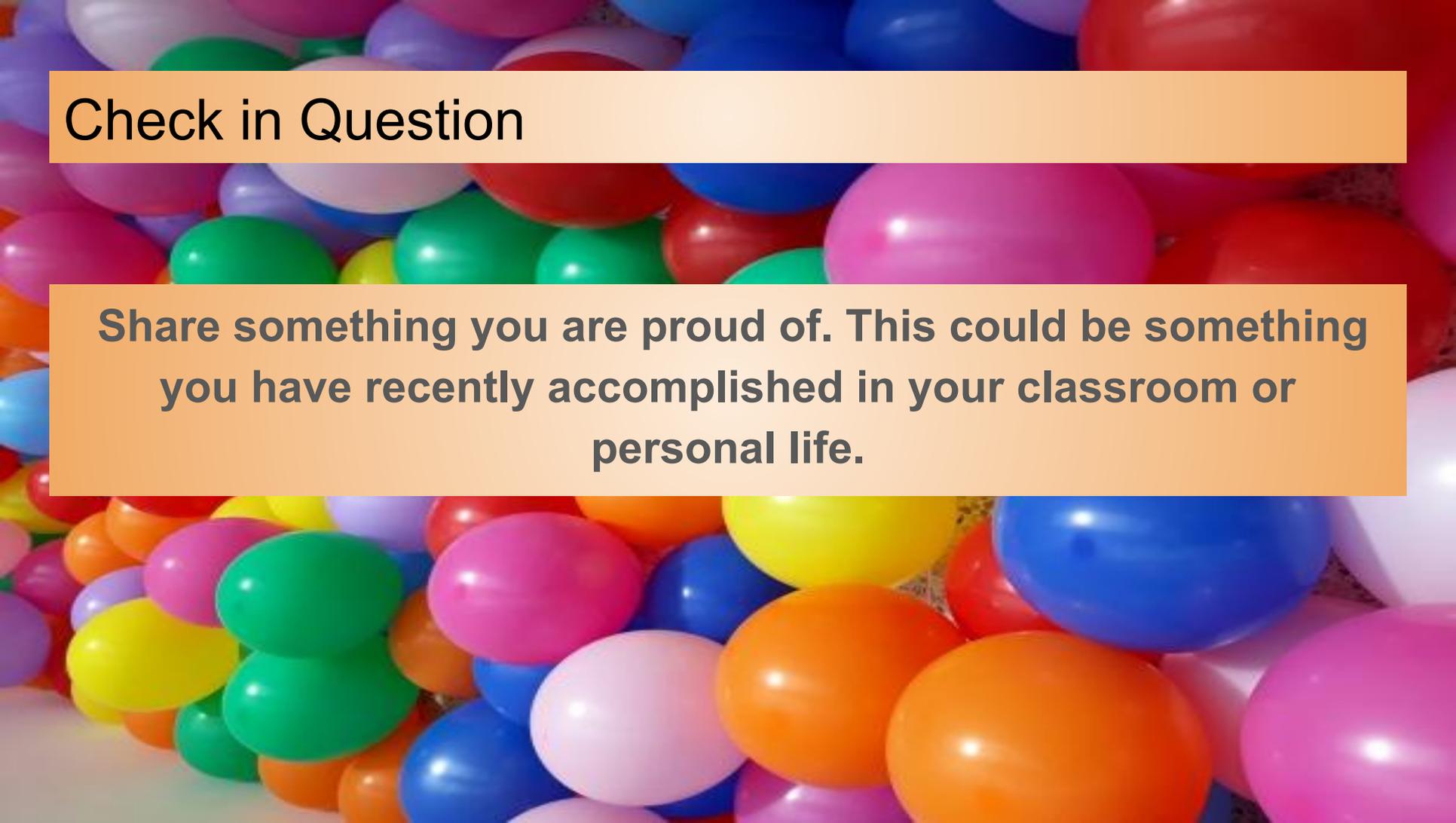
Staff Ethos

Share Your Wisdom
Extend Care
Lean Into Discomfort
Own Your Learning
Engage in Humble Inquiry
Expect/Accept Non-Closure

Set an intention for yourself.

