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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Urban Promise Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Urban Promise Academy.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Urban Promise Academy

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Westlake Middle School

Site Number: 213

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

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

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

Date(s) plan was approved: 5/25/2023

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

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

Signatures:

Maya Taylor
Principal

Maya Taylor
Signature

5/25/2023
Date

Tiffany Hampton-Ammons
SSC Chairperson

Tiffany Hampton-Ammons
Signature

05/26/2023
Date

Clifford Hong
Network Superintendent

Clifford Hong
Signature

5/26/23
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/26/2023
Date

2023-24 SPSA ENGAGEMENT TIMELINE

School Site:

Site Number:

236

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT.

Date	Stakeholder Group	Engagement Description
12/13/2022	All students	Gathered student feedback on their experience with learning during 21-22 using a student experience survey.
1/17/2023	Families at Coffee with the Principal	Budget training, evaluate school strengths and needs and budgetary priorities
1/18/2023	SSC and SELLS combined	Share rationale and overview of the site plan and SSC evaluated school strengths, needs and budgetary priorities.
1/23/2023	All Staff	Budget training, evaluate school strengths and needs and budgetary priorities

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** *The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).*
- **Refugee & Asylee Program:** *The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.*
- **McKinney-Vento Program:** *The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.*

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$146,780.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$855,303.38

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$134,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$27,900	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,580	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$284,170	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,950	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$221,458	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$146,780	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$708,523	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$855,303
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
53.4%	46.6%	57.1%	13.8%	2.7%	0.0%	96.5%	14.6%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
1.6%	1.4%	88.4%	3.5%	1.6%	0.5%	0.0%	1.4%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-54.2	n/a	-77.6	<i>not available until Fall 2023</i>	-39.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	39.6%	38.4%	<i>not available until Fall 2023</i>	50.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-88.4	n/a	-113.5	<i>not available until Fall 2023</i>	-73.0
CAST (Science) at or above Standard	All Students	12.9%	n/a	8.2%	<i>not available until Fall 2023</i>	18.0%

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

School Goal for Targeted Supports for Focal Student Groups: Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-112.1	n/a	-136.2	<i>not available until Fall 2023</i>	-95.0

SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-118.8	n/a	-138.2	<i>not available until Fall 2023</i>	-100.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	48.5%	56.3%	<i>not available until Fall 2023</i>	45.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-163.1	n/a	-134.7	<i>not available until Fall 2023</i>	-145.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-142.8	n/a	-159.7	<i>not available until Fall 2023</i>	-125.0
Reclassification Measures & Annual Targets <i>*Complete Part 1 of ELD Reflection</i>						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2022-23 Target
ELL Reclassification	English Learners	12.3%	2.2%	22.2%	<i>not available until Fall 2023</i>	16.0%
LTEL Reclassification	Long-Term English Learners	16.5%	4.0%	31.3%	<i>not available until Fall 2023</i>	20.0%

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

School Goal for Student & Family Engagement:		Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	59.3%	74.5%	65.3%	<i>not available until Fall 2023</i>	75.0%
Out-of-School Suspensions	All Students	2.9%	n/a	2.9%	<i>not available until Fall 2023</i>	4.0%
Out-of-School Suspensions	African American Students	22.2%	n/a	2.9%	<i>not available until Fall 2023</i>	10.0%

Out-of-School Suspensions	Special Education Students	10.0%	n/a	2.9%	<i>not available until Fall 2023</i>	8.0%
Chronic Absenteeism	All Students	11.8%	7.6%	37.7%	<i>not available until Fall 2023</i>	12.0%
Chronic Absenteeism	African American Students	50.0%	30.8%	42.9%	<i>not available until Fall 2023</i>	25.0%

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

School Goal for High-Quality Staff:		Increase teacher retention rate and improve diversity of teaching staff				
Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	96.0%	81.7%	82.8%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Created a clear vision for building a culture of independent reading and quality vocabulary instruction quality across all classes, provided quality PD and instructional coaching and plan our PD cycles focused on embedding vocabulary strategies across content areas. We also utilized a standards-aligned ELA curriculum across all three grades	Alignment across our whole school instructional PD, our coaching team priorities and our department PLC and Cycle of Inquiry priorities
<i>LCAP Goal 2: Focal Student Group Supports</i>	ELL Reclassification rate has increased dramatically. Our mid-year i-Ready reading data shows that 55% of students have already met their annual reading goal.	Improved reading intervention program structure and staffing and building more consistent implementation of SIPPS, LLI and SPIRE for ELL students and students significantly below grade level in reading.

