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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Urban Promise Academy.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

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

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Urban Promise Academy



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Urban Promise Academy  
**CDS Code:** 1612596118657  
**Principal:** Tierre Mesa  
**Date of this revision:** 5/13/2020

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  
**Address:** 3031 East 18th Street  
Oakland, CA 94601

**Position:** Principal  
**Telephone:** 510-436-3636  
**Email:** [tierre.mesa@ousd.org](mailto:tierre.mesa@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:** Urban Promise Academy

**Site Number:** 236

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** May 13th, 2020

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

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

### Signatures:

*Tierre Mesa*

Principal

Signature

May 17th, 2020

Date

*Martin Gonzalez*

SSC Chairperson

Signature

May 17th, 2020

Date

*Mark Triplett*

Network Superintendent

*Mark Triplett*

Signature

6.22.20

Date

*Lisa Spielman*

Director, Strategic Resource Planning

Signature

6/24/2020

Date

*Jody London*

Jody London  
President, Board of Education

8/27/2020

*Kyla Johnson-Trammell*

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

8/27/2020

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
5-13-20	SSC	Sharing of the Needs Assessment, SPSA Goals and Strategy Plan. SPSA was approved
3-25-20	SSC	Approving use of Title 1 and Title 4 funds and carryover funds
3-11-20	Staff	Budget Prioritization Process
2-26-20	SSC	Budget Engagement and Prioritization
2-19-20	Staff	Budget Prioritization Process
2-18-20	Families	G1 and Budget Engagement

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$130,720.00
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	\$848,758.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$127,968.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$29,250.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,752.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$318,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$52,500.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$141,001.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$176,537.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$130,720.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$718,038.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$848,758.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	Created a clear vision for standards-aligned instruction through use of Instruction Practice Guide (IPG)	Alignment across our whole school instructional PD, our coaching team priorities and our department PLC priorities
<i>Focal Student Supports</i>	African American and SPED students are reporting a greater sense of connectedness to school than last year as measured by school survey	Intentional affinity groups and leadership classes and PD related to positive student relationships
<i>Student/Family Supports</i>	Significant decrease in our suspension rate as compared to last year	Implementation of more restorative practices when responding to undesired behaviors

<i>Staff Supports</i>	Most teachers have been able to participate in a variety of professional development opportunities and have received release days for lesson planning	The Recruitment and Retention grant and having a Stip Sub position
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	All classrooms do not show strong examples of standards-aligned instruction	Some teachers need more support with lesson planning and implementation of standards-aligned instructional practices
<i>Focal Student Supports</i>	African American and SPED students disproportionately receive out of school suspensions	Counseling Enriched Program is disproportionately African-American and our African American student population is small
<i>Student/Family Supports</i>	Student chronic absenteeism rate is currently 12%	We need to strengthen our Tier 1 strategies that support and incentivize positive attendance for all students
<i>Staff Supports</i>	Not able to provide instructional coaching for math and ELA teachers all year long	Instructional coaches have been given other responsibilities, such as testing coordinator, that takes time away from coaching work.

#### 1C: 20-21 STUDENT GOALS & TARGETS

#### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:		All students are continuously growing towards meeting or exceeding standards as measured by the SBAC.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-55.3	n/a	-15.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	48.4%	n/a	58.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-88.4	n/a	-68.0
CAST (Science)	All Students	TBD	12.9%	n/a	23.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

**School Goal for May 2023:** We will accelerate the growth of our SPED students, African American students and EL students in order to close our equity gap.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-112.1	n/a	-83.0
SBAC ELA	African-American Students	+20 points DF3	-115.5	n/a	-75.5
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	48.1%	n/a	38.1%

**Instructional Focus Goal:** *All students continuously grow towards meeting or exceeding standards in Math and Science.*

SBAC Math	Students with Disabilities	+20 points DF3	-163.1	n/a	-125.0
SBAC Math	African-American Students	+20 points DF3	-167.0	n/a	-127.0

