



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: March 26, 2020

School	Urban Promise Academy	Contact	Tierre Mesa
School Address	3031 East 18th Street Oakland, CA 94601	Contact Email	tierre.mesa@ousd.org
Principal	Tierre Mesa	Principal Email	tierre.mesa@ousd.org
School Phone	(510) 436-3636	Recommended Grant Amount*	\$176,537.00
2019-20 CALPADS Enrollment Data (6-8 Oakland resident)	373	2019-20 LCFF Enrollment	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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		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 Current Grant Amount)		\$165,960

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2019-20 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	1.0 FTE Music Teacher	\$111,742
2	0.52 FTE Student Advisor	\$62,077
3	Music Instruction Supplies	\$1,359.00
4	Art Supplies	\$1,359.00
5		
Budget Total (must add up to Current Grant Amount)		\$176,537.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
50.90%	49.10%	96.27%	13.10%	0%	40.50%	99.50%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
4.50%	0%	1.90%	89.60%	1.10%	0.80%	0.80%	0%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.

Name	Role
Tierre Mesa	Principal
Joseph Blasher	Assistant Principal
Glendy Cordero	Community Schools Manager

School Vision: The mission of Urban Promise Academy is to develop scholars, warriors, and artists. We prepare the middle school students of Oakland for success in college and career by equipping them with the skills to become confident, self-driven learners and respectful leaders who show solidarity with 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.

<i><u>Music (Rubric)</u></i>	2018-19 (last yr)	2019-20 (this yr)	<i><u>Art (Visual Arts, Theater, and Dance)</u></i>	2018-19 (last yr)	2019-20 (this yr)
<i>Access and Equitable Opportunity</i>	Basic	Quality	<i>Access and Equitable Opportunity</i>	Basic/Quality	Quality
<i>Instructional Program</i>	Basic/Quality	Quality	<i>Instructional Program</i>	Basic	Quality
<i>Staffing</i>	Quality	Quality	<i>Staffing</i>	Basic	Quality
<i>Facilities</i>	Quality	Quality	<i>Facilities</i>	Quality	Quality
<i>Equipment and Materials</i>	Basic	Basic	<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Basic	Basic	<i>Teacher Professional Learning</i>	Quality	Quality
<i><u>World Language (Rubric)</u></i>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	N/A	N/A			
<i>Communication</i>	N/A	N/A			

Real world learning and Global competence	N/A	N/A
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	370	375	Suspension	4.9%	2.90%
ES Outreach Strategy Actions	recruitment events at elementary walking fieldtrips	recruitment events at elementary schools, walking field trip, student ambassador tours	Chronic Absence	11.3%	11.50%
Programs to support ES students transition to MS	Spring ice cream social, Early Start	6th grade Welcome Day and Early Start	CHKS data (District) or Culture/Climate survey	CHKS	CHKS

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

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
<u>SSC Agenda and Sign In Sheet</u>	February 26th, 2020 5:00pm -6:30pm
<u>SSC Minutes</u>	February 26th, 2020 5:00pm -6:30pm
<u>Coffee with Principal Family Engagement</u>	February 18th, 2020 9:00am-10:00am
<u>Virtual SSC Meeting Minutes</u>	March 25th, 2020 5:00pm-6:30pm

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting Minutes, Exit Ticket Data and Sign In Sheet	February 19th, 2020 3:30pm -4:30pm

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 Measure G1

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

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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

1. Music Program

Programmatic Narrative Based on Rubric

In 19-20, G1 funds were used to hire a 1.0 music teacher. The master schedule was changed to give more equitable access to 6th grade students so that all 6th graders get to experience music instruction. There was also the addition of an advanced 7th grade class that is year long and an advanced year long music class for 8th graders to increase the rigor of instruction. The choir program has performed more in 19-20 than in 18-19 and more students have participated. Additionally in 19-20, the music and choir programs have collaborated and performed with outside CBOs such as the SF Gay Men's Chorus and SF Jazz which exposed students to larger music community and opportunities for future career options.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$111,742	Propose to fund a 1.0 Music Teacher who will teach five sections of music class during the school day and a choir class after school for the 2020-21 school year. The day time classes will be accessed by all 6th grade students (124) throughout the school year, 90 7th grade students and 30 8th grade students.	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to perform and share their learning with the school and larger community.</i>
\$1,359.00	Propose to fund Music Instruction Supplies, specifically more instruments for students. As students now have access to more advanced music instruction and some students may be taking a third year of music instruction, we will need to continue to broaden our music curriculum and provide access to new units and more instrumental use.	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to use and learn more musical instruments.</i>