<i>LCAP Goal 3: Student & Family Engagement</i>	Students with disabilities are reporting a greater sense of connectedness to school and overall positive student experience as measured by school survey. Also disproportionality of suspensions for SPED students has decreased this year.	Building Culture Team and all staff awareness of how disabilities impact student behavior, improving academic accommodations for students and building strong communication around Behavior Intervention Plans. Also, improving alternatives to out-of-school suspensions. Specifically, need increased restorative practices facilitated with students to address Tier 2 behaviors and prevent them from becoming more serious. Also need more staff training on restorative practices given by our Restorative Justice Facilitator for teachers to address Tier 1 behaviors in class more effectively.
<i>LCAP Goal 4: Staff Supports</i>	Maintained high quality professional development opportunities and focus on quality instruction, many teachers have received individualized instructional coaching and have received release days for supported lesson planning	Two TSA positions as instructional coaches to provide high quality content-specific instructional coaching
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	High level of need in foundational literacy skills (decoding) and many students are not achieving mastery of grade level standards, as measured by the SBAC.	High level of English Language Learners, gaps in learning caused by distance learning during elementary school
<i>LCAP Goal 2: Focal Student Group Supports</i>	Many ELL 4-6 and LTELs students are struggling to reach academic expectations in the general education setting and it is difficult to engage families around	More intentional integrated ELL scaffolds are needed in all classrooms.

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Mental health needs are high across most students. This is showing up as anxiety, peer conflict, sexual harassment, vaping, and chronic attendance issues. Additionally, many families are not aware of the academic or behavioral needs of their student or know how to support them to improve in these areas.</p>	<p>The pandemic has increased anxiety and stress for many students and the impact of community violence and trauma is high. In addition, family work schedules and technology challenges make it difficult for families to stay connected to the school and knowledgeable of their child's academic or behavioral progress. We also need more translation services than the district provides as 15% of our families speak Mam and there are only 2 district Mam translators and 70% of our families are Spanish-speaking. Many of our families also have small children and are facing economic challenges, so families need child care and provide food in order to increase engagement in family workshops and engagement strategies. Additionally, our families really struggle to utilize the Aeries Parent Portal to get academic information about their child due to limited technology skills. Our families need easier access to paper copies of grade reports mailed to their home.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Stress and anxiety levels are high across staff. In addition, teachers need instructional coaching support to learn new instructional strategies to improve student learning.</p>	<p>The work can be challenging for staff given the high level of student need and limited resources and several of our teachers are new to the profession.</p>

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Urban Promise Academy

SPSA Year Reviewed: 2022-23

SPSA Link: 2022-23 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have been implementing the SPSA as articulated.

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

We have implemented strategies to support our school-wide school culture plan focused on building positive relationships, providing youth development opportunities and improving supervision in order to lower our number of out-of-school suspension incidents and the percent of students suspended. Our community schools manager, attendance case manager and Newcomer social worker have facilitated bi-weekly attendance team meetings that have helped us support family communication and interventions with non-Covid related chronic absenteeism. We have started a student leadership class that has supported the planning of several student events and helped us implement strategies to get student voice into school-wide decision making processes. Additionally, our instructional facilitator and ILT team have planned and implemented our Language and Literacy focused PD to support improved instructional strategies in all classrooms. We have focused specifically on standards-based instruction in our math and ELA departments, built a strong culture of independent reading during advisory and improved our vocabulary instructional practices.

