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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Urban Promise Academy

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Urban Promise Academy



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Urban Promise Academy
CDS Code: 1612596118657
Principal: Terre Mesa
Date of this revision: 4/28/2021

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: Terre Mesa	Position: Principal
Address: 3031 East 18th Street Oakland, CA 94601	Telephone: 510-436-3636 Email: terre.mesa@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 and 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: 4/28/2021

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

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

Signatures:

Tierre Mesa	<i>Tierre Mesa</i>		6/3/2021
<i>Principal</i>		Signature	Date
Christina Miller	<i>Christina Miller</i>		6/3/2021
<i>SSC Chairperson</i>		Signature	Date
Clifford Hong	<i>Clifford Hong</i>		6/19/2021
<i>Network Superintendent</i>		Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>		6/21/2021
<i>Director, Strategic Resource Planning</i>		Signature	Date

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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 California 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.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$141,450.00
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	\$728,609.00

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)	\$129,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$27,900.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,450.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$301,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$53,250.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,625.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$141,450.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$587,159.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$728,609.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Created a clear vision and observation tool for high quality virtual, standards-aligned instruction.	Alignment across our whole school instructional PD, our coaching team priorities and our department PLC priorities
<i>Focal Student Supports</i>	African American and SPED students are reporting a greater sense of connectedness to school than last year and overall positive student experience as measured by school survey	Intentional affinity groups and leadership classes and PD related to trauma-responsive, anti-racist pedagogy.

<i>Student/Family Supports</i>	Weekly food distribution, high level mental health supports, student academic supports and family technology and ESL workshops	Strong partnerships with Alameda County Food Bank, the Wright Institute, EBAYC and La Clinica to provide high quality supports to students and families
<i>Staff Supports</i>	Most teachers have been able to participate in a variety of professional development opportunities, have received individualized instructional coaching have received release days for lesson planning	The Recruitment and Retention grant and having two TSAs as instructional coaches to provide high quality content-specific instructional coaching
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Not offering Boost classes and big, sudden pivot to virtual teaching and learning has resulted in PD and coaching less focused on the needs of ELL students
<i>Focal Student Supports</i>	SPED and ELL students are struggling to access virtual instruction and have a higher rate of chronically absenteeism	Limited focus in PD and instructional coaching on virtual strategies to support ELLs and SPED students. More tech access and environmental challenges for Newcomers that limit engagement in distance learning
<i>Student/Family Supports</i>	Many families do not know how to access online learning management system or know how to support their child academically	Need more intentional family orientations at the beginning of the year to teach how to navigate the learning management system and to build communication systems between teachers and families
<i>Staff Supports</i>	The pandemic and full distance program has been isolating and challenging and has negatively impacted staff wellness and connections	Fewer opportunities to socialize and collaborate with colleagues and navigating a large amount of change over a short amount of time

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024:

All students are continuously growing towards meeting or exceeding standards as measured by the SBAC.

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-55.3 (Spring 2019)	n/a	-40.3 DF3
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	48.5%	n/a	53.5%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-73.4 DF3
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	5 points	12.9% (Spring 2019)	n/a	17.9%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal for May 2024:	We will accelerate the growth of our SPED students, African American students and EL students in order to close our equity gap.
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.	

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-112.1 (Spring 2019)	n/a	-92.1 DF3
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-119.4 (Spring 2019)	n/a	-99.1 DF3
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	48.1%	Coming soon	43.1%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-163.1 (Spring 2019)	n/a	-143.1 DF3
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-142.8 (Spring 2019)	n/a	-122.8
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	English Learners	n/a	n/a	n/a	n/a
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	14.1%	n/a	16.0%

LTEL Reclassification	Long-Term English Learners	Reclassify 25%	16.3%	n/a	25.0%
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Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: All students build relationships to feel connected and engaged in learning.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	54.7%	n/a	59.70%
Suspensions	All Students	-2pp	7.5%	n/a	5.5%
Suspensions	African-American Students	-2pp	19.5%	n/a	17.5%
Suspensions	Students with Disabilities	-2pp	12.3%	n/a	10.3%
Chronic Absence	All Students	-2pp	11.8%	n/a	25.3%
Chronic Absence	African-American Students	-2pp	50.0%	n/a	25.0%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal for May 2024: We will maintain good retention of our teaching staff so that we are investing in continued growth in instructional practice

