

Board Office Use: Legislative File Info.	
File ID Number	22-1733
Introduction Date	8/24/22
Enactment Number	22-1505
Enactment Date	8/24/2022 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Urban Promise Academy

Ask of the Board Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Urban Promise Academy

Legislative File Id. No. 22-1733
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: Urban Promise Academy
CDS Code: 1612596118657
Principal: Tierre Mesa
Date of this revision: 4/27/20

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: Tierre Mesa

Position: Principal

Address: 3031 East 18th Street
Oakland, CA 94601

Telephone: 510-436-3636

Email: tierre.mesa@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/27/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 | <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 |
| <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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

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

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

Signatures:

_____ <i>Tierra Mesa</i> Principal	_____ Tierra Mesa Signature	_____ 4/27/2022 Date
_____ Carmen Mata SSC Chairperson	_____ Carmen Mata Signature	_____ 4/27/2022 Date
_____ Clifford Hong Network Superintendent	_____ Clifford Hong Signature	_____ 04/28/2022 Date
_____ Lisa Spielman Director, Strategic Resource Planning	_____  Signature	_____ 5/2/2022 Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/3/2021	All students	Gathered student feedback on their experience with learning during 21-22 using a student experience survey.
1/5/2022	Faculty	Budget training to review budget priorities. Gathered feedback on budgetary priorities.
1/12/2022	SSC	Budget training to review budget priorities including planned strategies and activities for 2021-22. Gathered feedback on School-wide Priorities to review with SLT.
2/15/2022	Instructional Leadership Team	Gave feedback on overall strengths and needs assessment
2/22/2022	Instructional Leadership Team	Brainstormed strategies and actions to address goals and needs
2/23/2022	SSC	Brainstormed strategies and actions to address goals and needs

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

In addition to the actions outlined in this plan, Oakland Unified 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. 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$146,780.00
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	\$877,391.42

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)	\$134,250.00	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)	\$3,580.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$282,600.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,950.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	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)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$195,530.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$146,780.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$730,611.42	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$877,391.42
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 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: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-54.2	n/a	<i>not available until Fall 2022</i>	-39
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	40%	<i>not available until Fall 2022</i>	50%

Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-88.4	n/a	<i>not available until Fall 2022</i>	-73
CAST (Science) at or above Standard	All Students	13%	n/a	<i>not available until Fall 2022</i>	18%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-112.1	n/a	<i>not available until Fall 2022</i>	-95.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-118.8	n/a	<i>not available until Fall 2022</i>	-100.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	49%	<i>not available until Fall 2022</i>	45%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-163.1	n/a	<i>not available until Fall 2022</i>	-145.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-142.8	n/a	<i>not available until Fall 2022</i>	-125.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	12%	2%	<i>not available until Fall 2022</i>	16%
LTEL Reclassification	Long-Term English Learners	17%	4%	<i>not available until Fall 2022</i>	20%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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Student Connectedness to School	All Students	59%	75%	<i>not available until Fall 2022</i>	75%
Out-of-School Suspensions	All Students	3%	n/a	<i>not available until Fall 2022</i>	4%
Out-of-School Suspensions	African American Students	22%	n/a	<i>not available until Fall 2022</i>	10%
Out-of-School Suspensions	Special Education Students	10%	n/a	<i>not available until Fall 2022</i>	8%
Chronic Absenteeism	All Students	12%	8%	<i>not available until Fall 2022</i>	12%
Chronic Absenteeism	African American Students	50%	31%	<i>not available until Fall 2022</i>	25%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	85%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Created a clear vision for quality Integrated-ELD instruction and utilized the Essential Practices Rubric to identify our instructional strengths and opportunities in across all classes and plan our PD cycles focused on embedding language strategies across content areas	Alignment across our whole school instructional PD, our coaching team priorities and our department PLC and Cycle of Inquiry priorities
<i>LCAP Goal 2: Focal Student Supports</i>	SPED students are reporting a greater sense of connectedness to school and overall positive student experience as measured by school survey	SPED teachers meeting weekly to support strong collaboration with classroom teachers and utilizing engaging, relationship-building strategies during academic pull out.