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

Our school-wide culture strategies have resulted in improvements to our suspension data this year as compared to 21-22, specifically with our SPED students and our student connectedness data is better than 21-22 as measured by a school-wide survey. Our Science of Reading and Vocabulary PD cycle during semester 1 resulted in significant improvements in our culture of independent reading and student mid-year i-Ready progress data. We gathered staff feedback and are making adjustments to the second cycle of our vocabulary PD structure. Our focus on standards-aligned instruction has supported more alignment in our instructional coaching and ELA/math department action plan and continued use of standards-aligned curriculum has been a critical step in improved quality of instruction

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?

Literacy TSA	i-Ready Reading at or above Mid-Grade	Facilitate and coach skills development with literacy teachers.	iReady data is showing strong growth. 6th graders went from 6% at or above grade level to 11% at or above grade level, representing a 5% increase. 8th graders went from 10% at or above grade level to 17% at or above grade level, representing a 7% increase	Continue because the professional development and instructional coaching provided by this position has been essential to the student learning outcome growth we have measured.
RJ Facilitator	Student Connectedness to School	Train staff and students on strategies for conflict resolution and building a positive culture. Help to resolve conflicts.	Suspensions continue to be relatively low. 3.9% (15) of our students have suspended so far this school year, which is far below the middle school network average of 6.2% of students.	Continue because our Restorative Justice Facilitator position plays an essential role of interrupting negative student behaviors and resolving conflicts before they result in severe behaviors.
ET/OT (Translation Services)	i-Ready Reading at or above Mid-Grade	Provide translation services for mid-year family conferences when teachers reviewed individual i-Ready progress data with families	iReady data is showing strong growth. 6th graders went from 6% at or above grade level to 11% at or above grade level, representing a 5% increase. 8th graders went from 10% at or above grade level to 17% at or above grade level, representing a 7% increase	Continue because it is essential that families are informed of their child's academic progress so that they can partner to support their continued growth.

Postage	College/Career Readiness	Send paper copy of marking period progress grades to families	Increased family partnership in supporting students to continue to work hard in their classes to master the skills and content needed to be ready for college and career. Only 10% of our families have created Aeires Parent Portal accounts due to lack of technology skills and now 98% of our families have seen their child's academic progress grades	Continue because it is essential that families are informed of their child's academic progress so that they can partner to support their continued growth.
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2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Urban Promise Academy

School ID: 236

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards				
School Theory of Change:	As we increase the alignment of our instruction coaching work, our Professional development offerings and our content department PLCs to our instructional priority, we will improve the alignment of instruction to the state standards				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Implement our instructional coaching system to prioritize the needs of our ELA and math teachers and provide year-long instructional coaching	Manage the responsibilities of the Instructional Coach (TSA), Assistant Principal and Principal to prioritize time allocated to instructional coaching.	Student Outcomes on i-Ready, unit assessments and SBAC in math and ELA	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 1

1-2	Align instructional coaching and learning walks to the IPG in order to provide targeted, standards-aligned instructional feedback	Train and calibrate instructional coaches using the IPG through regular coaching team meetings. Share and calibrate IPG in departments so that alignment appears in teacher goals and clear understanding of criteria for quality instruction	Student Outcomes on i-Ready, unit assessments and SBAC in math and ELA	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 1
1-3	Engage families in regular workshops in how to support their child's learning	Plan family workshops about how to navigate our Learning Management System and how to foster independent reading skills.	Student Outcomes on i-Ready, unit assessments and SBAC in math and ELA	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 1
1-4	Create math intervention classes (Boost) to support student's conceptual understanding needed to access grade level standards.	Improve math intervention curriculum to focus on conceptual understanding, use of data to identify students and progress monitor their growth	Student Outcomes on Unit assessments and SBAC in math of students in Math Boost classes	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 2
1-5	Hold school wide data dives of i-Ready, unit assessment and SBAC data to effectively impact instruction to support all students and students with disabilities	Align site PD calendar with assessment calendar, strong data facilitation with Instructional Leadership team and entire staff. Analyzing progress data as well as end of year assessments	Student Outcomes on i-Ready, unit assessments and SBAC in math and ELA	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 1