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	n/a
Teacher Retention	All Teachers	above 80%	81.7%	n/a	80%

1D: IDENTIFIED NEED

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: RESOURCE INEQUITIES

Our Newcomer students do not receive equitable access to funding as many of them enter the district and/or school after Day 20. Therefore schools who serve a large population of Newcomer students do not receive equitable funding to address the significant educational needs and overall services our Newcomer students need.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		Lower out-of-school suspension rate	
Theory of Change:	If we focus efforts on building positive relationships, providing youth development opportunities and improving supervision, then we will lower our number of out-of-school suspension incidents and the percent of students suspended.		
Related School Goal:	All students build relationships to feel connected and engaged in learning.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We have had had a school-wide professional development focus on trauma-responsive instructional strategies in the distance learning setting to strengthen and deepen adult-student relationships. We have facilitated virtual student affinity groups, student clubs and youth leadership opportunities throughout the year.			
What evidence do you see that your practices are effective?			
Our student experience survey data shows significantly more positive student experience than the OUSD middle school average.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
No changes will be made to this goal, however we will strengthen our commitment to strong community and relationship building by provided opportunities for students to talk about the impact of the pandemic on their lives as we return to in-person instruction. Evidence of these shifts can be seen in Part 3 of the SPSA.			
20-21 Standards-Based Instruction Priority:		Increase instructional alignment to the rigor of the Common Core State Standards and NGSS	
Theory of Change:	As we increase the frequency of classroom observations and alignment of instructional coaching to the Instructional Practice Guide (IPG), we will improve the alignment of instruction to the CCSS		
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We found that the IPG did not support our transition to distance learning. We developed another observation tool to name the criteria for high quality virtual instruction, focusing on engagement and content-specific standards-aligned instructional practices. We did focus our instructional coaching and professional development on engagement strategies in virtual instruction and how to collect evidence of learning and give feedback on student work.			
What evidence do you see that your practices are effective?			
Improved quality of virtual instruction and standards-aligned practices have been observed across the school. We have yet to administer a standards-aligned benchmark assessment to gather data on student learning outcomes.			

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

20-21 Language & Literacy Priority: Consistent Use of Complex Text and Teaching Strategic Reading Strategies

Theory of Change: If we increase the use of complex text and high quality text dependent questions in all classes, student reading and writing skills will improve.

Related School Goal: 35% or higher proficiency in ELA SBAC by June 2021. 6th grade students who read multiple years below grade level will make 1.5 years growth in 1 year.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have focused on the consistent use of complex text, text annotations and students responses to text-dependent questions in Humanites department PD, instructional coaching and observational feedback. We have facilitated a school-wide independent reading program and kept an open air library open throughout the year so that students would have access to engaging, high quality books.

What evidence do you see that your practices are effective?

We have seen an increase in our SRI data showing reading comprehension proficiency in all three grades over the course of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is a lack of language specific content objectives across classrooms and limited use of integrated ELL strategies in all classrooms. We will shift our language and literacy priority to address this need. Additionally, we need to share ownership of our school-wide reading program across all classes or Crew and continue to increase student access to our library resources.

20-21 Conditions for Adult Professional Learning Priority: Align Instructional Coaching, Department PLC work and Whole School PD to High Leverage Standards-Aligned Instructional Practices

Theory of Change: If we plan and facilitate high quality professional development and consistent, high quality instructional coaching, then the quality of instruction will improve and staff retention will increase to staff feeling of efficacy and support.