**Instructional Focus Goal:** *English Learner students continuously develop their language, reaching English fluency in six years or less.*

ELL Reclassification	English Learners	Reclassify 16%	14.1%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	16.3%	n/a	25.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

**School Goal for May 2023:** All students build relationships to feel connected and engaged in learning.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	54.7%	n/a	69.0%
Suspensions	All Students	-2pp	7.5%	n/a	4.5%



Suspensions	African-American Students	-2pp	19.5%	n/a	8.0%
Suspensions	Students with Disabilities	-2pp	12.3%	n/a	18.0%
Chronic Absence	All Students	-2pp	27.3%	n/a	7.5%
Chronic Absence	African-American Students	-2pp	65.0%	n/a	20%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:**

We will maintain good retention of our teaching staff so that we are investing in continued growth in instructional practice

School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Teacher Retention Rate	All Teachers	n/a	91.7%	93.0%	95.0%

**1D: IDENTIFIED NEED**

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

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

**1E: RESOURCE INEQUITIES**

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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**

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

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

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Urban Promise Academy	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority: Reading</b>	
<b>Theory of Change:</b>	If we focus on improving key CCSS best practices and strategies in all ELA classrooms, than our student will improve in their level of mastery on CCSS.
<b>Related School Goal:</b>	35% or higher proficiency in ELA SBAC by June 2021. 6th grade students who read multiple years below grade level will make 1.5 years growth in 1 year.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Strong professional development focused on standard-aligned instruction, cycles of inquiry using student work analysis, ELA IAB implemented and analyzed, and a school wide focus on personalization.	
<b>What evidence do you see that your practices are effective?</b>	
Improved observable teaching practices over multiple school wide instructional walkthroughs as measured by the Instructional Practice Guide (IPG)	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We plan to focus our PD and department PLC work on more specific standards-aligned practices such as students will explain their answers and provide evidence for their thinking.	
<b>19-20 Standards-Based Instruction Priority: Mathematics</b>	
<b>Theory of Change:</b>	If we focus on providing consistent professional development in standards aligned instruction and best practices, than students will show stronger mastery in CCSS.
<b>Related School Goal:</b>	All students will show 15+ point growth in Distance from Meeting Growth in math as measured by SBAC
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We have been using the Instruction Practice Guide (IPG) to conduct school-wide walkthroughs and provide standards-aligned feedback/coaching to teachers. We have identified key strategies across the math department that we need to focus on to improve overall student mastery of grade-level standards.	
<b>What evidence do you see that your practices are effective?</b>	
Improved observable teaching practices over multiple school wide instructional walkthroughs as measured by the Instructional Practice Guide (IPG)	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	

We plan to focus our PD and department PLC work on more content- specific standards-aligned practices	
<b>19-20 Conditions for Student &amp; Adult Learning Priority: Suspensions</b>	
<b>Theory of Change:</b>	If we focus efforts on case management, youth development, and supervision, than we will lower our incidents of suspension.
<b>Related School Goal:</b>	Students build relationships to feel connected and engaged in learning.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Created a theory of action for school culture that focused on improving student sense of belonging and connectedness and positive student relationships.	
<b>What evidence do you see that your practices are effective?</b>	
Currently our school-based student connectedness survey has shown positive growth and our suspension rate has decreased significantly as compared to this time last year	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We may set a new goal to focus on improving chronic absenteeism rate	
<b>19-20 Conditions for English Language Learners Priority: Equity</b>	
<b>Theory of Change:</b>	If we make sure to include ELL strategies in all subjects specifically around strategic language instruction, than all of our ELLs will improve their skills in language and literacy.
<b>Related School Goal:</b>	25% or more of our English Language Learners are reclassified by June of 2021
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We have shifted the curriculum we use in ELD Boost (intervention) classes to keep the classes focused on skills needed, but also be engaging, we have focused on improving attendance to morning ELD boost, we have continued to have strong practices around SELs family engagement, and we have a strong reading program (reading scores tend to be a gate keeper for ELLs reclassifying).	
<b>What evidence do you see that your practices are effective?</b>	
We continue to have strong reclassification rates, we conducted a series of classroom observations of our morning Boost classes and are seeing strong classroom practices, our reading intervention teacher is conducting two pull out lessons every school day.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Not planning to make any changes	
<b>19-20 Arts, Music &amp; World Language Priority: Equity</b>	