1-6	Implement standards-aligned curriculum in all classrooms for ELA, science and math	Prioritize planning support and time for teachers who are utilizing a new curriculum	Student Outcomes on i-Ready, unit assessments and SBAC in math and ELA	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 1
1-7	Provide quality instructional materials and supplies to support student engagement in teaching and learning	Facilitate clear supply ordering processes and prioritization	Student Outcomes on i-Ready and SBAC	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority:		Language and Literacy			
School Theory of Change:		If we increase the use of integrated ELL strategies to support language development in all classrooms and have a motivating school-wide independent reading program, then students will accelerate their growth toward meeting or exceeding ELA standards and ELLs will continually progress each year towards redesignation as English fluent.			
Students to be served by these actions:		ELL 4-6 students and LTELs, Students who are reading multiple years below grade level			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Facilitate professional development about integrated ELL instructional practices and building a strong culture of reading	Support planning and facilitation of professional development	Improved instructional practices as evidenced through quarterly instructional walkthroughs	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 1
2-2	Provide school wide literacy training for families	Plan intentional family engagement agendas to support families with supporting learning at home	Student Reading Trackers, SBAC and IAB scores	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 1
2-3	Provide pull out reading intervention groups for students in all grades who are multiple years behind in reading comprehension	Provide coaching and support for reading intervention teachers	Accelerated Growth in i-Ready scores for students who are multiple years behind in reading comprehension	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 2
2-4	Maintain school-wide independent reading program that all staff have shared ownership in implementing	Use Aug PD time to train staff in the program and have a clear structure and plan to reinforce the program with students throughout the school year	Accelerated Growth in i-Ready scores for students who are multiple years behind in reading comprehension	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 1

2-5	Provide coaching and support to designated ELD teachers around implementation of curriculum and providing a balanced literacy approach	Training, coaching and instructional feedback on how to provide appropriate language instructional strategies	ELPAC scores, ELPI growth rates and redesignation rates	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 2
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:		Lower out-of-school suspension rate			
School Theory of Change:		If we focus efforts on building positive relationships, providing youth development opportunities and improving supervision, then we will lower our number of out-of-school suspension incidents and the percent of students suspended.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Strengthen mentor check-in structures and strategies	Plan staff training for beginning of the year	Student responses to school connectedness survey, CHKS data	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 1
3-2	Improve quality of Crew (advisory) curriculum implementation across all grades	Evaluate current curriculum and add supplemental materials. Observe implementation and provide feedback	Student responses to school connectedness survey, CHKS data	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 1

3-3	Increase opportunities for youth development and affinity spaces for students to build community	Invest in Peer RJ programming, affinity groups and other youth enrichment activities	Student responses to school connectedness survey, CHKS data	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 2
3-4	Increase supervision of spaces where data shows behavior incidents occur	Create clear schedule and job descriptions for AP, CSM, RJ Facilitators and Student Advisor	Decreased URF and Suspension Data	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 1
3-5	Increase family engagement for students who are chronically absent	Community Schools Manager facilitates attendance team meetings to identify students, engage families and provide consistent interventions	Decreased number of Chronically Absent Students	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 3
3-6	Increase family engagement for all students by providing workshop for ESL, how to communicate with teachers and how to stay connected to student academic progress data	Plan a family engagement workshop calendar and create partnerships with CBOs and staff members to provide needed workshops	Increased family participation in workshops and using learning management system tools	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 1