2. Art Program

Programmatic Narrative Based on Rubric

In 19-20, G1 funds not were used to support our Art Program. The master schedule was changed in 19-20 to give more equitable access to 6th grade students so that more 6th graders get to experience music instruction. There was also the addition of an advanced 7th grade class that is year long and an advanced year long music class for 8th graders to increase the rigor of instruction. Art curriculum continued to build and improve and integrate our school-wide social justice values. Additionally, student art was showcased throughout the school and during school wide events. During 19-20, the art teacher was able to participate in a two week PD experience in Oaxaca, Mexico to integrate indigeous history and practices into the art units and practices.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$1,359.00	Propose to use G1 funds in 2020-21 for art supplies. As we increase equitable access to art instruction to students and more advanced art instruction, the need for art supplies will increase.	<i>More access to high level art instruction and art practice with more supplies. 220 students will have access to this supplies during the 20-21 school year</i>

3. World Language Program

Programmatic Narrative Based on Rubric

We did not have a world language program in 19-20.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

In 19-20, we engaged with OUSD and Charter elementary schools by participating in school-site recruitment events and hosting school tours for families. Additionally, we invited 5th grade classes to come to UPA during the school day for student led tours. We plan to have a Welcome Day for our incoming 6th graders in the Spring. We currently have 115 incoming 6th graders confirmed to attend in 2020-21 and we will continue this outreach throughout the spring and summer

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

In 19-20, G1 funds were used to fund 0.7 FTE of the new Student Advisor position. The Student Advisor taught a leadership class after school for two days a week. The student advisor also case managed Tier 1 and Tier 2 students with weekly check-ins focused on behavioral goals, academic progress and Habits of Success (SEL) and family engagement. Additionally, the Student Advisor Leadership students supported recruitment of 5th grade students by acting as student ambassadors that lead family and student tours and participate in student panels for recruitment events. Our school connectedness scores increased as measured by school site surveys that progress monitored using CHKS connectedness questions. We have yet to receive our 19-20 CHKS data. Additionally, our suspension rate has decreased by over 2 percentage points due to increased capacity to case manage and support Tier 2 and Tier 3 students.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$62,077	Propose to fund 0.52 FTE Student Advisor Position. The position will be a total of 1.0 FTE, using LCFF Supplemental school site funds to pay for the remaining 0.48 FTE. In 2020-21, the Student Advisor will continue to teach a leadership class, but the class will be moved into the day time elective rotation so that more students can access the class for four days a week. The student advisor will continue to case manage Tier 1 and Tier 2 students with weekly check-ins focused on behavioral goals, academic progress and Habits of Success (SEL) and family engagement. Additionally, the Student Advisor Leadership students will continue to support recruitment of 5th grade students by acting as student ambassadors that lead family and student tours and participate in student panels for recruitment events.	<i>Increased student connectedness scores as measured by CHKS survey. Additionally, decrease number of student behavior referrals (URFs), suspension rate, chronic absentee rate and number of students below a 2.0 GPA.</i>

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



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Urban Promise Academy
G1 Family Engagement Minutes
February 18th, 2020
9:00 AM - 9:50AM

Agenda Item	Facilitator
I. Welcome and Introduction → Explain the agenda and the outcomes of this meeting	Mesa, T. - Principal
II. Presentation about G1 Information → Explain G1 - Parcel Tax <ul style="list-style-type: none">• Increase courses in art, music, and world languages in grades 6-8• Improves students retention during the transition from elementary to middle• Improve school culture★ G1 Funds MUST be used to supplement NOT supplant additional services, staff, programs, or materials that connect to the goals.★ Amount we receive is based on 20 day count 6-8 enrollment multiplied by LCFF% and total funds collected from tax revenue.★ Money expected to be the same for upcoming school year based on enrollment and LCCFF	Mesa, T. - Principal
III. Description of Current G1 Grant Allocations → Currently using G1 Grant (\$167,000.00) <ul style="list-style-type: none">• Paying for FULL TIME Music Teacher<ul style="list-style-type: none"><input type="checkbox"/> Teaches music to all grade levels<input type="checkbox"/> Crew Leader and Mentor<input type="checkbox"/> Teaches choir after school• Paying for HALF of our student advisor position<ul style="list-style-type: none"><input type="checkbox"/> Coaches teachers (Math and BTSA) and Crew (SEL) Coordinations<input type="checkbox"/> Culture Team Member (Discipline support)<input type="checkbox"/> Other duties that promote educational learning, leadership, and student engagements.	Mesa, T. - Principal
IV. Options for G1 Grant Allocations for Next Year → Students LOVE the music classes and it is a critical part of our elective offerings → Our school culture data has improved dramatically with the addition of the Student Advisor position. Improved ability to support and coach new teachers. <ul style="list-style-type: none">★ Option 1: Continue to fund music teacher and half of Student Advisor position★ Option 2: Continue to fund music teacher and fund a part-time world	Mesa, T. - Principal



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**Urban Promise Academy
G1 Family Engagement Minutes
February 18th, 2020
9:00 AM - 9:50AM**

