2019-20 Measure G1

Grant Application

Due: February 11, 2019

School	Urban Promise	Contact *	Claire Fisher
School Address	3031 East 18th Street	Contact Email	claire.fisher@ousd.org
Principal	Claire Fisher	Principal Email	claire.fisher@ousd.org
School Phone	415-216-3164	Recommended Grant Amount**	$165,960
Actual 2018-19 Enrollment (6-8) (20 day count)	359		

Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2018-19 (*2018-19 approved proposal* and *carryover form*)

	2018-19 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount
1	1.0 FTE Music Teacher	$ 77,497.00
2		
3		
4		
5		
	Budget Total (must add up to Current Grant Amount)	$77,497

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

	2019-20 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount
1	1.0 Music teacher	$92,905
2	0.7 Student advisor	$73,055
3		

4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	$165,960

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
52%	47%	95.2%	14%		39%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
6.3%		3.2%	85%	0.8%		1.6%	1.3%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.	
Name	**Role**
Crystal Barr, art teacher	Mary Kate Krumrei, ELD teacher
David Ramirez, math teacher	
Kristi Leunig, ITL	
Tierre Mesa, AP	
Ann Marie Gamble, math teacher	

School Vision (insert here):
Vision
At Urban Promise Academy, we prepare our diverse student body to meet the challenging demands of 21st century college, career, and community readiness. We achieve these goals through an innovative, personalized approach that emphasizes student-driven acceleration, project-based learning, and social emotional learning. UPA's personalized model is key to addressing the challenges of supporting our diverse group of learners who represent a wide range of academic, emotional, language, and literacy skills. Student learning is accelerated through the strategic use of data to drive instruction, intentional integration of technology, and a focus on the Habits of Success. Teachers develop engaging, project-based learning units that foster inquiry, mastery of cognitive

skills, and real world application.

Upon leaving UPA, students are critical thinkers who effectively drive their own learning through goal setting and reflection; lifelong learners who actively seek knowledge and possess technological competence and collaborative skills; and social justice-minded citizens who serve as advocates and leaders in their communities.

Middle School Measure G1 Self- Assessment:
Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music *(Rubric Score)*	**2017-18 (last yr)**	**2018-19 (this yr)**	*Art (Visual Arts, Theater, and Dance)*	**2017-18 (last yr)**	**2018-19 (this yr)**
Access and Equitable Opportunity	n/a	basic	*Access and Equitable Opportunity*	Basic	basic/quality
Instructional Program	n/a	basic/quality	*Instructional Program*	basic	basic
Staffing	n/a	quality	*Staffing*	basic	basic
Facilities	n/a	quality	*Facilities*	basic	quality
Equipment and Materials	n/a	basic	*Equipment and Materials*	basic	basic
Teacher Professional Learning	n/a	basic	*Teacher Professional Learning*	basic	quality
World Language (Rubric)	**2017-19 (last yr)**	**2018-19 (this yr)**			
Content and Course Offerings	basic	n/a			
Communication	basic	n/a			
Real world learning and Global competence	basic	n/a			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	373	370	Suspension	10.1%	4.9%
ES Outreach Strategy Actions	recruitment events at elementary walking filedtrips	recruitment events at elementary walking filedtrips	Chronic Absence	9.8%	11.3%
Programs to support ES students transition to MS	Spring ice cream social Early Start	Spring ice cream social Early Start	CHKS data (district only)	CHKs	CHKs

==REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.==

Community Engagement Meeting(s)	
Community Group	**Date**
SSC	1/23/19

Staff Engagement Meeting(s)	
Staff Group	**Date**
Staff meeting	1/16/19
SLT	2/14/19

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

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

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative

based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.