<b>Theory of Change:</b>	If we increase opportunities to receive arts and music education and invest in student leadership, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKS survey. We are adding a student leadership class that will be in charge of gathering student voice and bringing needs into action at the school. Our art and music programs will provide skillful instruction in improving our students capacity for producing quality arts, and allow students to follow pathways to high school programs.
<b>Related School Goal:</b>	Students build relationships to feel connected and engaged in learning.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Our master schedule allows all students to take a music, art or computer science class. We have a new student choir and advanced art classes for students who have taken two years of art.	
<b>What evidence do you see that your practices are effective?</b>	
Our master schedule has been effective in making sure all UPA students have an elective experience. Students have showcased there learning in multiple performances and expositions during the first half of the school year. Our student leadership class has joined our school culture team to show results of their engagement with students are are making proposals on policy changes to improve overall student connectedness.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Not planning to make any changes	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>	
Due to City funding to support Restorative Justice, we were able to create a Stip Sub position using Supplemental funds that we had not proposed. Addditionally, our extended contract funding has been significantly impacted by a OUSD payroll error that has not yet been corrected.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Urban Promise Academy			School ID: 236	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>				
School Priority ("Big Rock"):	Lower out-of-school suspension rate			
School Theory of Change:	If we focus efforts on building positive relationships, providing youth development opportunities and improving supervision, then we will lower our number of out-of-school suspension incidents and the percent of students suspended.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Provide training for all staff on trauma-informed strategies for building relationships	Plan additional training for August PD week	Student responses to school connectedness survey, CHKS data	
1-2	Improve quality of Crew curriculum focused on relationship building and teaching SEL skills	Collaborate with Student Advisor and Crew Coordinators to revise Crew routines, structures, expectations and lesson plans	Student responses to school connectedness survey, CHKS data	
1-3	Increase opportunities for youth development and affinity spaces for students to build community	Invest in Peer RJ programming,youth participatory action research (YPAR) programming, Black Student Union, affinity circles and service learning	Student responses to school connectedness survey, CHKS data	
1-4	Increase supervision of spaces where data shows behavior incidents occur	master schedule and roles for adult: RJ Coordinator, Student Advisor, Assistant Principal and Culture Keeper.	Number of URFs and Suspension Incidents	

1-5	Increase case management of Tier 3 African American and SPED students through check in-check out routines, behavior goal setting, family engagement and use of incentives	Create systems and aligned practices for AP, RJ facilitator, Student Advisor and Culture Keeper to assist with case management	Number of URFs , Suspension Incidents and Percentage of Students Suspended	African American and SPED students disproportionately receive out of school suspensions
1-6	Increase family engagement for students who are chronically absent	Community Schools Manager facilitates attendance team meetings to identify students, engage families and provide consistent interventions	Chronic absenteeism rate	Student chronic absenteeism rate is currently 12%

<i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>				
<b>School Priority ("Big Rock"):</b>	Increase instructional alignment to the rigor of the Common Core State Standards and NGSS			
<b>School Theory of Change:</b>	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			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Revise our instructional coaching system to prioritize the needs of our ELA and math teachers and provide year-long instructional coaching	Manage the responsibilities of the Instructional Facilitator and Student Advisor to prioritize time allocated to instructional coaching. Prioritize instructional coaching for both administrators	Student Outcomes on IABs and SBAC in math and ELA	Not able to provide instructional coaching for math and ELA teachers all year long