**How do you want to show up
in this space?**





Check in Question

Share something you are proud of. This could be something you have recently accomplished in your classroom or personal life.

Current UPA Budget 2022-23

Base = Paid by OUSD General Fund, not out of site specific budget

FTE = 1.0 is a full time position, 0.5 FTE is half time, etc...

Discretionary = Less Restricted, but cannot be used for staffing

Supplemental = Less restricted to be aligned to school-wide priorities

Title 1/ Title 4 = Highly restricted Federal funding tied to % FRL, ELL

Measure G = Restricted money for Library ONLY

Measure G1 = Restricted money for Electives, Language, School Culture

Salesforce PIF Grant = Unrestricted, Principal Innovation Grant

Community Schools Grant- Restricted money for SEL, positive culture, mental health and family engagement

School-Wide Priorities for 22-23

1. Quality Instruction in support of Language Acquisition and Literacy
2. Positive School Culture and Climate
3. Family Engagement

[Current Budget Info](#)

Partner: What do you see that is interesting? What surprises you?

Highs and Lows for Budget for 2023-24

HIGHS

- Enrollment Projections unchanged !
- \$225,000 Community Schools Grant
- \$30,000 for Teacher PD
- STIP Sub in BASE funding (last of COVID central funds)
- Measure G funding for Full-time Librarian
- State Proposition 28 will bring \$ for music/art programming

LOWS

- Covid funded positions GONE (\$15,000 in extended contract, Bilingual Family Liaison, Attendance Case Manager, Part-time reading intervention teacher)
- Discretionary, Title 1 and Title 4 the same
- \$14,200 decrease in Salesforce Grant
- \$20,000 decrease in Measure G1 (less surplus payments)
- Measure G funding -no cash for library books or furniture

Overall: Reduction in overall funds, positions and supplies will be more expensive next year, staffing reductions

Budget Priorities

Please Remember:

Discuss positions not people
Avoid deficit language

Discussion Prompts:

Which of these expenses/
positions should we prioritize?
Which services are most
important for students and
families?

Positions/Expenses Funded Outside of “Base”

- RJ Facilitator - Community Schools Grant
- Bilingual Family Liaisons - Covid-funding (1) and Alameda County Food Bank Grant (2)
- Attendance Case Manager - Covid-funding
- 0.5 Reading Intervention Teacher - Covid-funding
- Extra 0.3 FTE for Newcomer Social Worker - Supplemental
- Music Teacher - Measure G1
- Student Advisor - Measure G1
- Mam Family Engagement Specialist - Salesforce PIF
- Academic Mentors- Salesforce PIF

What is Measure G1?

Measure G1, passed by Oakland voters on 11/8/16 for 12 years, is a \$120 per parcel special tax on each taxable parcel in the City

The Goals of Measure G1

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

How are we currently using our G1 grant (\$195,000)?

- Pay for a full-time music teacher position
Teaches five class sections, Crew Leader and Mentor
- \$4000 in art and music supplies
- Pay for 1.0 FTE of student advisor position
Teaches one Leadership class section, Crew Leader and Mentor, Culture Team member and Instructional Coach

How should we use our G1 grant next year?

23-24 G1 Grant Allocation for UPA is \$175,000. **Decrease in \$20,000**

What can we spend G1 funding on?

- Additional Art Teacher
- Music Teacher, Dance Teacher, World Language Teacher
- Student Advisor
- Art or Music Supplies
- Contract with an organization to provide art access or support positive school culture
- **CANNOT Supplant, must Supplement (must be the same as before OR something NEW!)**

What do you think we should do?

Option 1: Continue to fund music teacher and 0.5 FTE of Student Advisor Position

Option 2: Continue to fund music teacher and a 0.5 FTE world language teacher. Would no longer have Student Advisor

Option 3: Other creative solutions??