Related School Goal: We will increase classroom observation data as measured by the Instructional Practice Guide (IPG) and retention of high-quality staff

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have facilitated professional development cycles around anti-racist pedagogy and how to have trauma-responsive conversations with students about race. This PD led teachers to identify an equity challenge in their practice and engaged in a cycle of inquiry around this challenge. We also focused our department specific PLCs around strategies to increase student engagement in virtual instruction and how to gather evidence of learning and give specific feedback to students around their mastery of the learning objective. We also gathered quarterly data around staff wellness and facilitated PD on setting boundaries and having a healthy work/life balance.

What evidence do you see that your practices are effective?

Mid-year staff survey data shows that the majority of staff feel that the PD and instructional coaching has helped improve the quality of their instruction and thereby improved student learning outcomes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal, metrics or strategies to achieve this goal.

20-21 Conditions for English Language Learners Priority: Targeted small group literacy and ELD instruction to accelerate reclassification to English fluency.

Theory of Change: If we provide quality, targeted instruction for our long term ELLs during intervention classes and during content classes, then all of our ELLs will improve their skills in language and literacy.

Related School Goal: 25% or more of our English Language Learners are reclassified by June of 2021

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We did not have intervention classes for LTELs this year due to limitations in our distance learning schedule. We also have not had designated ELD for our EL 2s or 3s that are not LTELs. We have provided extensive supports and instructional resources to students in our Newcomer programs, including opening an in person Learning Pod for our struggling Newcomers and providing an increase in personalized in-class supports utilizing EBAYC staff.

What evidence do you see that your practices are effective?

We do not have any standardized assessment data yet on the impact of our strategies to support ELLs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus this goal to provide designated ELD supports to all ELL students and to increase integrated ELL strategies in all classes. You will see evidence of these changes in Part 3 of the SPSA.

Arts, Music, and World Languages Priority: Access to High Quality, Multi-year Arts Instruction

Theory of Change: If we increase access to high quality and rigorous arts and music instruction for all students, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKs survey.

Related School Goal: Students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We provided access to high-quality and rigorous art and music instruction to all students. Our music and art teachers worked to adjust to distance teaching and learning, which requires shifting music instruction to not be instrument based and to integrate more digital art making into the curriculum. We did provide all art students with a high quality art material kit to use at home.

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. Students have showcased their learning in multiple online expositions during the first half of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

We utilized more money for licenses to educational apps and our learning management system to support the transition to distance learning. We also allocated money to parent technology workshops and ESL workshops.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Urban Promise Academy

School ID: 236

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"): Lower out-of-school suspension rate

School Theory of Change: If we focus efforts on building positive relationships, providing youth development opportunities and improving supervision, then we will lower our number of out-of-school suspension incidents and the percent of students suspended.

Related Goal(s): All students build relationships to feel connected and engaged in learning.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Provide training for all staff on trauma-informed strategies for building relationships	Plan additional training for August PD week	Student responses to school connectedness survey, CHKS data		Tier 1
1-2	Improve quality of Crew curriculum focused on relationship building and providing students opportunities to collectively process the impact of the pandemic on themselves and their family	Collaborate with Student Advisor and Crew Coordinators to revise Crew routines, structures, expectations and lesson plans	Student responses to school connectedness survey, CHKS data		Tier 1
1-3	Increase opportunities for youth development and affinity spaces for students to build community	Invest in Peer RJ programming, youth participatory action research (YPAR) programming, Black Student Union, affinity circles and service learning	Student responses to school connectedness survey, CHKS data		Tier 2

1-4	Increase supervision of spaces where data shows behavior incidents occur	master schedule and roles for adult: RJ Coordinator, Student Advisor, Assistant Principal and Culture Keeper.	Number of URFs and Suspension Incidents		Tier 1
1-5	Increase case management of Tier 3 African American and SPED students through check in-check out routines, behavior goal setting, family engagement and use of incentives	Create systems and aligned practices for AP, RJ facilitator, Student Advisor and Culture Keeper to assist with case management	Number of URFs , Suspension Incidents and Percentage of Students Suspended		Tier 3
1-6	Increase family engagement for students who are chronically absent	Community Schools Manager facilitates attendance team meetings to identify students, engage families and provide consistent interventions	Chronic absenteeism rate	SPED and ELL students are struggling to access virtual instruction and have a higher rate of chronically absenteeism	Tier 3