2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

3. Add additional lines if you would like to add additional budget items.

4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. *Music Program*

Programmatic Narrative Based on Rubric
In 2018-19, we began an incredible music program at UPA. We provide access to all 6th graders with a semester of a basic music class. By 7th grade, students select whether they'd like to continue to commit to music for the school year. We have 2 cohorts of 7th grade musicians, and 1 cohort of 8th grade musicians. The class is standards based and differentiated. Ms. Bagylos has connected with community resources for performances and guest artists. We have a music room with some basic resources: ukeles, xylophones, a piano, and drums. We also have a stage for performances and rehersals.Ms. Baglyos particiaptes in the district offered professional development.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
$92,905	1.0 Music teacher	-access to a semester of music for all 6th graders -2 cohorts of 7th grade, and one 8th grade cohort

2. *Art Program*

Programmatic Narrative Based on Rubric
Art course at UPA is not G1 funded. We have had a consistent visual arts and making class for the past 4 years with Mx. Barr. All 6th graders participate in one semester of visual arts, and then have the option by 7th grade to take a full year of visual arts. We serve 2 cohorts of 7th graders, and 2 cohorts of 8th graders. Our visual arts classroom has had a significant amount of resources and funds invested in building out the space, buying materials, resources, and supplies including a $50,000 grant from Quest, and a VAPA grant for the past 3 years. Mx. Barr has participating in the Agency by Design professional development for the past two years.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each*

		proposed activity. For example, number of students served, or achievement for specific student group.)
$0		

3. *World Language Program*

Programmatic Narrative Based on Rubric

In 2017-18, we began 4 sections of Spanish programming this year. We served all students through an elective wheel, so all students experienced at least 6 weeks of a Spanish course. We also provided a full year course of Spanish for non-Spanish speakers.

The majority of our students are Spanish speakers, and we have about 25% of students who speak no Spanish.

For the elective wheel, our Spanish teacher designed, using the OUSD curriculum, a basic course for Native Spanish speakers around culture. Students learned geography, lessons around Latino culture and around the diaspora of Spanish language. They completed a research project on what of the countries they studies and presented to the class in Spanish.

The full time Spanish course for non-Native speakers is using the OUSD text for Spanish A course.

Our wins this year with our Spanish course were:
-offering a World Language at UPA for the first time
-Beginning a program that will lead to our student populations being able to relate to each other via language. Our community named language creating a cultural divide, specifically between our Latino and African American Students.
-Program developed to meet the diverse names of the students at our school.
-High quality teacher who can adapt curriculum to meet needs.

Our struggles:
-it is tough to meet the needs of our Newcomers. Should they be in another language course?
-Our master schedule doesn't currently allow for full Spanish courses for students who elect to take language and so our elective wheel exposed student to a language class, but won't prepare them to earn high school credit.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
$0		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis
Urban Promise Academy will increase its recruitment efforts by broadening communication with feeder schools, developing student ambassador program, developing shadow days, developing our website, and developing school site tours. Overall, our vision is to increase school enrollment and student diversity as part of our inclusion model.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
$73,055	1.0 FTE Student Advisor	-increase in diversity of incoming 6th grade class -stronger home/school connections with incoming 6th grade class

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
Urban Promise Academy has a vision to be a school that improves school culture by recognizing our diversity through inclusion models. We currently have an emerging Newcomer and SPED inclusion model for emotionally disturbed students. We aim to improve our SEL development for all, therefore lower suspensions and higher attendance, and CHKs ratings. In 2018-19, our suspension rate and chronic absence rate was higher than our SPSA goals (suspension 5% or less and chronic absence 6% or less).

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
$73,055	1.0 FTE student advisor	-suspension rate of 5% or less -chronic absence rate of 6% or less

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Middle School Music Rubric - Program Evaluation