Budget Next Steps

- Staff will share feedback in exit ticket today
- Will get feedback from students about Measure G1 through survey
- Update you on budget decisions after “lock-in session”

[Exit Ticket](#)



Staff Meeting

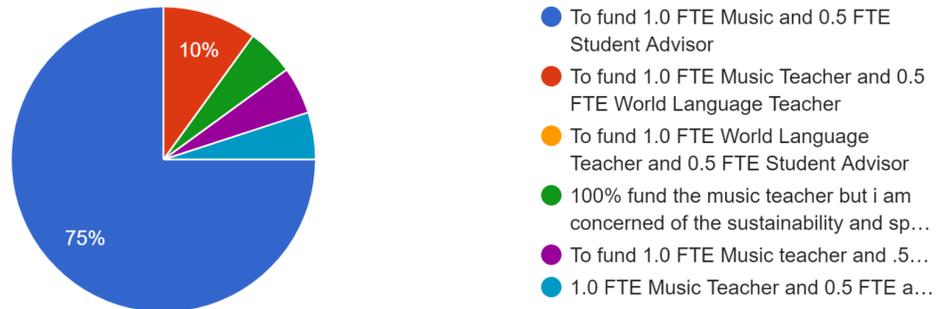
Sign-In Sheet

Meeting Date: January 23rd, 2023

Signature	Signature
1. Diego Rivera-García	13. Miguel Olivares
2. Jennifer Cruz	14. SARAH ALCANTARA
3. Jocelyn Olivares	15. Emily Rodgers
4. Ernesta Calmus	16. JAKE PEONE
5. Mercedes Lew	17. Liz Eisenberg
6. Kristi Leung	18. Alexis Garcia
7. _____	19. Glendy Cordova
8. _____	20. Shira Bannerman
9. _____	21. Lisa Hittbrandel
10. Agustín Barajas-Amaral (Baselo)	22. _____
11. _____	23. Sam Clinton
12. Ma. Gpe. Gómez	24.

How do you think we should use our Measure G1 Grant next year?

20 responses



Explain your choice. 11 responses

I'd like to point out that computer science is already a world language. Moreover, unless we're going to have a non-colonizer world language like Mam we already have a world language class called English. I'd hope that we can work through our blind spots and/or biases when making this decision. Continuity.

I would support exploring different options for electives (in addition to music) such as dance, theater, or staying with Option 1. In terms of the leadership requirement from Measure G1 grant, the student advisor reaches a relatively small group of students, 8th graders.

I think in order to have world language or another elective like drama work, sts would have to be able to have some choice or prioritization process in choosing their electives (& leveling for language). I would like to see the leadership and other opportunities be developed further through the advisor position, if it didn't have to be focused on culture team responsibilities.

I think Music is an important elective class to have, and I don't have any other ideas of what to fund with .5

I feel that our Music program is stronger than ever

I'm acctually kind of confused about this... I'm not sure if other allocated money funds a 1.0 student advisor? If so then I would go with .5 World Language Teacher. However, I choose this because a Student Advisor provides extra supports (CT member, etc..)

It would be great to give students more choice for electives.

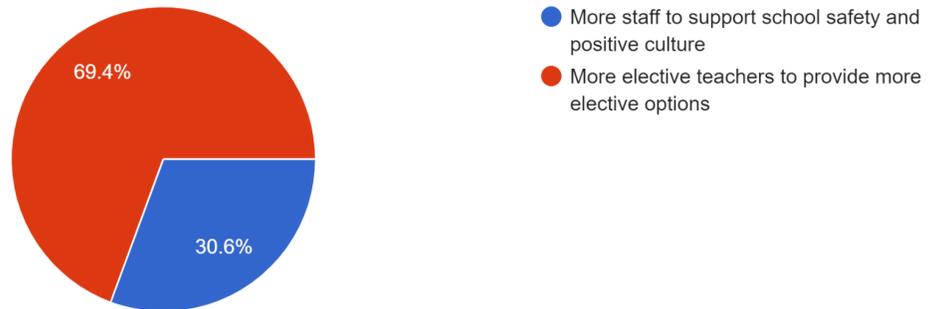
students didn't seem to enjoy the leadership class and the students involved in the leadership class didn't get to attend leadership events, like the All City Council. I think students should have a say in the elective they choose that will help foster creativity and movement.