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Increase instructional alignment to the rigor of the Common Core State Standards and NGSS
School Theory of Change:	As we increase the frequency of classroom observations and alignment of instructional coaching to the Instructional Practice Guide (IPG), we will improve the alignment of instruction to the CCSS
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	Revise our instructional coaching system to prioritize the needs of our ELA and math teachers and provide year-long instructional coaching	Manage the responsibilities of the Instructional Facilitator and Student Advisor to prioritize time allocated to instructional coaching. Prioritize instructional coaching for both administrators	Student Outcomes on IABs and SBAC in math and ELA	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 1
2-2	Align instructional coaching and instructional walk throughs with the Instructional Practice Guide (IPG) in order to provide targeted standards-aligned instructional feedback	Train instructional coaches in the use of the Instructional Practice Guide (IPG) and continue calibration throughout the school year by facilitating regular coaching teach meetings and trainings	Student Outcomes on IABs and SBAC in math and ELA	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 1
2-3	Engage families in regular workshops in how to support their child's learning	Plan family workshops in how to navigate the Summit Learning Program, foster independent reading skills, and support distance learning (if necessary)	Student Outcomes on IABs and SBAC in math and ELA	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 1
2-4	Create Math Boost classes to support students with conceptual understanding needed to access grade level standards	Improve/ adjust Math Boost curriculum to focus on conceptual understanding, use of data to select students, teaching and learning coaching	Student Outcomes on IABs and SBAC in math of students in Math Boost classes	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 2

2-5	Hold school wide data dives of SBAC and IAB data to effectively impact instruction to support all students and students with disabilities	Align PD calendar with assessment calendar, strong data facilitation with Instructional Leadership team and the entire staff	Student Outcomes on IABs and SBAC tests	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 2
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Utilize integrated ELL instructional strategies across all classrooms and implement a motivating school-wide independent reading program/
School Theory of Change:	If we increase the use of integrated ELL strategies to support language development in all classrooms and have a motivating school-wide independent reading program, then students will accelerate their growth toward meeting or exceeding ELA standards and ELLs will continually progress each year towards redesignation as English fluent.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Facilitate professional development about integrated ELL instructional practices	Support planning and facilitation of professional development	Improved observable instructional practices as measured by quarterly instructional walkthroughs	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 1

3-2	Provide school wide literacy training for families	Plan intentional family engagement agendas to support families with supporting learning at home	Student Reading Trackers, SBAC and IAB scores	Many families do not know how to access online learning management system or know how to support their child academically	Tier 2
3-3	Provide pull out reading intervention groups for 6th grade students who are multiple years behind in reading comprehension	Provide coachings and support for reading intervention teacher	Accelerated Growth in SRI scores for 6th grade students who are multiple years behind in reading comprehension		Tier 2
3-4	Create school-wide independent reading program that all staff have shared ownership in implementation	Use Aug PD time to train staff in the program and have a clear structure and plan to reinforce the program with students throughout the school year	Accelerated growth in SRI scores for all students and growth in ELPI levels for all ELLs		Tier 1