CRITERIA highlighted in BLUE

	Entry	Basic	Quality
Access/Equity **We are in a unique spot - all 6th graders have music, 7th and 8th grade students choose this as an elective. However, the only "speciality" class is CHOIR, which is self-selected but after school. I'd like to see choir offered as a choice during the school day - not sure how this might be possible. I previously taught in a school where I offered sections of Vocal Music and separate sections of Composition/Sound Art/General music. I am not licensed to teach band or orchestra.**	• Self Select-Pull Out • Before/After School - just CHOIR • Not all students are able to participate (required academic interventions, ELD)	• Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day • Efforts are made to avoid single offering single section courses against each other. • Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas • Scheduling considerations made for students with disabilities and English learners	*In addition to basic...* • All Students participate • Support for students with disabilities & English Learners
Instructional Program	• Single Level: No advanced or novice level classes • One offering (eg. General music only, or beginning band only) • Classes scheduled by grade level only without consideration to performance level of student or ensemble type. • Limited performance opportunities - **this is growing, as our community evolves as well. We are performing in OUSD events this spring - OUSD orchestra festival, OUSD general music fair, etc. We are also working with resident artists (one per grade level) this**	• Standards Based Instructional Program - Goal for next year. • Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) - Goal for next year - that 8th grade becomes advanced, 7th is intermediate, and 6th is beginner. • Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) • Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education.	*In addition to basic...* • Involves community resources, musicians to enhance educational experience **See notes in first block.** • Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music, ukulele) • Performance opportunities outside school community **I see us as more of a community-focused music program, where our performances are an organic collaboration with local artists and events, rather**

	spring.		**than solely internal concerts and performances for the sake of performing.**
Teachers	• Emergency Credentials • Non-Credentialed • Outside contractors	• Fully credentialed and qualified • Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. • Students receive regular credit for courses • Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General)	*In addition to basic...* • Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)

Facilities	• Shared spaces (stage, lunch room, gym) Somewhat shared - makes after school not ideal for students to come in for private lessons, extra practice, etc. because of ASP
	• Limited or no secure storage or lockable cabinets available.
	• Located in close proximity to academic classes (creating excessive noise)
	• Unsecured location
	
	Note: most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.
		• Meets basic music instructional needs.
		• Dedicated Secure Music Room
		• Performance Space - auditorium or theater - gym is ok. Physically attractive and nice that we have a stage. But not ideal in terms of ambient sounds (hissing from heat/ventilation), no risers or acoustic shell.
		• Secure Storage,
		• Sink
		• Music Stands
		• Piano
		• Sound, A/V system - Ordered my own, my brother designs speakers :)
		• Rehearsal Space for large group (50+) students - would love this!
		• Acoustic considerations:
		  ○ Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.)
		  ○ Space and ceiling height to provide good acoustics.
		  ○ Acoustically isolated from other classrooms
			In addition to basic...
			• Driven by instructional needs of music programs (eg. vocal program in room with risers)
			• Floor space adequate to limit congestion during transitions
			• Specialty Music Chairs - promoting appropriate posture - really need secure tables and chairs. Several of our tables have loose and uneven legs.
			• Practice rooms for small groups and individuals
			• Built-in storage for large instruments (basses, cellos, percussion)
			• Keyboard Lab - this will be a flexible keyboard lab in the spring.
			• Faculty office

Equipment/Materials	• Instruments not available for home practice (students share instruments) • School inventory not sufficient for balanced ensemble. (no basses, low brass, etc.) • Instruments are not available for general music classes. • Minimal music materials available for students. (song lyrics only, teacher composes all music)	• Instructional Materials budget identified for music class (providing funds for consumables: reeds, strings, bows, rosin, drum sticks, etc.) Rule of thumb: *budget $15 per art student* • Equipment available for balanced ensembles at all levels • Percussion & Auxiliary instruments available: Timpani, Bass Drums, Snare Drums, mallet percussion, Drum Set, Bass & Guitar Amps, • Supplies available: bass drum beaters, mallets, mouthpieces, etc. • Pitched and nonpitched instruments available for general music • Standard Classroom technology with the addition of amplified sound system, microphones. • Music Library: variety of leveled musical selections, variety of genres.	*In addition to basic...* • Instructional Materials budget sufficient to purchase and update music library with new compositions, occasionally purchase new, replace instruments; attend out of district festivals & performance opportunities • Music technology: computer assisted composition tools, music learning software for interventions. - WOULD LOVE to do GarageBand composition work. Our access to working computer carts is poor and limits