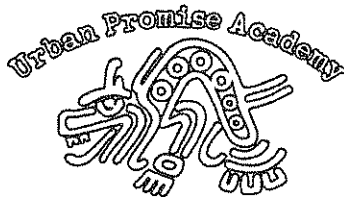
language teacher ★ Option 3: Fund a full time world language teacher and half of Students Advisor position	
V. Gather Feedback and Vote Family members discuss: <ul style="list-style-type: none">● Continue with Student Advisor Position● Continue with Music Teacher and have more events where the choir perform, and possibly fundraise● Continue with student advisor to promote more leadership among students● Continue with Music Teacher, and engage parents more to see the performances● Give more A-G requirements, and scholarships trainings for parents Vote: All family members (10) voted to continue to fund music teacher and 0.5 student advisor positions with G1 funds	Mesa, T. - Principal



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**Urban Promise Academy
G1 Staff Engagement Minutes
February 19th, 2020
3:30 PM - 4:30PM**

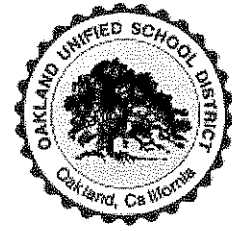
Agenda Item	Facilitator
I. Welcome and Introduction → Deep appreciations among teachers and staff members → Explain objectives <ol style="list-style-type: none"> 1. Build understanding around budget and budget prioritization 2. Get feedback 3. Share info about G1 Grant → Go over Brave Space Norms, and commit to one during the meeting	Mesa, T. - Principal
II. Presentation about G1 Information → Explain School Wide Priorities: <ul style="list-style-type: none"> • Quality Instruction • Positive school culture • Family engagement ★ School budget should reflect in the school wide priorities → Go over the Fiscal Budget for 2019-2020 in small groups {File attached}	Mesa, T. - Principal
III. Budget Cuts/Changes for 2020-2021 ★ As of 2/19/2020 we have NOT received Budget 10 pager for UPA next year therefore we don't know what the funding will be for 2020-2021. Principal is expected to receive it tonight 2/19/2020 <ol style="list-style-type: none"> 1. Salesforce Grant to Increase to \$220,000.00 2. Not anticipated to have city Oakland grant for RJ position 3. Kaiser grant will only pay for 25% of our CSM position 4. Discretionary Money cut in half (to \$32,000.00) 	Mesa, T. - Principal
IV. Budget Prioritization - Group Discussion → Please remember: <ul style="list-style-type: none"> • Discuss positions NOT people • Emotional for many in the room • Avoid deficit language ★ What should we continue to prioritize in our budget?	Mesa, T. - Principal
V. Description of Current G1 Grant Allocations → Explain G1 - Parcel Tax	Mesa, T. - Principal



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**Urban Promise Academy
G1 Staff Engagement Minutes
February 19th, 2020
3:30 PM - 4:30PM**

<ul style="list-style-type: none"> ● Increase courses in art, music, and world languages in grades 6-8 ● Improves students retention during the transition from elementary to middle ● Improve school culture ★ G1 Funds MUST be used to supplement NOT supplant additional services, staff, programs, or materials that connect to the goals. ★ Amount we receive is based on 20 day count 6-8 enrollment multiplied by LCFF% and total funds collected from tax revenue. ★ Money expected to be the same for upcoming school year based on enrollment and LCCFF <p>→ Currently using G1 Grant (\$167,000.00)</p> <ul style="list-style-type: none"> ● Paying for FULL TIME Music Teacher <ul style="list-style-type: none"> <input type="checkbox"/> Teaches music to all grade levels <input type="checkbox"/> Crew Leader and Mentor <input type="checkbox"/> Teaches choir after school ● Paying for HALF of our student advisor position <ul style="list-style-type: none"> <input type="checkbox"/> Coaches teachers (Math and BTSA) and Crew (SEL) Coordinations <input type="checkbox"/> Culture Team Member (Discipline support) <input type="checkbox"/> Other duties that promote educational learning, leadership, and student engagements. 	
<p>VI. Options for G1 Grant Allocations for Next Year</p> <p>→ Students LOVE the music classes and it is a critical part of our elective offerings</p> <p>→ Our school culture data has improved dramatically with the addition of the Student Advisor position. Improved ability to support and coach new teachers.</p> <ul style="list-style-type: none"> ★ Option 1: Continue to fund music teacher and half of Student Advisor position ★ Option 2: Continue to fund music teacher and fund a part-time world language teacher ★ Option 3: Fund a full time world language teacher and half of Students Advisor position 	Mesa, T. - Principal
<p>VII. Gather Feedback and Vote via Exit Ticket.</p>	Everyone

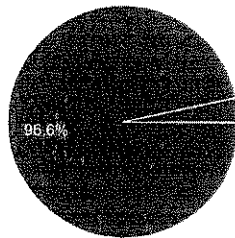


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Urban Promise Academy
G1 Staff Engagement Minutes
February 19th, 2020
3:30 PM - 4:30PM

What do you think we should do with our Measure G1 funds next year?