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Align Department PLCs, whole school PD and instructional coaching to support trauma informed relationship building practices and integrated ELL strategies
School Theory of Change:	If we plan and facilitate high quality professional development and consistent, high quality instructional coaching, then the quality of instruction will improve and staff retention will increase to staff feeling of efficacy and support.
Related Goal(s):	We will maintain good retention of our teaching staff so that we are investing in continued growth in instructional practice
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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4-1	Facilitate professional development about trauma informed practices and integrated ELL instructional practices	Support planning and facilitation of professional development, engage instructional leadership in facilitation and planning, gather feedback from staff consistently to ensure PD is meeting the needs of the staff	Improved observable instructional practices as measured by quarterly instructional walkthroughs	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 1
4-2	Implement strategies to promote staff wellness and positive adult culture.	Gather data on staff wellness and provide emotional support as needed. Create opportunities for staff to collaborate, communicate and have agency in their learning and foster adult sense of belonging.	Staff Wellness Survey and Staff CHKS data	The pandemic and full distance program has been isolating and challenging and has negatively impacted staff wellness and connections	Tier 2
4-3	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for ELA and math teachers	Align department PD, whole school PD and instruction coaching goals to school wide instructional priorities	Classroom observation data	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Align Instructional Coaching, Department PLC work and Whole School PD to High Leverage Designated and Integrated Instructional Practices
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School Theory of Change:	If we provide quality, targeted instruction for all ELLs during designated ELD classes and during content classes, then all of our ELLs will improve their skills in language and literacy.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Provide small group literacy instruction to Newcomers utilizing the Newcomer Assistant Position	Train the Newcomer assistant in SIPPS instruction and develop stations structions in ELD classrooms so that all students have access to targeted literacy instruction	Fountas and Pinnell data for our Newcomer students		
5-2	Teach Designated ELD Boost classes for all ELLS to support students with improving English language fluency in speaking, listening, reading and writing	Improve curriculum, use of data to select students, teaching and learning coaching	Student Outcomes on ELPAC for students in ELD classes		
5-3	Data dives to monitor the progress of ELLs and LTELs over time	Schedule and facilitate high leverage data analysis that results in programmatic or instructional shifts	ELPAC data and Reclassification Rates	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 2
5-4	Train non-ELA and ELD content teachers in strategies to meet the needs of Newcomers and ELLs in their content areas	Schedule , plan and facilitate the trainings and provide observational feedback during implementation	Classroom observation data	All classrooms do not show strong examples of virtual, standards-aligned instruction. Our ELL supports (Designated and Integrated) have been impacted by sudden our transition to virtual teaching and learning	Tier 1

ARTS, MUSIC, AND WORLD LANGUAGES

School Priority ("Big Rock"):	Access to High Quality, Multi-year Arts Instruction
School Theory of Change:	If we increase access to high quality and rigorous arts and music instruction for all students, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKs survey.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Content-specific professional development for Elective teachers	Connect elective department with consistent off-site PD and collaboration	Classroom observation data		Tier 1
6-2	Instructional coaching for Elective department teachers	Provide instructional coaching supports to Elective teachers, specifically on strategies for supporting Newcomers and ELLs	Classroom observation data		Tier 1
6-3	Provide high quality art and music supplies to support quality instruction	Provide high quality art and music supplies to support quality instruction	Classroom observation data		Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 236

School: Urban Promise Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copier Contract	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Align instructional coaching and instructional walk throughs with the Instructional Practice Guide (IPG) in order to provide targeted standards-aligned instructional feedback	236-1
Supplies	\$15,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Align instructional coaching and instructional walk throughs with the Instructional Practice Guide (IPG) in order to provide targeted standards-aligned instructional feedback	236-2
ET/OT	\$3,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Engage families in regular workshops in how to support their child's learning	236-3
Extended Contracts w/benefits	\$4,900	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Facilitate professional development about integrated ELL instructional practices	236-4
0.73 FTE Gomez PCN 4617	\$61,741	LCFF Supplemental	1105	Certificated Teachers' Salaries	4617	Teacher, Structured English Immersion	0.73	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Create Math Boost classes to support students with conceptual understanding needed to access grade level standards	236-5
0.8 PE Vacancy	\$115,745	LCFF Supplemental	1105	Certificated Teachers' Salaries	4706	Teacher, Structured English Immersion	0.80	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Improve curriculum, use of data to select students, teaching and learning coaching	236-6
0.6 FTE Ramirez TSA	\$75,346	LCFF Supplemental	1105	Certificated Teachers' Salaries	6891	10-Month Classroom TSA	0.60	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Revise our instructional coaching system to prioritize the needs of our ELA and math teachers and provide year-long instructional coaching	236-7
0.25 FTE Leunig TSA PCN 6156	\$31,188	LCFF Supplemental	1105	Certificated Teachers' Salaries	6156	11-Month Classroom TSA	0.23	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Align instructional coaching and instructional walk throughs with the Instructional Practice Guide (IPG) in order to provide targeted standards-aligned instructional feedback	236-8
0.3 FTE Rogers-Rhyme PCN 6210	\$24,390	LCFF Supplemental	1205	Certificated Pupil Support Salaries	6210	Social Worker	0.30	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Increase family engagement for students who are chronically absent	236-9
0.7 FTE Ozuna PCN 6648	\$30,893	LCFF Supplemental	2205	Classified Support Salaries	6648	Assistant, Newcomer Learning Lab	0.49	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Train the Newcomer assistant in SIPPS instruction and develop stations structions in ELD classrooms so that all students have access to targeted literacy instruction	236-10
0.2 FTE Counselor - Bayardo PCN 3827	\$28,678	LCFF Concentration	1205	Certificated Pupil Support Salaries	0363	Counselor	0.20	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Provide training for all staff on trauma-informed strategies for building relationships	236-11
Extended Contracts w/benefits	\$24,572	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Revise our instructional coaching system to prioritize the needs of our ELA and math teachers and provide year-long instructional coaching	236-12
Culture Keeper	\$23,000	Salesforce Principal Innovation Fund	tbd	#N/A	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Increase opportunities for youth development and affinity spaces for students to build community	236-13