3-7	Increase response to conflicts and undesired behaviors using restorative practices	Train staff in restorative responses to student behaviors and implement strong school-wide systems to support referrals to RJ facilitators to support with more severe conflicts or behaviors	Decrease in URFs and Decreased Student Suspensions	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 2
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Priority:	Increase teacher retention rate and improve diversity of teaching staff
School Theory of Change:	If we plan and facilitate high quality professional development and consistent, high quality instructional coaching and mental health support, then staff retention will increase as does staff feeling of efficacy and support.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Implement strategies to promote staff wellness and positive adult culture.	Gather data on staff wellness and provide emotional support as needed. Create opportunities for staff to collaborate, communicate and have agency in their learning and foster adult sense of belonging.	Staff Wellness Survey Data and Teacher Retention Rates	Increase teacher retention rate and improve diversity of teaching staff	Tier 1
4-2	Increase staff social events to strengthen adult relationships and sense of community	Support Staff Wellness Champion to plan social event	Staff Wellness Survey Data and Teacher Retention Rates	Increase teacher retention rate and improve diversity of teaching staff	Tier 1

4-3	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for ELA and math teachers	Align department PD, whole school PD and instruction coaching goals to school wide instructional priorities	Learning Walk Data as measured using IPG	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards	Tier 2
4-4	Support pipeline of UPA alumni into staffing positions and support to become a teacher	Utilize Salesforce Recruitment and Retention money to support education costs to support this pipeline	Teacher Retention Data and Diversity Data	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards	Tier 2

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

School Priority:	Increase Enrollment of Black students and Improve Experience and Achievement of our Black Students
School Theory of Change:	If we improve the overall experience and academic achievement of our Black students, then we will increase retention of Black students and build a positive reputation for our school with Black families
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Bi-annual data dives with instructional leadership and school culture team to examine connectedness, attendance and learning outcome data of Black students and determine implications	Communicate importance of prioritizing the experience and achievement of our Black students and facilitate a root cause analysis that helps us collectively develop effective strategies	Improved connectedness as measured by CHKS, attendance, reading and grade data for our Black students	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 3

5-2	Recruit more Black students to enroll at our school through strategic attendance at elementary recruitment fairs	Engage current UPA Black students and families to support outreach to elementary schools that serve a higher percentage of Black students	Increased enrollment and retention of Black students	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 3
5-3	Train and support instructional coaches to observe for and name in coaching meetings when Black students are not provided the conditions to thrive	Model these actions, provide training to staff members who are not yet able to hold these conversations.	Increased awareness from teachers about how implicit bias can affect their interactions with Black students as measured by survey. Observation data shows more effective practices are utilized to support Black students in the classroom	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 3
5-4	Increase affinity spaces for Black students to build community and show leadership	Stipend teacher for Black Student Union	Improved connectedness as measured by CHKS, attendance, reading and grade data for our Black students	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and improve student learning outcomes as measured by i-Ready and SBAC	Tier 3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Align Instructional Coaching, Department PLC work and Whole School PD to High Leverage Designated and Integrated Instructional Practices
School Theory of Change:	If we provide quality, targeted instruction for all ELLs during designated ELD classes and during content classes, then all of our ELLs will improve their skills in language and literacy.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:		English Language Learners			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Provide small group literacy instruction to Newcomers utilizing the Newcomer Assistant Position	Train the Newcomer assistant in SIPPS instruction and develop stations structures in ELD classrooms so that all students have access to targeted literacy instruction	i-Ready and Fountas and Pinnel reading growth for Newcomers	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 3
6-2	Teach Designated ELD Boost classes for all ELLS to support students with improving English language fluency in speaking, listening, reading and writing, with a focus on Foundation reading supports in some D-ELD classes	Improve curriculum, use of data to select students, teaching and learning coaching	Improved ELPI growth and Reclassification rates	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 2
6-3	Data dives to monitor the progress of ELLs and LTELs over time	Identify more meaningful data in ELD Boost to monitor progress.	Improved ELPI growth and Reclassification rates	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 2

6-4	Train non-ELA and ELD content teachers in strategies to meet the needs of Newcomers and ELLs in their content areas	Schedule , plan and facilitate the trainings and provide observational feedback during implementation	Improved ELPI growth and Reclassification rates	Accelerate ELL student growth toward meeting or exceeding ELA standards and continual progression each year towards redesignation as English fluent.	Tier 1
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ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	Access to High Quality, Multi-year Arts Instruction
School Theory of Change:	If we increase access to high quality and rigorous arts and music instruction for all students, we will improve enrollment, improve suspension and attendance rates, as well results on the CHKs survey.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Content-specific professional development for elective teachers	Connect elective teachers with consistent off-site professional development and collaboration	Classroom observation data	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 1
7-2	Instructional coaching for art and music teachers	Allocate instructional coaching time to support music and art teachers	Classroom observation data	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 1