29 responses



- Option 1: The same as this year, fund 1.0 FTE music teacher and 0.5 student advisor
- Option 2: Fund 1.0 FTE music teacher and 0.5 world language teacher
- Option 3: Fund 1.0 FTE world language teacher and 0.5 student advisor
- Another option

1. What other options do you think we should consider for the use of our G1 money?
- Student advisor teaching one elective class offering
 - SDC teacher, more paraprofessionals
 - I think they are both well aligned with our program and can continue to get stronger rather than change to something else/new
 - Developing a bigger library.
 - I guess just wonder if we need another part time elective teacher with our problem of over-enrollment in 6th grade electives. Or, could a 6th grade leadership class be offered as an elective class?
 - I am not sure and would need a more detailed list of options or parameters for G1
 - a life coach, more culture team support.
 - I think the music and the student advisor are excellent choices and could be extended more
 - keep it the same
 - World Language is worth considering.



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Oakland, CA 94601

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Urban Promise Academy
G1 Engagement Meeting
Staff Member Sign-In Sheet
2019 - 2020

Meeting Date: Wednesday, February 19th, 2020

Name	Signature
1. David Ramirez	
2. Julia Ibarra	
3. Kristi Loring	
4. Alyssa Kehlenbach	
5. Shira Barrera	
6. Christopher	
7. Adrian Rumbos	
8. Laura Young	
9. Anne-Marie Gamble	
10. Monica Yupa	
11. Cory Jorg	
12. Shannon Durcey	
13. Agustin Barajas	
14.	



3031 East 18th Street

Oakland, CA 94601


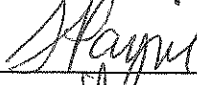
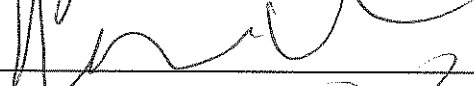

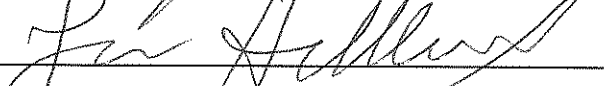
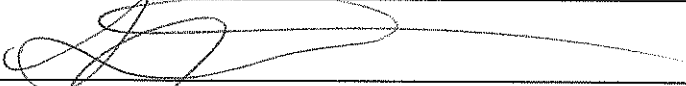
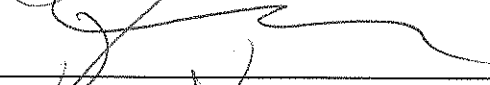
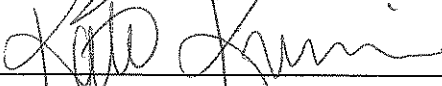
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**Urban Promise Academy
G1 Engagement Meeting
Staff Member Sign-In Sheet
2019 - 2020**

Meeting Date: Wednesday, February 19th, 2020

Name	Signature
1. Paul Gomez	
2. Sandra Payne	
3. Mariana Vega	
4. Margaret Frenckere	
5. Lisa Hittbrandt	
6.	
7. Miguel Olivas	
8. David Conner	
9. Kate Krumrei	
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3031 East 18th Street

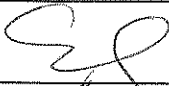
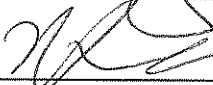
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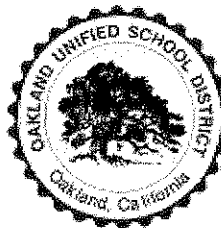
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**Urban Promise Academy
G1 Engagement Meeting
Staff Member Sign-In Sheet
2019 - 2020**

Meeting Date: Wednesday, February 19th, 2020

Name	Signature
1. Liz Eisenberg	
2. Nether Salkar	
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WHEN/CUANDO:

Wednesday, February/26/2020/// Miércoles, 26 de Febrero, 2020



TIME/HORA:

11:45am—1:00pm

WHERE/DONDE:

UPA'S Library/

Biblioteca de

What is SELLS?/ Que es el SUB COMITE SELLS?

Federal Education Code requires schools with 21 or more English Language Learners (ELL) to establish a school level advisory committee composed primarily of parents of ELLs to provide the following

- Advise the school site council (SSC) on the development of the Single School Plan for Student Achievement.
- Advise the principal and staff on the school's program for English learners.
- Assist in the development of the school's needs assessment
- Help to make parents aware of the importance of regular school attendance

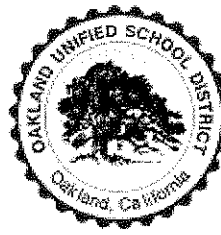
El Código Federal de Educación requiere que las escuelas con 21 o más Estudiantes del Idioma Inglés (ELL) establezcan un comité asesor a nivel escolar compuesto principalmente por padres de ELL para proporcionar lo siguiente

- Asesorar al consejo escolar (SSC) sobre el desarrollo del Plan Escolar Único para el Logro Estudiantil.
- Asesorar al director y al personal sobre el programa de la escuela para estudiantes de inglés.
- Asistir en el desarrollo de la evaluación de necesidades de la escuela.
- Ayudar a que los padres sean conscientes de la importancia de asistir regularmente a la escuela.