2-2	Align instructional coaching and instructional walk throughs with the Instructional Practice Guide (IPG) in order to provide targeted standards-aligned instructional feedback	Train instructional coaches in the use of the Instructional Practice Guide (IPG) and continue calibration throughout the school year by facilitating regular coaching teach meetings and trainings	Student Outcomes on IABs and SBAC in math and ELA	All classrooms do not show strong examples of standards-aligned instruction
2-3	Engage families in regular workshops in how to support their child's learning	Plan family workshops in how to navigate the Summit Learning Program, foster independent reading skills, and support distance learning (if necessary)	Student Outcomes on IABs and SBAC in math and ELA	
2-4	Provide Blueprint math tutoring to support students in mastery of grade level, standards aligned curriculum	Select students who would benefit the most from Blueprint math tutoring and develop a master schedule that supports this programming	Student Outcomes on IABs and SBAC in math of students in Blueprint math	
2-5	Create Math Boost classes to support students with conceptual understanding needed to access grade level standards	Improve/ adjust Math Boost curriculum to focus on conceptual understanding, use of data to select students, teaching and learning coaching	Student Outcomes on IABs and SBAC in math of students in Math Boost classes	
2-6	Hold school wide data dives of SBAC and IAB data to effectively impact instruction to support all students and students with disabilities	Align PD calendar with assessment calendar, strong data facilitation with Instructional Leadership team and the entire staff	Student Outcomes on IABs and SBAC tests	All classrooms do not show strong examples of standards-aligned instruction

*District Strategy:* Developing **LANGUAGE AND LITERACY** Across the Curriculum

<b>School Priority ("Big Rock"):</b>	Consistent Use of Complex Text and Teaching Strategic Reading Strategies
<b>School Theory of Change:</b>	If we increase the use of complex text and high quality text dependent questions in all classes, student reading and writing skills will improve.
<b>Related Goal(s):</b>	35% or higher proficiency in ELA SBAC by June 2021. 6th grade students who read multiple years below grade level will make 1.5 years growth in 1 year.



<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Facilitate professional development about standards-aligned instructional practices	Support planning and facilitation of professional development	Improved observable instructional practices as measured by the Instructional Practice Guide (IPG)	All classrooms do not show strong examples of standards-aligned instruction
3-2	Provide school wide reading training for families as part of 6th grade orientation	Plan intentional family engagement agendas to support families with supporting learning at home	6th grade Reading Trackers, SBAC and IAB scores	
3-3	Provide pull out reading intervention groups for 6th grade students who are multiple years behind in reading comprehension	Provide coachings and support for reading intervention teacher	Accelerated Growth in SRI scores for 6th grade students who are multiple years behind in reading comprehension	
3-4	Teachers facilitate targeted small group instruction during ELA, math and science classrooms during self directed learning time	Provide training, observation and feedback to teachers on their small group instruction facilitation and use of data to create appropriate instructional scaffolds	Improved frequency and quality of small group instruction and increased frequency in collection and use of formative data	All classrooms do not show strong examples of standards-aligned instruction
3-5	Create Reading Boost classes to support students with improving reading comprehension	Improve curriculum, use of data to select students, teaching and learning coaching	Student Outcomes on SRI and IAB for students in Reading Boost classes	

<b>District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>	
<b>School Priority ("Big Rock"):</b>	Align Instructional Coaching, Department PLC work and Whole School PD to High Leverage Standards-Aligned Instructional Practices
<b>School Theory of Change:</b>	If we plan and facilitate high quality professional development and consistent, high quality instructional coaching, then the quality of instruction will improve and staff retention will increase to staff feeling of efficacy and support.
<b>Related Goal(s):</b>	We will increase classroom observation data as measured by the Instructional Practice Guide (IPG) and retention of high-quality staff