			access to more in-depth music technology and research units.
Professional Development	• Limited or no planning time • Limited professional development opportunities available.	• Planning time is commensurate to that of other core academic teachers **Distributed differently - WEDNESDAYS are a huge help.** • Principal provides regular observations & feedback similar to other academic teachers • Regularly attends discipline specific PD - usually provided by school district • Department planning meetings	*In addition to basic...* • Opportunities to attend conferences, outside district PD sessions • School-Wide planning and professional learning incorporates music professional growth

Sources: California Visual and Performing Arts Framework and National Association for Music Education Opportunity to Learn Standards

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	• Self Select-Pull Out • Before/After School • Not all students are able to participate (required academic interventions, ELD)	• Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) • Efforts are made to avoid single offering single section courses against each other. • Instruction in Art is provided to students in durations commensurate with other core academic subject areas	*In addition to basic...* • All Students participate • Instructional aid support for students with disabilities
Instructional Program	• Single Level: No advanced or novice level classes • One offering (eg. intro to visual art) • Classes scheduled by grade level only without consideration to performance level of student or ensemble type. • Limited performance opportunities	• Standards Based instructional program • Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) • Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) • Exhibition opportunities are provided for students to show their mastery of art content.	*In addition to basic...* • Involves community resources, artists to enhance educational experience • Diverse offerings (Intro to Art, Art History, Ceramics, etc.) • Exhibition opportunities outside the school community. Art festivals.
Teachers	• Emergency Credentials • Non-Credentialed • Outside contractors	• Fully credentialed and qualified • Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. • Students receive regular credit for courses	*In addition to basic...* • Use community partnerships to enhance student learning experience.
Facilities	• Shared spaces (stage, lunchroom, art on a cart) • Limited or no storage cabinets for art materials and supplies. <u>Note</u>: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.	• Meets basic visual art instructional needs. • Display space for student work • Storage space for student work in progress (lockable), Drying racks • Dedicated, lockable, organized storage space for materials and supplies • Hard Floors • Space to facilitate easy movement around the room • Designed with the ability to work on a variety of art projects • Easily accessible for delivery of large materials • Ample natural light • Large deep sinks with a source of hot water • Ventilation • Work tables wide enough for students to work from both sides • Other considerations: safety, lighting, energy, location, sound control	*In addition to basic...* • Separate Kiln Room • Space for working outdoors • Floor space adequate to limit congestion during transitions
Equipment/Materials	• Limited materials available.	• Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb</u>: *budget $15 per art student* • Equipment available: mirrors, easels, pottery wheels, kiln, etc. • AV equipment for displaying student work, instructional videos, displaying a variety of artwork.	*In addition to basic...* • Instructional Materials budget sufficient to purchase and update equipment • Technology for student and teacher use

Professional Development	• Limited or no planning time • Limited professional development opportunities available.	• Planning time is commensurate to that of other core academic teachers • Principal provides regular observations & feedback similar to other academic teachers • Regularly attends content specific PD - usually provided by school district • Department planning meetings	*In addition to basic...* • Opportunities to attend conferences, outside district PD sessions • School-Wide planning and professional learning incorporates visual art professional growth

Sources: California Visual and Performing Arts Framework

Staff Meeting 1/16/19

Outcomes:
Staff will know the basics of the 2019-20 UPA budget.
Staff will give input into our budget priorities
Input around G1 funds

Agenda	Time
Opening: deep appreciations, birthdays, agenda review, brave space norms and process checking BRAVE SPACE TRACKER	3:30-3:37
"What's on top?"- Mix it up! Choose someone you think you have a different perspective from or do not talk to often!	3:37-3:44
Budget Presentation 1 page Budget UPA 2018-19 Budget Measure g1	3:44-4:05
Budget priorities Google form for budget priorities	4:05-4:25
Closing: process check, announcements	4:25-4:30