AGENDA/AGENDA

Welcome/ Bienvenida

How to increase Family Participation/ Como incrementar la participacion familiar



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WHEN/CUANDO:

Wednesday, February/26/2020/// Miércoles, 26 de Febrero, 2020



URBAN PROMISE ACADEMY



TIME/HORA:

5:00Pm—6:30pm

WHERE/DONDE:

UPA'S Library/ Biblioteca de

What is SSC? / Que es el Comité Consejero de la Escuela

All parents/guardians and community are encouraged to participate in the School Site Council. The SSC develops and monitors the implementation of the Single Plan for Student Achievement, otherwise known as the SPSA, proposes expenditures and evaluates the results.

Please come to the SSC establishment meeting.

Todos los padres y guardianes y comunidad estas invitados a participar en el Comité Consejero de la Escuela (SSC). El cual desarrolla y monitorea la implementación del Plan Escolar del Estudiante, conocido como SPSA, propone gastos y evalúa resultados. Por favor venga y sea parte de la junta del Comité Consejero de UPA

AGENDA/AGENDA

Welcome/ Bienvenida

Rollcall of Members/ Tomar asistencia de Miembros del Comité

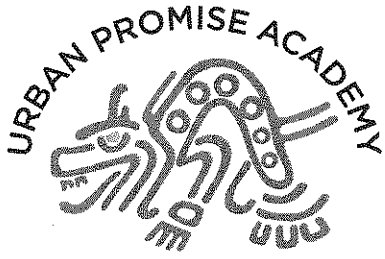
Budget Prioritization and G1 Family Engagement / Prioritizaciones del Presupuesto y Involucración de Familias en el G1

Questions/Preguntas

Public Input/ Aporte Publico

Establish Date of Next Meeting and Adjourn/ Establecer la fecha de Proxima Reunion y conclusion de la Reunion

Wednesday, March/25/20 at 5pm-6:30pm in Library/ Miercoles 25 de Marzo de 5-6:30pm en la Biblioteca



Urban Promise Academy

Wednesday, February 26, 2020
5:00 PM- 6:30Pm in the UPA Library

Miercoles, 22 de Febrero, del 2020
5:00 PM-6:30 PM en la biblioteca de UPA

Agenda


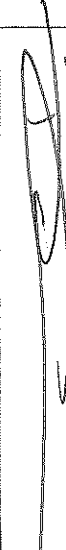
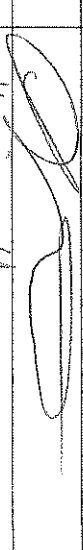




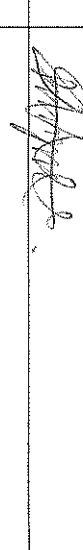

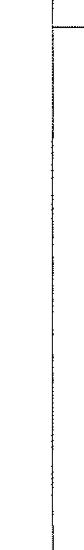
- I. **Welcome/Bienvenida**
- II. **Roll Call of Members/Tomar asistencia de los Miembros del Comité**
- III. **Discuss current school priorities, and gather feedback on school priorities for next year/Hablar acerca de las prioridades escolares actuales, y recopilar comentarios sobre las prioridades escolares para el próximo año**
- IV. **Measure G1 Information, and gather feedback on use of money for next year/Información acerca de la medida G1, y recopilar comentarios sobre el uso del dinero para el próximo año**
- V. **Questions/Preguntas**
- VI. **Public Input/Aporte Publico**
- VII. **Establish Date of Next Meeting and Adjourn/Establecimiento de Fecha de Nuestra Próxima Reunión de SSC, y Conclusión de la Reunión**
 - A. **Wed, March 25th, 5:00pm - 6:30pm in Library/Miercoles 25 de Marzo**
5:00pm - 6:30pm, en la Biblioteca

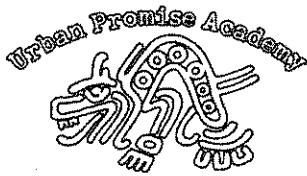
Urban Promise Academy School Site Council (SSC) Meeting

Sign-In Sheet

Elected Members

Meeting Date: Meeting Date: Wednesday Feb 26th, 2020

Elected SSC Members	Category	Signature
1. Tierre Mesa	Principal	
2. David Ramirez	Teacher	
3. Miguel Olivares	Teacher	
4. Monica Yupa	Teacher	
5. Rafael Rosado Moreno	Classified Staff	
6. Janis Tapia	Community Member/Parent/Student	
7. Esmeralda Gonzalez	Community Member/Parent/Student	
8. Martin Gonzalez	Community Member/Parent/Student	
9. Sara Jimenez	Community Member/Parent/Student	
10. Rosa Maria Barragan	Community Member/Parent/Student	



3031 East 18th Street

Oakland, CA 94601

(510) 436-3636

www.urbanpromiseacademy.org

Urban Promise Academy
School Site Council Meeting
Public Member Sign-In Sheet
2019 - 2020