<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Facilitate professional development about trauma informed practices and standards-aligned instructional practices	Support planning and facilitation of professional development, engage instructional leadership in facilitation and planning, gather feedback from staff consistently to ensure PD is meeting the needs of the staff	Improved observable instructional practices as measured by the Instructional Practice Guide (IPG)	All classrooms do not show strong examples of standards-aligned instruction
4-2	Implement strategies to promote staff wellness and positive adult culture.	Gather data on staff wellness and provide emotional support as needed. Create opportunities for staff to collaborate, communicate and have agency in their learning and foster adult sense of belonging.	Staff Wellness Survey and Staff CHKS data	
4-3	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for ELA and math teachers	Align department PD, whole school PD and instruction coaching goals to school wide instructional priorities	Classroom observation data as measured by Instructional Practice Guide (IPG)	Not able to provide instructional coaching for math and ELA teachers all year long

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
<b>School Priority ("Big Rock"):</b>	Targeted small group literacy and ELD instruction to accelerate reclassification to English fluency.			
<b>School Theory of Change:</b>	If we provide quality, targeted instruction for our long term ELLs during intervention classes and during content classes, then all of our ELLs will improve their skills in language and literacy.			
<b>Related Goal(s):</b>	25% or more of our English Language Learners are reclassified by June of 2021			
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	Provide small group literacy instruction to Newcomers utilizing the Newcomer Assistant Position	Train the Newcomer assistant in SIPPS instruction and develop stations structions in ELD classrooms so that all students have access to targeted literacy instruction	Fountas and Pinnell data for our Newcomer students	
5-2	Create ELD Boost classes for LTELs to support students with improving English language fluency in speaking, listening, reading and writing	Improve curriculum, use of data to select students, teaching and learning coaching	Student Outcomes on ELPAC for students in ELD classes	
5-3	Data dives to monitor the progress of ELLs and LTELs over time	Schedule and facilitate high leverage data analysis that results in programmatic or instructional shifts	ELPAC data and Reclassification Rates	
5-4	Provide mandatory after school academic support to ELD/Newcomer students to increase access to social English, youth enrichment and academic tutoring	Communication with families and support quality of after school academic support for Newcomers	ELPAC data	
5-5	Train Elective teachers in strategies to meet the needs of Newcomers and ELLs in their content areas	Schedule , plan and facilitate the trainings and provide observational feedback during implementation	Classroom observation data	

## ARTS, MUSIC & WORLD LANGUAGES

<b>School Priority ("Big Rock"):</b>	Access to High Quality, Multi-year Arts Instruction			
<b>School Theory of Change:</b>	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.			
<b>Related Goal(s):</b>	Students build relationships to feel connected and engaged in learning.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

6-1	Provide multiple levels of music and art instruction in our Elective program	Create master schedule to include advanced courses in music and art and therefore access to more rigorous instruction and process for equitable access for all students to advanced courses	Quality of music and art student work	
6-2	Content-specific professional development for Elective teachers	Connect elective department with consistent off-site PD and collaboration	Classroom observation data	
6-3	Instructional coaching for Elective department teachers	Provide instructional coaching supports to Elective teachers, specifically on strategies for supporting Newcomers and ELLs	Classroom observation data	
6-4	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	

