

Board Office Use: Legislative File Info.	
File ID Number	19-1346
Introduction Date	6/26/19
Enactment Number	19-1193
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Urban Promise Academy

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Urban Promise Academy



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

Legislative File Id. No. 19-1346
Introduction Date: 6/26/19
Enactment No.: 19-1193
Enactment Date: 6/26/19
By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Urban Promise Academy
CDS Code: 1612596118657
Principal: Claire Fisher
Date of this revision: 4/17/2019

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/17/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Urban Promise Academy

Site Number: 236

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: 4/17/19

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

	<u>Claire Fisher</u>	<u>4/17/19</u>
Principal	Signature	Date
<u>Mayra Elacio</u>	<u>Mayra Elacio</u>	<u>4.17.19</u>
SSC Chairperson	Signature	Date
	<u>Mark Triplett</u>	<u>5.2.19</u>
Network Superintendent	Signature	Date
<u>Mildred Oles</u>		<u>5/30/19</u>
Officer, State and Federal Programs	Signature	Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Urban Promise Academy**Site Number:** 236

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2019	SSC	SSC meeting: engagement around budget, goals, and G1
1/16/2019	Staff	Staff meeting: budget, priorities, and G1
1/25/2019	SLT	SLT retreat: begin to draft the theory of action for next year
2/27/2019	SSC	SSC meeting: evaluate our progress on goals, reflect on what worked and what didn't
3/27/2019	SSC	SSC: provide feedback on SPSA
2/14/2019	SLT	SLT meeting: draft a whole school vision for instructional goals 2019-10
2/21/2019	SLT	SLT meeting: start to draft theory of action

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$106,893.86
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	#REF!

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$104,878.33	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$57,600.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,015.53	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$298,834.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$130,035.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$165,960.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$106,893.86	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$707,802.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$814,695.86
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Urban Promise Academy

School ID: 236

School Description

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

School Mission and Vision

UPA's Vision

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

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

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

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Created a clear vision for strong instruction, whole school focus on "productive struggle"	a consistent leadership team that aligned practices and co- created some key tools
Clearly aligned instructional model using the Summit Learning system	teacher leadership and shared decision making
Strong theory of action around a culture of equity with PD that is aligned to the TOA	consistent culture team that used data to reflect on practices
Priority Challenges	Root Causes of Challenges
not all classrooms have strong examples of productive struggle	lack of collective clarity around productive struggle, some teacher still struggling with management and lesson planning

not all classrooms are using summit learning, or have a clarity around the curriculum we are using	our process for shared leadership wasn't designed for us to make major decisions collectively as a school
our suspension rates and office referrals have not lowered to the goals we set	we have not been able to affectively prevent drug suspensions and our suspension policies call for the suspension of students who violate drug offenses and fights

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	Students build relationships to feel connected and engaged in learning.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	59.48%	Coming soon	64.00%
Suspensions	African-American Students	-2pp	13.33%	11.33%	9.00%
Suspensions	Students with Disabilities	-2pp	22.81%	20.81%	20.00%
Chronic Absence	African-American Students	-2pp	26.67%	24.67%	22.67%
Chronic Absence	Low Income Students	-2pp	9.60%	7.60%	7.58%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	35% or higher on SBAC ELA by June 2019.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-61.5	-45	-30
ELA SBAC	Students with Disabilities	+20 points DF3	-138.7	-118.7	-103
ELA SBAC	Low Income Students	+20 points DF3	-61.1	-41.1	-101

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	29% or higher on SBAC Math by June 2019.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-97.2	-82.2	-73

Math SBAC	Students with Disabilities	+20 points DF3	-180.4	-160.4	-145
Math SBAC	English Learners	+20 points DF3	-158.5	-138.5	-123