Meeting Date: Wednesday Feb 26th, 2020

Name	Signature
1. Glendy Cordero	
2. Ana Quintero	Ana Quintero
3. Rosalia Venegas	Rosalia Venegas
4. Lidia Rodriguez	
5. Yadira Luna	
6. Fabrice Brancote	Fabrice Brancote
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	



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**Urban Promise Academy
SSC Meeting Minutes
February 26th, 2020
5:00 PM - 6:30 PM**

Agenda Item	Facilitator
I. Welcome <ul style="list-style-type: none">● Present agenda overview<ul style="list-style-type: none">→ Welcome→ Roll Call of Elected Members→ Discuss current priorities for this school and share feedback on priorities for next year→ Share Information about Measure G1 and gather feedback for how to use money next year.→ Public Input→ Establish Date of Next Meeting and Adjourn	Mesa, T. - Principal
II. Discuss current priorities for this school and share feedback on priorities for next year <p>UPA's budget is not impacted by the cuts as many other district schools. Principal received one pager from the district last week. Last month, Principal shared that the district is cutting 20 million dollars from the budget. District sent proposals to the board but still waiting for board approval. Currently, the district is going to make half the cuts through central office to cut staff positions and the other half will come from the school sites. The school site cuts are not the same and they use an equity score to determine how much should be cut from each school. It is determined by the number of students that are in the building. What our projected enrollment for next year, what percentage of them qualify for free reduced lunch, what percentage of them are ELL, how many of them have IEP, and average reading scores from incoming 6th graders. This score looks at the academic and demographics of the incoming students and the entire school. UPA's equity score was very high compared to the average score in other OUSD middle school. UPA's enrollment is going to increase next year. By 18 kids primarily newcomers. Question: how many students do we have now? 375. Question: how many can our building hold? 420 students if we had kids in every period. Class sizes will not go up in GenEd class but in newcomers and SIFE classes. The budget for next year is looking good due to the equity score and the increase of students. Discretionary funds have been cut in half. That is money that we currently use for supplies and extended contracts for teachers. There will need to be conversations of what needs to be cut. We will be having a discussion of what needs upa need to continue to make it great? What does UPA need to improve? What ideas do you have for next year? We are going to talk in two groups</p>	Mesa, T. - Principal



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**Urban Promise Academy
SSC Meeting Minutes
February 26th, 2020
5:00 PM - 6:30 PM**

and then report out what we discussed in our group.

Group 1:

What makes UPA Great?

- High academic expectations
- High number of returning/veteran teachers
- Extra support from students from teachers (health, academics, mental)
- Personalization of learning
- Communication with families (talking points)
- Encouraging families to participate in school events
- Collaboration between teachers
- College for all/WILD/ field trips
- After School program

What does UPA need to improve?

- Improve math/ela scores on SBAC
- Families to understand SBAC scores ; training for families (Summit)
- More family involvement (African American)
- Supporting african american students and other non latinx students
- Library
- Motivation for students
- More translations for all languages

What ideas do you have for next year?

- Family shadow/open houses
- Provide summit classes for families (training)
- Other trainings for students

Group 2:

What makes UPA great?

- The teachers: pushing students to thrive
- Having goals
- After schools/ before school programs
- Preparing students well
- Communication to families



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**Urban Promise Academy
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What does UPA need to improve?

- Fixing building (roof; more technology, etc)
- Motivation for students to read
- Making instruction more rigorous

What ideas do you have for UPA for next year?

- Things to motivate schools
- Open the library all day
- Doorbell for front door
- Classes for hair cuts for parents
- Internship programs
- Mechanic workshops
- Cooking classes
- Nutrition classes
- English classes
- Mental detectors

Next meeting we will discuss budgeting for title 1 and title 4 and other budget information. Really important all members are present as we will be voting.

III. Share Information about Measure G1 and gather feedback for how to use money next year.

Measure G1: passed by oakland voters for 12 years; is a \$120 per parcel special tax on each taxable parcel in the City. We can only use the money for certain things, restricted funds.

The goals of Measure G1

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

G1 funds can not be used to fund positions that were already created before G1 was approved. It has to be used for new positions that will help improve the school. The amount of money we get next year depends on how much we get from taxes, 20 day count for 6-8 enrollment

Mesa, T. - Principal



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**Urban Promise Academy
SSC Meeting Minutes
February 26th, 2020
5:00 PM - 6:30 PM**

multiplied by the LCFF %. UPA is expected to get the same amount of funds next year as this year.

G1 grant: \$167,000 used for:

- Full time music teacher; teaches five classes, crew leader and mentors, teachers choir after school
- Half of the student advisor position: Instructional leadership: coaches teachers (math, btsa) crew (SEL), coordination ; culture team members: responds to student behavior, supervision lunch/park, care manages tier 3 students, teachers ypar leadership classes 2 days/week ; other duties: sbac coordination, website, 5th grade recruitment events, wild support, promotion support, college for all support, challenge day planning, summit coordination.