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number:** 236

**School:** Urban Promise Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
We will pay for after school programming available to all students to provide academic support and youth development opportunities. Newcomers will be required to enroll. All enrolled students and Newcomers will benefit from these services	\$141,001	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase opportunities for youth development and affinity spaces for students to build community	236-1
This will pay for overtime to support families workshops and family academic engagement that happens outside of the regular worktime. This will improve student outcomes by providing families with skills to engage in their child's learning	\$1,763	General Purpose Discretionary	2125	Classified Instructional Aide Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage families in regular workshops in how to support their child's learning	236-2
This will pay for overtime to support families workshops and family academic engagement that happens outside of the regular worktime. This will improve student outcomes by providing families with skills to engage in their child's learning	\$1,889	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage families in regular workshops in how to support their child's learning	236-3
This will pay for overtime to support with registration and family communication about chronic absenteeism. This will increase student academic outcomes by informing their families of school processes and decreasing absences.	\$2,518	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase family engagement for students who are chronically absent	236-4
This will pay for supplies so that we can continue to provide instructional materials to students and staff during professional development. This will improve student academic outcomes by improving the quality of instruction.	\$18,081	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Improve curriculum, use of data to select students, teaching and learning coaching	236-5
This will pay for our copier contract so that we can continue to provide instructional materials to students and staff during professional development. This will improve student academic outcomes by improving the quality of instruction.	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Support planning and facilitation of professional development	236-6
This will pay for extended contract hours for our department chairs to plan our Boost intervention curriculum, select students, support content department PD and participate in our Instructional Leadership team after work hours. This will also pay for teacher professional development hours outside of contractual hours. This will improve student academic outcomes by improving the quality of instruction.	\$22,662	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Create Math Boost classes to support students with conceptual understanding needed to access grade level standards	236-7

This will pay for part of our counselor position to provide conflict mediation, case management and coordination of COST team meetings and mental health services for students and families. This will improve student academic outcomes by increasing student's feeling of belonging and safety.	\$33,242	LCFF Concentration	1205	Certificated Pupil Support Salaries	7853	Counselor	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase case management of Tier 3 African American and SPED students through check in-check out routines, behavior goal setting, family engagement and use of incentives	236-8
This will pay for supplies so that we can continue to provide instructional materials to students and staff during professional development. This will improve student academic outcomes by improving the quality of instruction.	\$6,938	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Improve curriculum, use of data to select students, teaching and learning coaching	236-9
This money will be used to provide food to staff during professional development trainings outside of contractual hours. This will improve adult culture and therefore improve retention of quality teachers.	\$1,500	LCFF Concentration	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide training for all staff on trauma-informed strategies for building relationships	236-10
This money will be used to hire a full-time art instruction and Crew advisor. This will provide access to high quality art and SEL instruction and thereby improve student learning and connectedness.	\$76,107	LCFF Supplemental	1105	Certificated Teachers' Salaries	2399	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide multiple levels of music and art instruction in our Elective program	236-11
This money will be used to hire a reading intervention teacher. This will accelerate growth for our 6th graders who are multiple years behind in reading comprehension when they enter 6th grade.	\$43,591	LCFF Supplemental	1105	Certificated Teachers' Salaries	4617	Teacher, Structured English Immersion	0.60	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide pull out reading intervention groups for 6th grade students who are multiple years behind in reading comprehension	236-12
This money will be used to increase ELD teacher FTE to provide small group pull out instruction to Newcomers during gen ed Science class. This will support the inclusion of Newcomers in some gen ed content areas and thereby increase exposure to English, accelerating English language development.	\$32,289	LCFF Supplemental	1105	Certificated Teachers' Salaries	4706	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers facilitate targeted small group instruction during ELA, math and science classrooms during self directed learning time	236-13
This money will be used to hire an ELA coach and instructional facilitator. This role will improve the quality of instruction and therefore improve student learning outcomes.	\$32,796	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6156	11-Month Classroom TSA	0.25	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for ELA teachers	236-14
Hire a Newcomer Assistant to provide SIPPS small group instruction during ELD classtime. This will result in accelerated literacy growth for our Newcomer students.	\$24,899	LCFF Supplemental	2205	Classified Support Salaries	6648	Assistant, Newcomer Learning Lab	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide small group literacy instruction to Newcomers utilizing the Newcomer Assistant Position	236-15