7-3	Provide high quality art and music supplies to support quality instruction	Provide high quality art and music supplies to support quality instruction	Classroom observation data	Lower out of school suspension rate and number of incidents and increase family participation in workshops to support student learning	Tier 1
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After school subagreement	\$149,995	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase opportunities for youth development and affinity spaces for students to build community	236-1
After school contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase opportunities for youth development and affinity spaces for students to build community	236-2
Teacher Extended Contracts	\$11,943	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase opportunities for youth development and affinity spaces for students to build community	236-3
Social Worker	\$30,341	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	6210	Social Worker	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Increase family engagement for students who are chronically absent	236-4
Restorative Justice Facilitator	\$123,928	California Community Schools Partnership Program	2205	Classified Support Salaries	9445	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Increase response to conflicts and undesired behaviors using restorative practices	236-5
Family/Parent Liaison, Bilingual	\$49,366	California Community Schools Partnership Program	2405	Clerical Salaries	8855	Family/Parent Liaison, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Engage families in regular workshops in how to support their child's learning	236-6
Contracts	\$61,422	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Provide pull out reading intervention groups for students in all grades who are multiple years behind in reading comprehension	236-7
Teacher Extended Contracts	\$8,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Train staff in restorative responses to student behaviors and implement strong school-wide systems to support referrals to RJ facilitators to support with more severe conflicts or behaviors	236-8

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contracts	\$22,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Train staff in restorative responses to student behaviors and implement strong school-wide systems to support referrals to RJ facilitators to support with more severe conflicts or behaviors	236-9
STIP Teacher	\$95,435	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7423	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Implement strategies to promote staff wellness and positive adult culture.	236-10
Teacher Extended Contract	\$5,000	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Facilitate professional development about integrated ELL instructional practices and building a strong culture of reading	236-11
ET/OT	\$2,900	LCFF Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Engage families in regular workshops in how to support their child's learning	236-12
Materials and Supplies	\$15,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide quality instructional materials and supplies to support student engagement in teaching and learning	236-13
Equip Maintenance and Repairs	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide quality instructional materials and supplies to support student engagement in teaching and learning	236-14
Teacher, Structured English Immersion	\$16,666	LCFF Supplemental	1105	Certificated Teachers' Salaries	2399	Teacher, Structured English Immersion	0.16	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Provide pull out reading intervention groups for students in all grades who are multiple years behind in reading comprehension	236-15

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$95,382	LCFF Supplemental	1105	Certificated Teachers' Salaries	2415	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Provide pull out reading intervention groups for students in all grades who are multiple years behind in reading comprehension	236-16
Teacher Extended Contract	\$1,813	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Improve quality of Crew (advisory) curriculum implementation across all grades	236-17
Counselor	\$33,043	LCFF Supplemental	1205	Certificated Pupil Support Salaries	363	Counselor	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Increase family engagement for students who are chronically absent	236-18
Restorative Justice Facilitator	\$137,267	LCFF Supplemental	2205	Classified Support Salaries	7854	Restorative Justice Facilitator	0.90	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Increase response to conflicts and undesired behaviors using restorative practices	236-19
Library Technician	\$85,512	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide quality instructional materials and supplies to support student engagement in teaching and learning	236-20
Teacher, Structured English Immersion	\$112,648	Measure G1	1105	Certificated Teachers' Salaries	2184	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide high quality art and music supplies to support quality instruction	236-21
10-Month Classroom Teacher on Special Assignment (TSA)	\$103,525	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	6891	10-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Invest in Peer RJ programming, affinity groups and other youth enrichment activities	236-22