How should we use our G1 grant next year?

- Students loves the music class and is part of our elective classes
- School culture has improved with the addition of student advisors (decrease in suspension rate, increase in student connectedness). Improved ability to support and coach new teachers.

What do you think we should do?

Option 1: continue to fund music teacher and half of the student advisor position 6 votes

Option 2: continue to fund music teacher and fund a part time world language teacher 1 votes

Option 3: fund a full time world language teacher and half of student advisor position

Addition elective class that combines art and music

Families will be provided a post it note to determine what they would like to do with the G1 money

10 post it notes indicated preferring Option 1 and 1 post it note indicated preferring option 3

V. Public Input

Latest news about the situation regarding violence around the schools in Oakland. One family member was followed by a strange man more than once. We would like more families to support the parent patrol and or families walk students to school.

Everyone



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**Urban Promise Academy
SSC Meeting Minutes
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Communication form next door, a young man threatened a couple achieve families

8:10 to open the gate from next door as they do not have someone supporting supervision. At 8:30 the gate should be locked.

An Achieve student who comes from 8:35 who tries to come over but he has to go around since the gate is locked. Achieve would like the gate to be locked because at 8:30 students are late and will need to go to the front of the school. There is a new park director.

One of the things about music is how to motivate the kids to put more effort into the work. I think students are able to do more with the music class, make a huge show for the class. There will be more music presentations for the 6/7 grade Expo.

VI. Date of Next Meeting Wed, March 25th, 2020, 5:00-6:30pm in Library
Meeting is Adjourned

Mesa, T. - Principal



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**Urban Promise Academy
SSC Meeting Minutes
March 25th, 2020
5:00 PM - 6:30 PM**

Agenda Item	Facilitator
I. Welcome <ul style="list-style-type: none">❖ Present agenda overview<ul style="list-style-type: none">→ Welcome→ Roll Call of Elected Members<ul style="list-style-type: none">★ 8 out of 10 members present★ Absentees: Ramirez, David and Tapia, Janis→ Discuss Services for Students and Families during COVID-19 school closure→ Vote on Use of Title 1 and Title 4 Funds for 2020-21→ Input on G1 Funding→ Public Input→ Establish Date of Next Meeting and Adjourn	Mesa, T. - Principal
II. Discuss Services for Students and Families during COVID-19 school closure <ul style="list-style-type: none">→ Currently we have provided chromebooks to over 110 students to use at home for distance learning→ Crew leaders are calling families to see what are the needs at home (computer, internet, food, physical and/or mental health, financial etc)→ We are setting up families with grocery delivery and food distribution sites→ We are setting up students with social workers and therapists to hold sessions over the phone→ Students have access to learning with daily assignments created by teacher and posted on UPA websites→ Our priority is to make sure that student needs are met<ul style="list-style-type: none">➢ What additional services should we provide?➢ What should UPA do differently to support students and families during the school closure?<ul style="list-style-type: none">● We think that communication has been very clear● Text messages have been very helpful● Resources have been very helpful➢ How has communication been with talking points, and robo calls? Is there anything that we can do better?<ul style="list-style-type: none">● Communication has been very clear● Huge appreciation for teachers that have been very responsive● UPA website has been very helpful	Mesa, T. - Principal



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**Urban Promise Academy
SSC Meeting Minutes
March 25th, 2020
5:00 PM - 6:30 PM**

<p>III. Vote on Use of Title 1 and Title 4 Funds for 2020-21</p> <ul style="list-style-type: none"> → Title I - Parent Engagement \$2,752.00 <ul style="list-style-type: none"> ➢ Family Center Supplies \$1,000.00 <ul style="list-style-type: none"> ● Voted Unanimously (All 8 Elected Members) ➢ Meeting Light Refreshments \$1,752.00 <ul style="list-style-type: none"> ● Voted Unanimously (All 8 Elected Members) → Title I - Basic \$127,968.00 <ul style="list-style-type: none"> ➢ Carryover from 19-20 =(Busses/Bart tickets for field trips, that won't happen) to pay form Community School Manager \$2,700.00 <ul style="list-style-type: none"> ★ 7 in Favor ★ 1 Abstention ★ Motion Passed ➢ Community School Manager (0.4 FTE) Total will be 1.0 FTE \$52,068.00 <ul style="list-style-type: none"> ★ 7 in Favor ★ 1 Abstention ★ Motion Passed ➢ TSA - 11 Month - Instructional Facilitator (0.5 FTE) Total will be 0.75 FTE \$66,070 <ul style="list-style-type: none"> ★ Voted Unanimously (All 8 Elected Members) ➢ Carryover any remaining funds at the end of 2019-2020 in Title I - Basic Funding to be used in 2020-2021 to pay for TSA-position <ul style="list-style-type: none"> ★ Voted Unanimously (All 8 Elected Members) → Title IV - "Educationally Deprived" \$8,600.00 <ul style="list-style-type: none"> ➢ Carryover from 2019-2020 (PDs and field trips that won't happen) to help pay for a Newcomer Assistant \$5,700.00 <ul style="list-style-type: none"> ★ Voted Unanimously (All 8 Elected Members) ➢ Newcomer Assistant Position (0.3 FTE of total 0.7 FTE) \$14,271.00 <ul style="list-style-type: none"> ★ Voted Unanimously (All 8 Elected Members) ➢ Carryover any remaining funds at the end of 2019-2020 in Title Iv to be used in 2020-2021 to pay for Newcomer Assistant <ul style="list-style-type: none"> ★ Voted Unanimously (All 8 Elected Members) 	<p>Mesa, T. - Principal</p>
<p>V. Measure G1 Funding</p> <ul style="list-style-type: none"> → Will use to pay for 1.0 FTE Music Teacher and 0.52 FTE Student advisor → Additional \$2,700.00 → What do you think about using this money for art supplies and music supplies? 	