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	25% or more of ELLs are reclassified by June 2019				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	25.64%	28.00%	30.00%
LTEL Reclassification	Long-Term English Learners	25%	35.71%	25.00%	40.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	6th grade student who read multiple years below grade level will move 1.5 years or more in one year				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	43.21%	48.21%	53.00%
SRI Multiple Years Below Grade Level	All Students	-5pp	52.25%	47.25%	52.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Urban Promise Academy		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Reading			
June 2021 Language & Literacy Goal:		We will have 35% or more students at or above proficiency on the SBAC by May 2019.			
Theory of Action for Language & Literacy:		If we focus on improving key CCSS best practices and strategies in all ELA classrooms, than our student will improve in their level of mastery on CCSS.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		English Learners		-80.5	-48.4
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Strong professional development focused on shift 1 and 2 for CCSS, cycles of inquiry using student work analysis, ELA IAB implemented and analyzed, and a school wide focus on productive struggle.					
What evidence do you see that your practices are effective?					
Teacher planning and CLOs have improved, students are exposed to more complex text, teacher have all completed one cycl using text dependent questions, completed one walk through using the productive stuggle tool					
What are some possible implications for your 2019-20 SPSA?					
We believe we will continue to focus our theory of action in ELA on planning, implementing, and assessing the mastery of CCSS.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		By May 2019, 29% of students will meet or exceed mathematics standards and 43% will nearly meet mathematics standards as measured by the SBAC.			
Theory of Action for Standards-Based Instruction:		If we focus on providing consistent professional development in standards aligned instruction and best practices, than students will show stronger mastery in CCSS.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		Low-Income Students		-118.8	-97.2
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Strong professional development focused on planning for CCSS and academic discussion focused on improving explanation and justification, cycles of inquiry using student work analysis, Math IAB implemented and analyzed, and a school wide focus on productive struggle.					
What evidence do you see that your practices are effective?					
Teacher planning and CLOs have improved, students are exposed to more complex tasks, adapted new Open Up curriculum, teachers have all completed one cycle using text dependent questions, completed one walk through using the productive stuggle tool					

What are some possible implications for your 2019-20 SPSA?			
We believe we will continue to focus our theory of action in Math on planning, implementing, and assessing the mastery of CCSS.			
18-19 Conditions for Student & Adult Learning Priority: Suspensions			
June 2021 Conditions for Student & Adult Learning Goal:		We will lower our suspension rate to be 5% or less by May 2019.	
Theory of Action for Conditions for Student & Adult Learning:		If we focus efforts on case management, youth development, and supervision, than we will lower our incidents of suspension.	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Suspension Rate	All Students	7.3%	10.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Created a theory of action for school culture that focused on addressing emotional regulation with students, equity and race with adults, and improved action plan around drug prevention.			
What evidence do you see that your practices are effective?			
We have improved our suspensions for violence by adding more care management for students who have discipline struggles in the past and by reevaluating our school wide policy for suspensions for violence.			
What are some possible implications for your 2019-20 SPSA?			
We continue to need some help and support rethinking our approach to drug prevention. We feel like a lot of the work involved in lowering suspensions for violence are within our locus of control, but drug suspensions spike when events happen in our community. Drug incidents often lead to several suspensions because middle schools tend to be involved with a lot of peer pressure.			
18-19 Conditions for English Language Learners Priority: Equity			
June 2021 Conditions for English Language Learners Goal:		We will reclassify 25% or more of our ELLs as measured by reclassification rates.	
Theory of Action for Conditions for English Language Learners:		If we make sure to include ELL strategies in all subjects specifically around strategic language instruction, than all of our ELLs will improve their skills in language and literacy.	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	28.0%	25.60%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

We have shifted the curriculum we use in ELD Boost (intervention) classes to keep the classes focused on skills needed, but also be engaging, we have continued to have strong practices around SELs family engagement, and we have a strong reading program (reading scores tend to be a gate keeper for ELLs reclassifying).

What evidence do you see that your practices are effective?

We continue to have strong reclassification rates, we conducted a series of classroom observations of our morning Boost classes and are seeing strong classroom practices, our reading intervention teacher added pull out lessons during the day.

What are some possible implications for your 2019-20 SPSA?

We will continue to focus on improving our action plan to support ELLs.

18-19 Arts, Music & World Languages Priority:

Equity

June 2021 Conditions for English Language Learners Goal:

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

Theory of Action for Conditions for English Language Learners:

If we increase opportunities to receive arts and music education and invest in student leadership, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKS survey. We are adding a student leadership class that will be in charge of gathering student voice and bringing needs into action at the school. Our art and music programs will provide skillful instruction in improving our students capacity for producing quality arts, and allow students to follow pathways to high school programs.

Student Performance Indicator:

Student Group:

17-18 EOY Target:

17-18 EOY Actual:

Percent of students in music and art classes annually

All Students

TBD

100%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We completely redid our master schedule to create enough time for elective classes to happen, we designed a schedule where 6th grade student all try every elective for one semester, and then 7th and 8th graders choose one elective to focus on for the year. We are providing time for our elective teacher to participate in district PD and Agency by Design.

What evidence do you see that your practices are effective?

Our master schedule has been effective in making sure all UPA students have an elective experience.

What are some possible implications for your 2019-20 SPSA?