Academic Mentor	\$26,000	Salesforce Principal Innovation Fund	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Increase case management of Tier 3 African American and SPED students through check in-check out routines, behavior goal setting, family engagement and use of incentives	236-14
Social Worker	\$16,529	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	6210	Social Worker	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase opportunities for youth development and affinity spaces for students to build community	236-15
Assistant, Newcomer Learning Lab	\$13,289	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	6648	Assistant, Newcomer Learning Lab	0.21	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Train the Newcomer assistant in SIPPS instruction and develop stations instructions in ELD classrooms so that all students have access to targeted literacy instruction	236-16
0.45 FTE Cordero (CSM) PCN 7855	\$62,242	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7855	Program Mgr Community School	0.45	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Increase family engagement for students who are chronically absent	236-17
0.5 FTE Leunig PCN 6156	\$73,708	Title I: Basic	1105	Certificated Teachers' Salaries	6156	11-Month Classroom TSA	0.53	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Revise our instructional coaching system to prioritize the needs of our ELA and math teachers and provide year-long instructional coaching	236-18
Meeting Refreshments	\$0	Title I: Basic	4311	Meeting Refreshments	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Provide school wide literacy training for families	236-19
Family Workshops	\$3,450	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Engage families in regular workshops in how to support their child's learning	236-20
Transportation for Field Trips	\$8,625	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Plan intentional family engagement agendas to support families with supporting learning at home	236-21
0.4 FTE Ramirez PCN 6891	\$50,941	Measure G1	1105	Certificated Teachers' Salaries	6891	10-Month Classroom TSA	0.40	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement strategies to promote staff wellness and positive adult culture.	236-22
1.0 FTE Baglyos PCN 2184	\$128,407	Measure G1	1105	Certificated Teachers' Salaries	2184	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for ELA and math teachers	236-23
Music Supplies	\$4,000	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Increase opportunities for youth development and affinity spaces for students to build community	236-24
Art Supplies	\$1,768	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Fund school supplies including paper, ink so that all students have access to adequate resources to learn.	236-25
Library Technician	\$55,000	Measure G: Library	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Provide school wide literacy training for families	236-26
Afterschool provider	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Increase opportunities for youth development and affinity spaces for students to build community	236-27



Title 1, School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements. Urban Promise Academy agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement.

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

Providing family workshops on how to use the Canvas Learning Platform to support your student's learning.

Hosting family workshops about technology use.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

Hosting Grade Level Orientations and Family Workshops on how to support distance learning from home.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. This meeting was held on Monday, August 24th, 2020 at 4:00pm. The school communicates to families about the school's Title I, Part A programs by:

Holding a School Site Council Meeting on the third Wednesday of every month.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

Enabling all families to have access to the Canvas Learning Platform.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

A bi-weekly Family Newsletter, using the Talking Points Ap and making Robocalls.