<i>LCAP Goal 3: Student/Family Supports</i>	Biweekly food distribution, high level mental health supports, student academic supports with additional classroom support staff, vaccine clinics, strong after school program and family ESL workshops	Strong partnerships with Alameda County Food Bank, the Wright Institute, Wellness Together, EBAYC and La Clinica to provide high quality supports to students and families
<i>LCAP Goal 4: Staff Supports</i>	Maintained high quality professional development opportunities and focus on quality instruction, many teachers have received individualized instructional coaching and have received release days for supported lesson planning	Two TSA positions as instructional coaches to provide high quality content-specific instructional coaching
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	High level of need in foundational literacy and limited reading intervention services available	The pandemic and distance learning has widened the achievement gap and we have a higher number of students reading at a k-2 level than anticipated. In addition, middle school teachers do not have much training in the science of reading
<i>LCAP Goal 2: Focal Student Supports</i>	Many ELL 4-6 students are struggling to reach academic expectations in the general education setting	The pandemic impacted language acquisition and therefore more intentional integrated ELL scaffolds are needed in all classrooms
<i>LCAP Goal 3: Student/Family Supports</i>	Mental health needs are high across all students. This is showing up as anxiety, peer conflict, sexual harassment, vaping, and chronic attendance issues.	The pandemic and masking has increased anxiety and stress for many students and social interactions can still be difficult for many students given
<i>LCAP Goal 4: Staff Supports</i>	Stress and anxiety levels are high across the staff	The recent Covid surge, teaching while wearing a mask and the stressors of the pandemic have all made the work of an educator more challenging.

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Urban Promise Academy

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have implemented strategies to support our school-wide school culture plan focused on building positive relationships, providing youth development opportunities and improving supervision in order to lower our number of out-of-school suspension incidents and the percent of students suspended. We also started the school-year with a focus on CRT (Zarretta Hammond) and aligning on our warm demander stance. Our community schools manager, attendance case manager and Newcomer social worker have facilitated bi-weekly attendance team meetings that have helped us support family communication and interventions with non-Covid related chronic absenteeism. We have started student leadership groups that have supported the planning of several student events and helped us implement strategies to get student voice into school-wide decision making processes. Additionally, our instructional facilitator and ELD team have planned and implemented our Integrated-ELD focused PD to support improved strategies in all classrooms to accelerate student language acquisition. We have focused specifically on standards-based instruction in our math and ELA departments, created a school-wide instructional coaching handbook and have adopted a new standards-aligned curriculum in ELA.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Our school-wide culture strategies have resulted in improvements to our suspension data this year as compared to 19-20, specifically with our African American and SPED students and our student connectedness data is better than 19-20 as measured by a school-wide survey. Our Integrated-ELD PD cycle during semester 1 did not result in any dramatic changes in instructional practices across the school. Many teachers indicated that it was difficult to learn new strategies given the conditions of returning to campus during a pandemic. We gathered staff feedback and are making adjustments to the second cycle of integrated-ELD PD structure. Our focus on standards-aligned instruction has supported more alignment in our instructional coaching and ELA/math department action plan. Curriculum adoption has supported more alignment in complex text used in all classrooms and specific strategies used across all grades.

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

No changes will be made to our SPSA at this time.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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0.45 FTE Cordero (CSM) PCN 7855	Student Connectedness to School	Supports family interventions for students with non-Covid related absenteeism and supports family engagement around mental and physical health supports and manages community partnerships	Our non-covid related chronic absenteeism has remained the same as pre-pandemic which is a huge success considering the challenges of this year. We have provided mental health services to 100 students using our community partnerships with Wellness Together, the Wright Institute and La Clinica	We will continue to utilize this position to support student attendance and student mental/physical health needs.
0.5 FTE Leunig PCN 6156	SBAC ELA Distance from Standard Met	Leads Humanities department, supporting ELA curriculum adoption, instructional coaching, developing school-wide i-ELD PD, planning independent reading program launch	High quality PD provided and instructional practices are improving in ELA department with the use of the new curriculum as measured by the Instructional Practice Guide (IPG). Curriculum adoption has been difficult as it requires change management and lots of planning time	Will continue focus on standards-aligned instruction and use of new curriculum. Will start next year with strong vision for independent reading program as our pilot this year has provided good feedback for us to use to improve. Continue to prioritize instructional coaching, but shift focus as we see the needs of the department change.
Family Workshops	Reading Inventory (RI) Multiple Years Below Grade Level	Family Literacy workshops for our families of students reading at the K-2 level, ESL workshops for families	Has not started yet due to staffing issues with our library technician	Still planning to implement, then we will evaluate

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Urban Promise Academy

School ID: 236

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards
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
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?
1-1	Implement 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 i-Ready, unit assessments and SBAC in math and ELA	All Staff	Tier 1
1-2	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 i-Ready, unit assessments and SBAC in math and ELA	All Staff	Tier 1
1-3	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 i-Ready, unit assessments and SBAC in math and ELA	n/a	Tier 1