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<ul style="list-style-type: none">• Some money could possibly be used for supplies for the leadership class held by the student advisor.• Consensus that music and art supplies are most needed.	
VI. Public Input → Huge appreciation to the teachers and staff that continue to support students, and families remotely.	Everyone
VII. Date of Next Meeting Wed, April 22nd, 2020, 5:00-6:30pm in Library Meeting is Adjourned	Mesa, T. - Principal



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2019-20**
Due: February 3, 2020

School:	Urban Promise	Principal	Tierre Mesa
School Address	3031 East 18th Street, Oakland, CA 94601	Principal Email:	tierre.mesa@ousd.org
School Phone	510-436-3636	Grant Amount	\$165,960
2018-19 LCFF Enrollment (6-8)	359		

- Grant allocation is based on 2018-19 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		
<p>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. Baglyos 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 rehearsals. Ms. Baglyos participates in the district offered professional development.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$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

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.
We have retained the same high quality music teacher that we were able to hire in 2018. Ms. Baglyos has completed teaching a semester long music class to half of our 6th graders and is currently teaching a music

class to the other half of our 6th graders. She also teaches two cohorts of 7th grade music and a cohort of 8th grade music. In the second year of her instruction, one of her 7th grade cohorts and her 8th grade cohort is a year-long advanced course for students who elect to further their music instruction. Ms. Baglyos has also started a school choir, open for all grades to participate. Our school choir has performed at our Latino Heritage Celebration and with the SF Gay Mens Choir during a school assembly. The music classes and choir have been successful and have encountered limited challenges.

2. *Art Program (PRELOADED)*

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	2019-20 Activities	Anticipated Outcome
\$0		

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 continues to be successful as we have been able to retain Mx Barr, a high quality instructor. She teaches 2 cohorts of 6th grade, 1 cohort of 7th grade and 2 cohorts of 8th grade. Her advanced art students created nichos that have been exhibited at the Oakland Museum of Art this fall in their Dia de los Muertos exhibition. More student artwork is visual throughout the school than ever before. One on-going challenge is money for supplies and we are applying for additional grants to address this need.

3. *World Language Program (PRELOADED)*

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	2019-20 Activities	Anticipated Outcome
\$0		

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 currently offer any world language classes to our students.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
\$73,055	1.0 FTE Student Advisor	-increase in diversity of incoming 6th grade class -stronger home/school connections with incoming 6th grade class

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.

We have hired a full-time student advisor, but due to increasing cost of compensation for teachers, the G1 grant is only able to cover 0.45 of the cost of his salary/benefits. Our student advisor organized several school tours where 5th grade students and families visited and learned about UPA. The tours were highly attended and were facilitated by student ambassadors that were trained during a leadership class taught by our student advisor. Our student advisor also attended multiple recruitment events at neighboring elementary schools. Our student advisor has also been supporting the communication with families through the maintenance of our website and by organizing below 2.0 workshops and distribution of information at our bi-annual family conferences. One challenge in the goal of increasing diversity is that we may be successful in getting a more diverse pool of applicants, but whether or not that results in a difference in the population of students who get selected by the enrollment system and elect to attend UPA remains to be seen.

5. Safe and Positive School Culture (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
\$73,055	1.0 FTE Student Advisor	-suspension rate of 5% or less -chronic absence rate of 6% or less

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 have hired a full-time student advisor, but due to increasing cost of compensation for teachers, the G1 grant is only able to cover 0.45 of the cost of his salary/benefits. Our student advisor has supported in care managing a group of Tier 3 6th graders, setting regular behavior goals and reflecting on their progress. He has taught a student leadership class, using Youth Participatory Action Research (YPAR), to engage students in gathering data from students about school sense of belonging and connectedness and proposing solutions to problems they identify. Some of these leadership students have presented and shared their findings with the School Leadership team. Currently our school suspension rate is significantly lower than this time last year (1.6% as compared to last year at 4.9%). However, our chronic absentee rate has not yet improved.

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