Staff meeting locations:
Sept.- Julia's room 21
Oct.- Ramirez room 17
Nov.- Payne room 15
Dec.- Jess room 14
Jan. - Gamble room 12
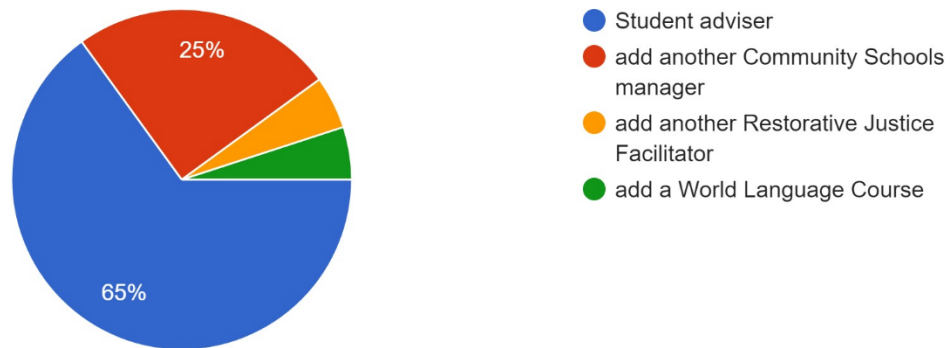Feb.- Cory's room 11
March- Alvarado room 16
April- Krumrei room 9
May- Lisa's room 10

Top priority for Measure G1 next year (pick one)
20 responses

- ● Student adviser
- ● add another Community Schools manager
- ● add another Restorative Justice Facilitator
- ● add a World Language Course

65%

25%

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Urban Promise Academy
SSC Meeting Minutes
January 23ʳᵈ, 2018
5:00 P.M. to 6:30 P.M.

I. Principal welcome, introductions, opening.
  - Quorum Established
  - Families and Staff Members introduce themselves

II. Vote for Title 1 for Students for the 2018-2019 School Year.
  - We have $12,383.78 in Title 1 funds for Students
    - ❖ Principal Proposition:
      - ❏ We buy Chromebooks (About 300 Each)
      - ❏ We buy enough Chromebooks for 2 Carts
        - ➔ Discussion, and explanation as to why we need more Chromebooks.
    - ➢ *Question 1: Does each class have a Chromebook cart? If not how many classes are missing carts?*
    - ➢ *Answer 1: No, we are still short 3 carts for 3 classrooms.*
    - ➢ *Question 2: How are Chromebooks secured in the classrooms?*
    - ➢ *Answer 2: They are secured to the wall by a bar mechanism.*
    - ➢ *Question 3: What is the life frame of a Chromebook, and what are we doing to fix them?*
    - ➢ *Answer 3: The average life frame of a Chromebook is 3 years, however at UPA we try to extend their life frame. When Chromebooks are damaged, they are repaired by our Mouse Club, a group of students lead by Vilchis, J. our Computer Tech.*
  - ★ <u>**Voting 11 Approval, 0 Denials, 0 Abstension**</u> ★

III. Review Budget for Next Year
  - Talk about the Budget 1 Pager for 2018-2019 that summarizes the most important information for UPA to know about their budget, and compare the budget to last year. (Explain: FTE, Discretionary, Supplemental, Concentration, Title 1, ASP, Measure G, and G1 Funds.)
  - Talk about the Budget 1 Pager for 2019-2020 that summarizes the most important information for UPA to know about their budget, and compare the budget to last year. (Explain: FTE, Discretionary, Supplemental, Concentration, Title 1, ASP, Measure G, and G1 Funds.)

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Urban Promise Academy
SSC Meeting Minutes
January 23ʳᵈ, 2018
5:00 P.M. to 6:30 P.M.