Now that our master schedule allows for it, we want to move forward with designing intermediate and advanced classes for electives.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

There were no significant changes. There were some changes between BDT and the budget, but that was because there were district budget shifts that happened prior.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Urban Promise Academy

School ID: 236

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority:	Suspensions
School Theory of Action:	If we focus efforts on case management, youth development, and supervision, than we will lower our incidents of suspension.
Related School Goal(s):	Students build relationships to feel connected and engaged in learning.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Improve case management and follow up when suspension incidents happen	SEL practices RJ coordinator, counselor, CSM	suspension rate
1-2	Increase supervision of spaces where incidents have happened	master schedule and roles for adults RJ coordinator, counselor, CSM	office referrals
1-3	Develop and teach violence prevention program	advisory program development student advisor	office referrals
1-4	Improve family engagement as part of case work specifically to support homeless and foster youth	Family Resource Center development RJ coordinator, counselor, CSM	family conference attendace
1-5	Create peer support systems for mediation, reporting, and RJ to support all students, and especially foster youth	Restorative Justice development RJ coordinator, counselor, CSM	care management tracker
1-6	Improve Youth Development: leadership class, student government, structures and systems for student advocacy and voice (GATE students)	SEL and youth development student advisor	CHKs survey
1-7	Improve advisory program to include violence prevention, peer pressure, inclusion and diversity	SEL and youth development student advisor	CHKs survey

1-8	Engage African American families in AA Family Summits 3 times a year to build relationships, receive feedback, and develop next steps towards a positive school culture	plan and facilitate AA Family Summits	family surveys
1-9	Engage low income families in care management process to lower office referrals and suspensions	develop a home/school communication system for care management students and families	office referrals and suspensions

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Mathematics
School Theory of Action:	If we focus on providing consistent professional development in standards aligned instruction and best practices, than students will show stronger mastery in CCSS.
Related School Goal(s):	29% or higher on SBAC Math by June 2019.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Professional Development for Math teachers around SBAC rigor and standards aligned practices	teaching and learning, shared leadership, professional development ITL, ILT stipends	NWEA and SBAC interim scores
2-2	Provide Math acceleration program for students multiple years below grade level	professional learning and PLCs ITL, and ILT stipends	Math Boost test scores
2-3	Improve systems of communication around student progress with students and families	systems for communication development ILT stipends	measure the use of family log ins and family conference attendance
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	algebra readiness assessment
2-5	Redesign Math Boost program for Newcomers using best practices for SIFE students (Newcomers)	curriculum design, professional development department chair, ITL	Math Boost test scores
2-6	Monitor and support fidelity in the implementation of Math curriculum	shared leadership, teaching and learning ITL, administration, department chair	walk throughs
2-7	Create Math Boost classes to support students with basic math skill deficits	curriculum development, teaching and learning department chair, ITL	Math Boost test scores

2-8	engage families of low income students in Math intervention programs	facilitate a family engagement event around Math intervention program, enlist students in program	Math grades
-----	--	---	-------------

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Reading
School Theory of Action:	If we focus on improving key CCSS best practices and strategies in all ELA classrooms, than our student will improve in their level of mastery on CCSS.
Related School Goal(s):	35% or higher on SBAC ELA by June 2019. 6th grade student who read multiple years below grade level will move 1.5 years or more in one year
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Hold school wide data dives in order to use SBAC, and SBAC interim data, to effectively impact instruction to support all students, specifically those with disabilities	organizing calendar, building strong data facilitation with ILT ILT stipends	Progress monitoring data will increase over the year
3-2	Hold consistent professional development around common core standards and best practices	support facilitation of the professional development	observable classroom instruction will improve throughout the year
3-3	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	6th grade students will show strong results in their reading trackers
3-4	Improve reading tiers of intervention by focusing on 6th grade students to support all students, specifically those with disabilities	professional development in intervention practices instructional facilitator, ILT stipends, curriculum planning teacher	monitor SRI and F and P data throughout the year
3-5	modify ELA curriculum to address reading skill deficits to support all students, specifically those with disabilities	curriculum development, teaching and leadering department chairs	monitor mastery based grades for improvement
3-6	Add push in reading instruction support to Newcomer classes	teaching and learning reading teacher	monitor SRI and F and P data through the year

3-7	Professional development on the common core standards that support all students in reaching proficient or advanced levels on the SBAC	planning and facilitating professional development, monitoring progress in instructional practices	use NWEA MAP tests and SBAC interim to progress monitor growth
3-8	Support low income students in reading intervention programs	create master schedule that allows for students to take reading intervention courses	SRI scores