1-4	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 Unit assessments and SBAC in math of students in Math Boost classes	n/a	Tier 2
1-5	Hold school wide data dives of i-Ready, unit assessment and SBAC 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 i-Ready, unit assessments and SBAC in math and ELA	All Staff	Tier 1
1-6	Implement standards-aligned curriculum in all classrooms for ELA, science and math	Prioritize planning support and time for teachers who are utilizing a new curriculum	Student Outcomes on i-Ready, unit assessments and SBAC in math and ELA	All Staff	Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Language and Literacy
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.
Students to be served by these actions:	ELL 4-6 students and LTELs, Students who are reading multiple years below grade level

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Facilitate professional development about integrated ELL instructional practices and the science of reading	Support planning and facilitation of professional development	Improved observable instructional practices as measured by quarterly instructional walkthroughs	All Staff	Tier 1
2-2	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	n/a	Tier 2

2-3	Provide pull out reading intervention groups for students in all grades who are multiple years behind in reading comprehension	Provide coachings and support for reading intervention teachers	Accelerated Growth in SRI scores for students who are multiple years behind in reading comprehension	n/a	Tier 3
2-4	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	All Staff	Tier 1
2-5	ELD teachers will provide a cycle of coaching to math and science teachers focused on implementation of integrated ELD strategies	Provide prep time for ELD teachers and coaching support for ELD teachers	Improved observable I-ELD instructional practices as measured by quarterly instructional walkthroughs	n/a	Tier 2

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	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.				
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	Provide training for all staff on Culturally Responsive strategies for building relationships	Plan additional training for August PD week	Student responses to school connectedness survey, CHKS data	n/a	Tier 1
3-2	Improve quality of Crew curriculum focused on relationship building and mental health	Collaborate with Student Advisor and Crew Coordinators to revise Crew routines, structures, expectations and lesson plans	Student responses to school connectedness survey, CHKS data	n/a	Tier 1

3-3	Increase opportunities for youth development and affinity spaces for students to build community	Invest in Peer RJ programming, leadership elective, Black Student Union, affinity circles and service learning	Student responses to school connectedness survey, CHKS data	All Staff	Tier 2
3-4	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	All Staff	Tier 1
3-5	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	n/a	Tier 3

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

School Priority:	Increase teacher retention rate and improve diversity of teaching staff				
School Theory of Change:	If we plan and facilitate high quality professional development and consistent, high quality instructional coaching and mental health support, then staff retention will increase as does staff feeling of efficacy and support.				
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?
4-1	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 Data	n/a	Tier 1
4-2	Increase staff social events to strengthen adult relationships and sense of community	Support Staff Wellness Champion to plan social event	Staff mid-year and end of year survey	n/a	Tier 1

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	Staff mid-year and end of year survey	All Staff	Tier 1
4-4	Support pipeline of UPA alumni into staffing positions and support to become a teacher	Utilize Salesforce Recruitment and Retention money to support education costs to support this pipeline	Diversity in Teaching Staff	n/a	Tier 2

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Increase Enrollment of Black students and Improve Experience and Achievement of our Black Students
School Theory of Change:	If we improve the overall experience and academic achievement of our Black students, then we will increase retention of Black students and build a positive reputation for our school with Black families
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</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	Bi-annual data dives with instructional leadership and school culture team to examine connectedness, attendance and learning outcome data of Black students and determine implications	Communicate importance of prioritizing the experience and achievement of our Black students and facilitate a root cause analysis that helps us collectively develop effective strategies	Improved connectedness as measured by CHKS, attendance, reading and grade data for our Black students	n/a	Tier 3
5-2	Recruit more Black students to enroll at our school through strategic attendance at elementary recruitment fairs	Engage current UPA Black students and families to support outreach to elementary schools that serve a higher percentage of Black students	Increased enrollement and retention of Black students	n/a	Tier 3