I think that music teacher is sooo impactful at UPA -- I have q's about what the student advisor role would look like -- like, would they be a part of culture team? Would they do only that leadership class? Do students like the leadership class?

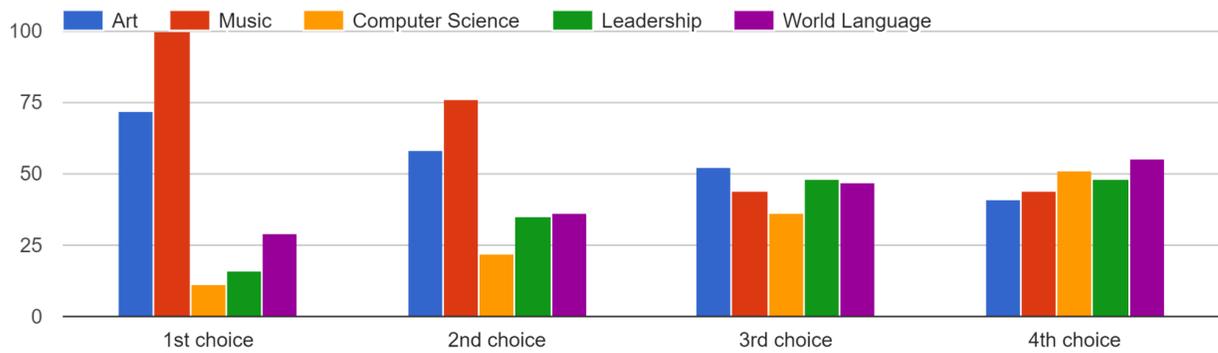
I think music is very important to our electives program at UPA, and the Student Advisor role makes a contribution to our Culture Team.

How should we spend our Measure G1 funds next year?

209 responses



What elective classes would you like to have offered next year?





TIERRE MESA <tierre.mesa@ousd.org>

Expectations around Staff/Student Boundaries

1 message

TIERRE MESA <tierre.mesa@ousd.org>
To: upa <upastaff@googlegroups.com>

Tue, Jan 31, 2023 at 12:47 PM

Hello,

One of the many things that make our school so special is the positive relationships we build with students and the individualized support we provide. However, it is important that we all understand and follow professional boundaries about how and when we communicate with students during and outside of school hours. We have a responsibility to teach students what these healthy boundaries look like in order to model for them the boundaries they should have with other adults. In addition, we should all understand that crossing these boundaries may be perceived by others as grooming behavior intending to lead to sexual abuse, which can lead to employment and criminal consequences. This is particularly important for our male-identifying staff members to be aware of as 95% of student sexual harassment/abuse complaints against an adult at school involve a male-identifying adult.

- * Staff members should never be alone with a student in a classroom or office with a door closed unless your role requires you to do so (counselor, therapist, social worker). If you are alone with a student for any reason, make sure the door is propped open and stay in plain sight.
- * Staff members should not be communicating with students via text or social media outside of school hours without clear permission from the student's family.
- * All communication with students outside of school should be about school-related information and activities.
- * Staff members should not be meeting with students outside of school hours without clear verbal or written permission of their parent or guardian.
- * Maintain physical boundaries. Adult-initiated hugs, pinches, side hugs, tickles, etc... are all inappropriate. Respect the physical boundaries of children like you do for adult co-workers.

If a student starts to cross these boundaries, for example excessively texting or wanting to talk on the phone in the evening, please remind them of professional boundaries and offer ways you or other staff can support them during the school day. If students seem to not have physical boundaries for themselves when interacting with adults, we still have a responsibility to remind them of appropriate boundaries with touch and space.

Please feel free to reach out to me if you would like to discuss this more or if you have any questions,
Tierre

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Tierre Mesa
Urban Promise Academy Principal
Telephone: 510.436.3636 X5004
3031 E. 18th St.
Oakland, CA 94601