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	Equity
School Theory of Action:	If we make sure to include ELL strategies in all subjects specifically around strategic language instruction, than all of our ELLs will improve their skills in language and literacy.
Related School Goal(s):	25% or more of ELLs are reclassified by June 2019
Students to be Served by these Practices	English Language Learners and Newcomers

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	provide professional development for explicitly teaching language and literacy	supporting the facilitation of PD	We can monitor our SRI scores, our ELPAC scores, and our ELD/ELA grades to monitor progress towards this goal.
4-2	consistent SELLS meetings with families of ELLs	facilitate meetings	SELLs meeting attendance
4-3	data dives to monitor progress of our ELLs over time	create calendar for data dive times	We can monitor our SRI scores, our ELPAC scores, and our ELD/ELA grades to monitor progress towards this goal.
4-4	provide after school support through study hall to students who need extra time and tutoring	structure and monitor the quality of study hall	monitor students' passing grades

Providing Access to ARTS, MUSIC & WORLD LANGUAGES

School Priority:	Equity
School Theory of Action:	If we increase opportunities to receive arts and music education and invest in student leadership, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKs survey. We are adding a student leadership class that will be in charge of gathering student voice and bringing needs into action at the school. Our art and music programs will provide skillful instruction in improving our students capacity for producing quality arts, and allow students to follow pathways to high school programs.

Related School Goal(s):		Students build relationships to feel connected and engaged in learning.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1	Improve family orientation for incoming 6th grade families to explicitly teach grade monitoring and systems for grade reporting for incoming 6th graders	school calendar and facilitation, systems for communication CSM, student advisor	orientation attendance
5-2	Strengthen systems of communication for monitoring student progress on goals and grades	systems for communication CSM, student advisor, ILT stipends	family conference attendance
5-3	Develop resources for communication: website, bulletin board, newsletter	systems for communication CSM, student advisor	CHKs survey
5-4	Monitor the progress made by family check ins, target home communication, and offer follow up workshops specifically for homeless and foster youth, as well as incoming 6th graders	family education, organizational practices CSM, administration, teachers	family conference data

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 236

School: Urban Promise Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$130,035.00	After School Education & Safety (ASES)	EBAYC	Goal 3: Students are reading at or above grade level.	5825	Consultants	n/a	n/a		provide after school support through study hall to students who need extra time and tutoring	236-1
\$5,000.00	General Purpose Discretionary	copier contract	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt	n/a	n/a		Overall support for academic and social-emotional practices	236-2
\$20,424.00	General Purpose Discretionary	extended contracts for teacher leader work	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a		curriculum development, teaching and leadering department chairs	236-3
\$29,676.00	General Purpose Discretionary	supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies	n/a	n/a		Overall support for academic and social-emotional practices	236-4
\$2,500.00	General Purpose Discretionary	postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage	n/a	n/a		family education, organizational practices CSM, administration, teachers	236-5
\$12,007.00	LCFF Concentration	extended contracts for teacher leaders	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a		curriculum development, teaching and leadering department chairs	236-6
\$2,993.00	LCFF Concentration	beginning of the year PD	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a		supporting the facilitation of PD	236-7
\$10,000.00	LCFF Concentration	buses for fieldtrips	Goal 5: Students are engaged in school every day.	5826	External Work Order Services	n/a	n/a		Improve Youth Development: leadership class, student government, structures and systems for student advocacy and voice (GATE students)	236-8
\$146,655.00	LCFF Supplemental	2.25 FTE teachers	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a		teaching and learning reading teacher	236-9
\$29,088.00	LCFF Supplemental	extended contracts for teacher leader work	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a		curriculum development, teaching and leadering department chairs	236-10
\$20,215.00	LCFF Supplemental	newcomer assistant 0.7 FTE	Goal 4: English Learners are reaching fluency.	2205	Classified Support Salaries	6648	Assistant, Newcomer Learning Lab		Add push in reading instruction support to Newcomer classes	236-11
\$4,000.00	LCFF Supplemental	wright institute contract for theraputic services	Goal 5: Students are engaged in school every day.	5825	Consultants	n/a	n/a		Improve family engagement as part of case work specifically to support homeless and foster youth	236-12