5-3	Train and support instructional coaches to observe for and name in coaching meetings when Black students are not provided the conditions to thrive	Model these actions, provide training to staff members who are not yet able to hold these conversations.	Increased awareness from teachers about how implicit bias can affect their interactions with Black students as measured by survey. Observation data shows more effective practices are utilized to support Black students in the classroom	n/a	Tier 3
5-4	Increase affinity spaces for Black students to build community and show leadership	Stipend teacher for Black Student Union	Improved Connectedness data for Black Students	n/a	Tier 3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	Align Instructional Coaching, Department PLC work and Whole School PD to High Leverage Designated and Integrated Instructional Practices
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 Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
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?
6-1	Provide small group literacy instruction to Newcomers utilizing the Newcomer Assistant Position	Train the Newcomer assistant in SIPPS instruction and develop stations structures in ELD classrooms so that all students have access to targeted literacy instruction	Fountas/Pinnel reading growth for Newcomers	n/a	Tier 3
6-2	Teach Designated ELD Boost classes for all ELLs to support students with improving English language fluency in speaking, listening, reading and writing, with a focus on Foundation reading supports in some D-ELD classes	Improve curriculum, use of data to select students, teaching and learning coaching	ELPAC growth and reclassification rate	n/a	Tier 2

6-3	Data dives to monitor the progress of ELLs and LTELs over time	Identify more meaningful data in ELD Boost to monitor progress.	i-Ready growth data	n/a	Tier 2
6-4	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	Improved observable instructional practices as measured by quarterly instructional walkthroughs	n/a	Tier 2
6-5	Calibrate school-wide understanding of different ELD levels/ appropriate scaffolds through peer observation of ELD teacher	SLT conducts school wide walkthroughs focused on Essential Practice for ELLs to collect data about aligned practices.	Improved observable instructional practices as measured by quarterly instructional walkthroughs	All Staff	Tier 1

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	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:	Students and families are welcomed, safe, healthy, and engaged.
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?
7-1	Content-specific professional development for Elective teachers	Connect elective department with consistent off-site PD and collaboration	Classroom observation data	n/a	Tier 1
7-2	Instructional coaching for Elective department teachers	Provide instructional coaching supports to Elective teachers, specifically on strategies for supporting Newcomers and ELLs	Classroom observation data	n/a	Tier 1
7-3	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	n/a	Tier 1

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will</i>	<i>How much will this cost?</i>	<i>What is the funding</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to an SPSA target.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the</i>
After School Learning Consultants	\$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Create school-wide independent reading program that all staff have shared ownership in implementation	236-1
10-Month Teacher on Special Assignment (TSA)	\$22,530	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6891	10-Month Classroom TSA	0.17	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Increase family engagement for students who are chronically absent	236-2
10-Month Teacher on Special Assignment (TSA)	\$110,001	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	6891	10-Month Classroom TSA	0.83	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Engage families in regular workshops in how to support their child's learning	236-3
11-Month Teacher on Special Assignment (TSA)	\$80,981	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6156	11-Month Classroom TSA	0.75	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Facilitate professional development about integrated ELL instructional practices and the science of reading	236-4
Case Manager	\$162,167	One-Time COVID Funding	2405	Clerical Salaries	8781	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Align department PD, whole school PD and instruction coaching goals to school wide instructional priorities	236-5
Certificated Pupil Support Salary	\$28,979	LCFF Supplemental	1205	Certificated Pupil Support Salaries	0363	Counselor	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Align instructional coaching and instructional walk throughs with the Instructional Practice Guide (IPG) in order to provide targeted standards-aligned instructional feedback	236-6
Certificated Pupil Support Salary	\$20,554	LCFF Supplemental	1205	Certificated Pupil Support Salaries	6210	Social Worker	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Increase family engagement for students who are chronically absent	236-7
Classified support salaries	\$75,449	One-Time COVID Funding	2205	Classified Support Salaries	8855	Liaison, Family Parent Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Improve quality of Crew curriculum focused on relationship building and mental health	236-8

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will</i>	<i>How much will this cost?</i>	<i>What is the funding</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to an SPSA target.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the</i>
Clerical Overtime	\$3,000	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Create Math Boost classes to support students with conceptual understanding needed to access grade level standards	236-9
Computer Science Teacher	\$52,448	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	6493	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement standards-aligned curriculum in all classrooms for ELA, science and math	236-10
Extended Contracts	\$4,900	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Content-specific professional development for Elective teachers	236-11
Extended Contracts	\$12,725	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	ELL Reclassification	Train the Newcomer assistant in SIPPS instruction and develop stations structures in ELD classrooms so that all students have access to targeted literacy instruction	236-12
Family Workshops- Extended Contracts	\$3,580	Title I: Parent Participation	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Invest in Peer RJ programming, leadership elective, Black Student Union, affinity circles and service learning	236-13
Field Trips	\$8,950	Title IV: Student Support & Academic Enrichment	5200	Travel And Conferences		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Improve quality of Crew curriculum focused on relationship building and mental health	236-14
Newcomer Assistant	\$8,532	LCFF Supplemental	2205	Classified Support Salaries	6648	Assistant, Newcomer Learning Lab	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Train non-ELA and ELD content teachers in strategies to meet the needs of Newcomers and ELLs in their content areas	236-15
Newcomer Assistant	\$21,329	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	6648	Assistant, Newcomer Learning Lab	0.50	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Hold school wide data dives of i-Ready, unit assessment and SBAC data to effectively impact instruction to support all students and students with disabilities	236-16