This money will be used to hire a portion of the Student Advisor position who will provide instructional coaching and leadership to our math department. This will improve the quality of math instruction and therefore improve student math learning outcomes.	\$56,756	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6891	10-Month Classroom TSA	0.48	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for Math teachers	236-16
This money will be used to stipend teacher leaders to lead PLCs to learn new standards-aligned instructional practices and reflect on implementation. This will result in improved instruction and student learning outcomes.	\$6,817	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Improve curriculum, use of data to select students, teaching and learning coaching	236-17
This money will be used to hire a 0.8 FTE Stip sub who will release teachers on a rotating basis to provide teacher time for instructional coaching and planning based on targeted instructional feedback.	\$51,899	LCFF Supplemental	1105	Certificated Teachers' Salaries	7412	STIP Teacher	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Align instructional coaching and instructional walk throughs with the Instructional Practice Guide (IPG) in order to provide targeted standards-aligned instructional feedback	236-18
This will pay for supplies so that we can continue to provide instructional materials to students and staff during professional development. This will improve student academic outcomes by improving the quality of instruction.	\$129	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Improve curriculum, use of data to select students, teaching and learning coaching	236-19
Unallocated	\$1	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	236-20
This money will be used to hire a portion of a teacher to increase student and family access to library resources and to train families in strategies to support independent reading at home	\$18,107	Measure G: Library	1105	Certificated Teachers' Salaries	4303	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide school wide reading training for families as part of 6th grade orientation	236-21
This money will be used to purchase more books for the library, thereby increasing student independent reading practices and accelerating student learning	\$16,373	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide high quality, relevant books through the school library	236-22
This money will be used to hire a full-time music instruction and Crew advisor. This will provide access to high quality music and SEL instruction and thereby improve student learning and connectedness.	\$112,390	Measure G1	1105	Certificated Teachers' Salaries	2184	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide multiple levels of music and art instruction in our Elective program	236-23
This money will be used to hire a portion of the Student Advisor position. They will lead the improvement of our school-wide SEL curriculum and teach a leadership class. This will support improved student connectedness.	\$61,486	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	6891	10-Month Classroom TSA	0.52	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Improve quality of Crew curriculum focused on relationship building and teaching SEL skills	236-24

This money will be used to provide art and music supplies to support high quality arts instruction	\$2,717	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide high quality art and music supplies to support quality instruction	236-25
Hire a full-time Computer Science teacher and Advisor to provide computer science instruction as an Elective and SEL curriculum. This will improve student outcomes by offering rigorous, high quality instruction and student connectedness	\$18,726	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	6493	Teacher, Structured English Immersion	0.25	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide multiple levels of computer science instruction in our Elective program	236-26
Increase hours of Physical Education teacher to decrease class sizes. This will improve the teachers ability to support all student's health and wellness and development of healthy habits	\$32,289	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4706	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide small class physical education instruction in our Elective program	236-27
This money will be used to stipend teachers to attend professional development outside of their contractual hours.	\$10,135	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan additional training for August PD week	236-28
Hire a Newcomer Assistant to provide SIPPS small group instruction during ELD classtime. This will result in accelerated literacy growth for our Newcomer students.	\$9,964	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	6648	Assistant, Newcomer Learning Lab	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide small group literacy instruction to Newcomers utilizing the Newcomer Assistant Position	236-29
This money will be used to hire a culture keeper and academic mentor through EBAYC. These positions will improve student culture by providing case management and targeted small group instruction	\$49,000	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase case management of Tier 3 African American and SPED students through check in-check out routines, behavior goal setting, family engagement and use of incentives	236-30
This money will be used to hire a full time ELA coach and Instructional Facilitator. They will provide whole-school PD, Humanities department leadership and instructional coaching to improve the quality of instruction and thereby improving student learning outcomes.	\$65,601	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6156	11-Month Classroom TSA	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Align instructional coaching and instructional walk throughs with the Instructional Practice Guide (IPG) in order to provide targeted standards-aligned instructional feedback	236-31
This money will be used to fund the Community Schools Manager position that will focus on family engagement and training to support their child's learning.	\$47,833	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7855	Program Mgr Community School	0.40	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage families in regular workshops in how to support their child's learning	236-32
To be allocated in Fall 2020	\$7,291	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	236-33