Title 1, School Parent and Family Engagement Policy

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

Having regular family outreach events, food distribution and materials distribution events and inviting families to volunteer in the school as long as they pass the COVID-19 Symptoms Check and have been fingerprinted.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including virtual class, homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

Enabling family access to the Canvas Learning Platform and providing workshops on how to use it. In addition, during family conferences, families co-create actions to support their child in meeting their academic and SEL goals.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

Providing professional development and engaging staff in family conferences.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

Providing 2 student led family conferences for each family every year.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

Monthly School Site Council (SSC) meetings every third Wednesday of the month.



Title 1, School Parent and Family Engagement Policy

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

Providing translation services and accessibility to facilities for all family engagement meetings.

The school provides support for parent and family engagement activities requested by parents by:

Providing communication and scheduling support through the main office and the Family Resource Center,

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title 1, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

Partnering with La Clinica to provide wellness workshops for families, physical health appointments through our school-based clinic and immigration services. Partnering with the Alameda County Food Bank to provide free groceries to families every week, along with multiple other one-time events and services provided by other community-based organizations.

Adoption

This policy was adopted by Urban Promise Academy on August 24th, 2020 and will be in effect for the period of August 10, 2020 through May 28, 2021.

The school will distribute this policy to all parents on or before August 30, 2020.

Name of Principal: Tierre Mesa

Signature of Principal

Date: 8/24/2020



Urban Promise Academy School Parent Compact 20-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title 1, Part A to meet the State of California's challenging academic standards. Urban Promise Academy utilizes district-adopted curriculum of illustrative Math, and FOSS science and Summit Curriculum in ELA.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Urban Promise Academy holds two student-led family conferences each year with all families.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children. UPA families can access all of this information utilizing the Canvas Learning Platform.
- 4) Provide parents reasonable access to staff. Through the Talking Points App and Canvas Learning Platform, families can communicate directly with their child's teacher. Additionally, the Community Schools Manager at UPA allows families to directly express needs and communicate with the relevant staff members.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in food distribution and materials distribution events.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children. Families at UPA are shown during family conferences how to access the Canvas Learning Platform at home to monitor the progress of their student and to provide materials for them to practice at home.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners, Urban Promise Academy engages in family conferences twice a year to share student academic and SEL goals, set action plans that engage family



Urban Promise Academy School Parent Compact 20-21

participation and monitors progress towards those goals.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. Urban Promise Academy utilizes the Talking Points Ap, Language Link Interpreters, District Translation Services and Robocall to do this.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide high quality instruction

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my children's classroom if possible
- Ensure excellent attendance in virtual learning.
- Participate in decisions related to the education of my child.
- Ensure my child is reading 30 minutes a da

Student Responsibilities

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

- Get to my virtual classes on time every day.
- Do my classwork and homework every day.
- Ask for help when I need it.
- Show our UPA core values of Respect, Leadership and Solidarity at all times.

This Compact was adopted by the Urban Promise Academy on Monday August 24th, 2020 and will be in effect for the period of August 10, 2020 to May 28, 2021. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 30th, 2020).

Signature of Principal Terre Mesa



Urban Promise Academy School Parent Compact 20-21

Tim Mason

Date : 8/24/2020



Strategic Resource Planning (SRP)

URBAN PROMISE ACADEMY
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Christina Miller
Vice Chairperson:	Carmen Mata
Secretary:	David Ramirez III

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Christina Miller				X		1
Carmen Mata				X		1
David Ramirez III		X				1
Tierre Mesa	X					
Monica Yupa		X				2
Miguel Oliveres		X				2
Rafael Rosado Moreno			X			2
Sara Jiminez				X		2
Rosa Maria Barragon						2
Yoselin Pano Aguilar					X	1

SSC Meeting Schedule: (Day/Month/Time)	4th Wednesday of each month from 5:00pm-6:30pm
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)