IV.   Review Proposals and Vote for Use of Title 1 for Students for 2019-2020
- We received $94,250 in Title 1 funds for students for 2019-2020
  - ❖ Principals Proposes:
    - ❏ We use $65,000.00 (1.0 FTE) for Community Schools Manager
      - ➔ Current Community Schools Manager Ms. Cordero, G. explains what is her role, and what her position entails.
    - ❏ We use $29,250.00 (0.3 FTE) for RJ Facilitator
      - ➔ Principal Fisher explain the role of the of RJ Facilitator, and what his position entails.
  - ➢ _Question 1: Do these funds run out?_
  - ➢ _Answer 1: No they do not run out, they are funds that everyone gets, however often times we need to supplement them with other grants._
    - ★ **Voting 11 Approval, 0 Denials, 0 Abstension** ★

V.   Review Proposals and Vote for Title 1 for Families for 2019-2020
- We received $1,806.00 in Title 1 for families
  - ❖ Principal Proposes:
    - ❏ $500.00 ET/OT For babysitting at non-ssc family events
    - ❏ $1,306.00 Food for non-ssc family events
      - ➔ Non-SSC Events include: Expo for 6ᵗʰ, 7ᵗʰ, and 8ᵗʰ Grade, Reading Night, Mental Health Night, Math Night.
  - ➢ _Question 1: Do we really need baby sitters?_
  - ➢ _Answer 1: Yes, we need to pay for babysitting for expo so that families can concentrate on the student's work, also because we are often crammed into tiny classrooms and there is not enough space for families._
    - ★ **Voting 11 Approval, 0 Denials, 0 Abstension** ★

VI.   Review G1 Information, Proposals, and Families Provide Input
- Explain the G1 Parcel Tax
- Hand out paper for what families would like to fund, the options are: Student Advisor, World Language Elective, another Community Schools Manager, or another RJ Coordinator.

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"Developing scholars, artists, and warriors…"

Urban Promise Academy
SSC Meeting Minutes
January 23ʳᵈ, 2018
5:00 P.M. to 6:30 P.M.

VII.   Public Comments
  - Appreciations by parents and staff.

VIII.   Review Minutes and Approval
  - Families Review and Approved Minutes

IX.   Closing
  - Set Date for Next SSC on February 27ᵗʰ, 2019

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School:	Urban Promise Academy Middle School	Principal	Claire Fisher
School Address	3031 E. 18th Street Oakland,94601	Principal Email:	claire.fisher@ousd.org
School Phone	510-436-3636	Grant Amount	$77,497
2017-18 LCFF Enrollment (6-8)	**358**		

- *Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.*

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. *Music Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
Budget	**2018-19 Activities**	**Anticipated Outcome**
$77, 497	Full time music teacher	All students will experience a music class, as a result attendance will increase to 95% or higher and CHKs results around positive school culture will increase.

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Our music program has grown incredibly since last year. Two years ago we offered a basic drumming course, last year we had no music, and this year we have a comprehensive music course that all of our 6th graders, 64 of our 7th graders, and 32 of our 8th graders are participating in. They are learning how to read music, compose music, play a variety of instruments and sing. We have community artists coming to support

the program. Our students are performing here and in local venues.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	**2018-19 Activities**	**Anticipated Outcome**

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
Our art program has developed to have three levels of visual arts. Making work is incorporated into the course. We use technology as well as other methods of visual arts. Our teacher has been with us for 4 years and is now fully credentialed.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	**2018-19 Activities**	**Anticipated Outcome**

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
We do not have a world language program this year. We have music class instead. Last year we had a language course for Spanish, which proved to be very difficult.

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

[N/A		
Budget	**2018-19 Activities**	**Anticipated Outcome**

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

This year we engaged with even more 5th grade students than last year. We had Allendale Elementary do a walking tour to UPA. We held a walking tour to UPA with Achieve Academy. We did recruitment events at 5 other schools.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on school culture data here)		
Budget	**2018-19 Activities**	**Anticipated Outcome**

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We did a lot of adult professional development around equity. This led to action plans around how we work with students to build positive school culture. We have a culture team with a teacher on it (first time) and a family. We are using data to make decisions about next steps.