This money will be used to purchase supplies for family engagement workshops	\$1,000	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage families in regular workshops in how to support their child's learning	236-34
This money will be used to purchase refreshments for non-SSC family meetings	\$1,752	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage families in regular workshops in how to support their child's learning	236-35
This money will be used to provide high quality youth development and leadership opportunities to students outside of contractual hours	\$14,300	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Increase opportunities for youth development and affinity spaces for students to build community	236-36



## OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools. Thriving Students

### **Title I, Part A 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 Summit Learning Platform to support your student's learning.

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 an Annual Back to School Night and Student Exposition of Learning

##### **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, Oct 15th, 2019 at 9:30am.

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 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 monthly Family Newsletter, using the Talking Points Ap 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, school beautification events and inviting families to chaperone field trips and volunteer in the school.

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including 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 Summit Learning Platform and providing workshops on how to use it. In addition, during family conferences, families co-create actions steps to support their child in meeting their academic and SEL goals.

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

- Providing professional development and engaging staff in family conferences.

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

- Providing 2-3 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.

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, child care and accessible 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 I, 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 two weeks, along with multiple other one-time events and services provided by other community-based organizations.

**Adoption**

This policy was adopted by the Urban Promise Academy School Site Council on October 23rd, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

**Name of Principal: Terre Mesa**

**Signature of Principal**

A handwritten signature in black ink, appearing to read "Terre Mesa", written in a cursive style.

**Date: 10/23/2019**

*Please attach the School-Parent Compact to this document.*



## **Urban Promise Academy 2019-2020**

### **School - Parent Compact**

### **Compacto de Escuelas y Padres**

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

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

#### **School Responsibilities**

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards. Urban Promise Academy utilizes district-adopted curriculum of Illustrative Math, and FOSS science and Summit Curriculum in ELA.**
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Urban Promise Academy holds two student-led family conferences each year with all families.**
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children. UPA families can access all of this information utilizing the Summit Learning Platform.**
- 4) Provide parents reasonable access to staff. Through the Talking Points Ap, families can communicate directly with their child's teacher. Additionally, the Family Resource Center 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 their child's class, and to observe classroom activities. Urban Promise Academy has multiple school-wide instructional walkthroughs where families are invited to observe instruction and provide feedback.**
- 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 Summit Learning Platform at home to monitor the progress of their student and to provide materials for them to practice at home.**
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners. Urban Promise**

**Academy engages in family conferences twice a year to share student academic and SEL goals, set action plans that engage family participation and monitors progress towards those goals.**

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

### **Teacher Responsibilities**

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

### **Parent Responsibilities**

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

- Volunteer in my child's classroom or school/field trips if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by limiting television watching and video games and reading 30 minutes each evening.

### **Student Responsibilities**

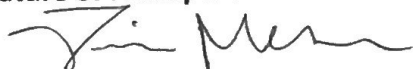
I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my 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 October 23<sup>rd</sup>, 2019 and will be in effect for the period of August 12, 2019 to May 28, 2020.

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 October 23<sup>rd</sup>, 2019).

**Signature of Principal Tierre Mesa**



**Date : 10/23/19**



## Strategic Resource Planning

### 2019-20 School Site Council Membership Roster – Secondary

School Name: \_\_\_\_\_

Chairperson :

Vice Chairperson:

Secretary:

*Place "X" in Appropriate Column*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule  
(day/month/time)

#### SSC Legal Requirements (EC Sections 65000-65001):

1. Members **MUST** be selected/elected by peer groups;
2. There **MUST** be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. **High School SSCs MUST have student members; and**
5. Parents/community members cannot be OUSD employees at the site.