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will</i>	<i>How much will this cost?</i>	<i>What is the funding</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to an SPSA target.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the</i>
Restorative Justice Facilitator	\$26,509	LCFF Supplemental	2205	Classified Support Salaries	7854	Restorative Justice Facilitator	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Prioritize planning support and time for teachers who are utilizing a new curriculum	236-17
Restorative Justice Facilitator	\$53,017	Title I: Basic	2205	Classified Support Salaries	7854	Restorative Justice Facilitator	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	Create school-wide independent reading program that all staff have shared ownership in implementation	236-18
Supplies	\$15,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for ELA and math teachers	236-19
Supplies	\$5,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Create school-wide independent reading program that all staff have shared ownership in implementation	236-20
Teacher	\$77,801	LCFF Supplemental	1105	Certificated Teachers' Salaries	2399	Teacher, Structured English Immersion	0.88	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide high quality art and music supplies to support quality instruction	236-21
Teacher	\$68,052	LCFF Supplemental	1105	Certificated Teachers' Salaries	3244	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Train the Newcomer assistant in SIPPS instruction and develop stations structures in ELD classrooms so that all students have access to targeted literacy instruction	236-22
Teacher	\$16,919	LCFF Supplemental	1105	Certificated Teachers' Salaries	6493	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	n/a	n/a	236-23

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will</i>	<i>How much will this cost?</i>	<i>What is the funding</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to an SPSA target.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the</i>
Teacher	\$85,595	Measure G1	1105	Certificated Teachers' Salaries	2184	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	n/a	n/a	236-24
Unallocated	\$119,997	Salesforce Principal Innovation Fund	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Improve quality of Crew curriculum focused on relationship building and mental health	236-25
Unallocated	\$252	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Invest in Peer RJ programming, leadership elective, Black Student Union, affinity circles and service learning	236-26
Vacancy	\$62,204	One-Time COVID Funding	1205	Certificated Pupil Support Salaries		Librarian	0.50	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Facilitate professional development about integrated ELL instructional practices and the science of reading	236-27
Vacancy	\$62,204	Measure G: Library	1205	Certificated Pupil Support Salaries		Librarian	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Engage families in regular workshops in how to support their child's learning	236-28



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, ESL workshops and ELD/Math Boost Meetings.

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 Family Workshops on how to support 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 Tuesday, August 24th, 2021 at 8:30am. 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 and Summit 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 Parent Square, school Facebook and IG pages



Title 1, School Parent and Family Engagement Policy

and making Robocalls.

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 and food distribution 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 Summit 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 two 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 in Spanish and Mam 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, 2021 and will be in effect for the period of August 9, 2021 through May 28, 2022.

The school will distribute this policy to all parents on or before August 30, 2021.

Name of Principal: Tierre Mesa

Signature of Principal

Date: 8/24/2021



Urban Promise Academy School Parent Compact 21-22

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 2021-22 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 EL Education (v2) 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 and Summit Learning Platforms.
- 4) Provide parents reasonable access to staff. Through Parent Square 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 and Summit Learning Platforms 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 21-22

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 Parent Square, District Translation Services and our Mam Family Engagement Specialist 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 Tuesday August 24th, 2021 and will be in effect for the period of August 9, 2021 to May 28, 2022. 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, 2021).

Signature of Principal Terre Mesa



Urban Promise Academy School Parent Compact 21-22

Tim Meser

Date : 8/24/2020



Urban Promise Academy
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Carmen Mata
Vice Chairperson:	Miguel Olivares
Secretary:	Rafael Rosado Moreno

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Tierre Mesa	X					
Mary (Kate) Scott (Krumrei)	✓	x				1st
Miguel Olivares	✓	X				1st
Nathaniel Ng	✓	x				1st
Rafael Rosado Moreno			X			1st
Albert Hong				x		1st
Carmen Perez				x		1st
Maria Guzman				x		1st
Carmen Mata				x		2nd
James [REDACTED]					x	1st

SSC Meeting Schedule: (Day/Month/Time)	Every 4th Wednesday, 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)