\$8,710.00	LCFF Supplemental	5% salary increase	Goal 5: Students are engaged in school every day.	4399	Surplus	n/a	n/a		Add push in reading instruction support to Newcomer classes	236-13
\$9,766.00	LCFF Supplemental	0.2 FTE clerical, attendance clerk	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	3669	Attendance Specialist, Bilingual		Engage low income families in care management process to lower office referrals and suspensions	236-14
\$27,756.00	LCFF Supplemental	0.3 FTE student advisor	Goal 5: Students are engaged in school every day.	1119	Certificated Teachers on Special Assignment Salaries	6891	n/a		advisory program development student advisor	236-15
\$52,851.00	LCFF Supplemental	Restorative Justice Coordinator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator	n/a	n/a		Restorative Justice development RJ coordinator, counselor, CSM	236-16
\$73,055.00	Measure G1	Student Advisor	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6891	n/a	0.70	SEL and youth development student advisor	236-17
\$92,905.00	Measure G1	Music Teacher 1.0	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	2184	Teacher, Structured English Immersion	1.00	teaching and learning, shared leadership, professional development ITL, ILT stipends	236-18
\$3,797.00	Title I: Basic	5% raise	Goal 2: Students are proficient in state academic standards.	4399	Surplus	n/a	n/a		professional learning and PLCs ITL, and ILT stipends	236-19
\$36,081.00	Title I: Basic	0.4 FTE TSA	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6156	11-Month Classroom TSA	0.40	professional learning and PLCs ITL, and ILT stipends	236-20
\$65,000.00	Title I: Basic	1.0 FTE Community Schools Manager	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager	n/a	n/a	1.00	early start program, building a strong family engagement agenda, systems and structures for communication Community School Manager and Student Advisor	236-21
\$627.00	Title I: Parent Participation	ET/OT for baby sitting school functions	Goal 6: Parents and families are engaged in school activities.	2125	Classified Instructional Aide Salaries: Overtime	n/a	n/a		facilitate a family engagement event around Math intervention program, enlist students in program	236-22
\$1,389.00	Title I: Parent Participation	light refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments	n/a	n/a		facilitate a family engagement event around Math intervention program, enlist students in program	236-23
\$30,373.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	236-24

Building Parent Capacity for Involvement

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

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

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

Besides holding monthly SSC meeting which provide ample information about the programs, we also hold student led conferences 3 times a year, in order to explain in depth students' level and progress toward goals. hold at least 3 SCHOOL OPEN DAY for families to come and observe our entire school and the many support programs for our students. Opportunities for families to support us with the decision making by making sure we have a functional SSC and SELLS committees

- 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 success, needs and support opportunities for those needs.

- 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 which makes sure families are widely engage in students academic, social, physical and emotional needs.

Accessibility

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

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

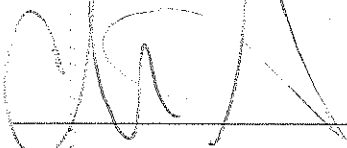
SELLS meeting happen consistently and are space where non-English speaking families can receive information and support in learning how to support their children and in which families are empower to attend OPEN DAY SCHOOL to come an observe our entire school and supports for our students. School ensures families being supported in learning about any information that concerns their students success, needs and supports by breaking the language barrier, getting translator in different languages and making sure documents are translated in at least 2 main languages in our school.

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

Wednesday, Sept/26/18; Oct/24/2018; Nov/28/2018; Dec/19/2018; Jan/23/2019;
Feb/27/2019; March/27/2019; April/24/2019 and May/22/2019

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 2018-2019. The school will distribute this policy to all parents of participating Title I, Part A, children on or before 09/26/2018. It will be made available to the local community on or before 9/26/18. The (Name of school) URBAN PROMISE ACADEMY's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.



Principal's Signature

Sept/26/2018

Date

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

Student Pledge:

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

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

Student signature**Parent/Guardian or Family Member Pledge:**

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20____.



2018-2019

School Site Council Membership Roster – Middle School

School Name: Urban Promise Academy

Chairperson : Mayra Elacio
Vice Chairperson: Janis Tapia
Secretary: Rafael Rosado Moreno

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Maria Buenrostro				X	
Mayra Elacio				X	
Esmeralda Gonzalez				X	
Martin Gonzalez				X	
Martha Rocha				X	
Janis Tapia				x	
Crysal Barr		X			
Corinne Jong		X			
Kate Krumrei		X			
David Ramirez		X			
Rafael Rosado Moreno			X		
Claire Fisher	X				

Meeting Schedule (day/month/time)	Fourth Wednesday, 5:00 -6:30 PM
--------------------------------------	--

SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. **Students are required to be members of the High School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students