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Extended Contracts	\$3,000	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Instructional coaching for art and music teachers	236-23
Materials and Supplies	\$2,285	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide high quality art and music supplies to support quality instruction	236-24
Teacher, Structured English Immersion	\$87,230	Salesforce Middle School Computer Science Grant	1105	Certificated Teachers' Salaries	6493	Teacher, Structured English Immersion	0.54	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Connect elective teachers with consistent off-site professional development and collaboration	236-25
Teacher, Structured English Immersion	\$92,709	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	3244	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for ELA and math teachers	236-26
ET/OT (Translation/Childcare)	\$1,580	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Increase family engagement for all students by providing workshop for ESL, how to communicate with teachers and how to stay connected to student academic progress data	236-27
Postage	\$900	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Increase family engagement for all students by providing workshop for ESL, how to communicate with teachers and how to stay connected to student academic progress data	236-28
Meeting Refreshments	\$1,100	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Increase family engagement for all students by providing workshop for ESL, how to communicate with teachers and how to stay connected to student academic progress data	236-29

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$114,597	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	6156	11-Month Classroom Teacher on Special Assignment (TSA)	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Support planning and facilitation of professional development	236-30
Restorative Justice Facilitator	\$15,252	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	7854	Restorative Justice Facilitator	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Train staff in restorative responses to student behaviors and implement strong school-wide systems to support referrals to RJ facilitators to support with more severe conflicts or behaviors	236-31
To be allocated in Fall 2023.	\$4,401	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC ELA Distance from Standard Met	Provide coaching and support for reading intervention teachers	236-32
Field Trips	\$8,950	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase opportunities for youth development and affinity spaces for students to build community	236-33



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.

Westlake Middle School

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:

- By conducting School Site Council (SSC) Meetings
- By conducting Title I Annual Meeting

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:

- Access to student academic information through Aeries Parent Portal
- Parent-Teacher Conferences (1 per semester)
- School Site Council Meetings
- By conducting Title I Annual Meeting

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.
- School Site Council Meetings (SSC)

- Title I Annual Meeting

The school communicates to families about the school's Title I, Part A programs by:

- School Site Council Meetings (SSC)
- Parents of Westlake Meetings (monthly)
- Title I Annual Meeting

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:

- School Site Council Meetings (SSC)
- Title I Annual Meeting
- Parent-Teacher Conferences

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:

- School Site Council Meetings (SSC)
- Title I Annual Meeting
- Weekly Principal's Update (via ParentSquare) and Mailings (as needed).
- School Website

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:

- School Site Council Meetings (SSC), Title I Annual Meeting, Parents of Westlake Group, Weekly Principal's Update and Mailings (as needed).

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:

- School Site Council Meetings (SSC), Title I Annual Meeting, Aeries Parent Portal and Google Classroom

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:

- Monthly staff meetings, designated outreach time

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:

- Monthly Parents of Westlake Meetings, Back to School Night, Parent Conferences, School Site Council Meetings, Title I Annual Meeting and Family Engagement Nights

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:

- School Site Council Meetings (SSC)
- Title I Annual Meeting

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:

- School Site Council Meetings (SSC), Title I Annual Meeting, Weekly Principal's Update and Mailings (as needed)

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

- School Site Council Meetings (SSC), Title I Annual Meeting, Parents of Westlake Meetings and Family Engagement Nights

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:

- COST (Coordination of Services Team) Meetings, School Site Council Meetings, Title I Annual Meeting, Parents of Westlake Meetings and Weekly Principal's Update

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the school plan for student achievement (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by Westlake Middle School on August 29, 2022 and will be in effect for the period August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Maya Taylor
Name of Principal


Signature of Principal

August 29, 2022

Date

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

2022-23

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 2022-23 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.**
 - Communicate high expectations for every student
 - Endeavor to motivate students to learn
 - Teach and involve students in classes that are interesting and challenging
 - Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community
 - Enforce rules equitably and involve students in creating a warm and caring learning environment in the class

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Utilizing designated outreach time to connect with parents regarding student's academic achievement and progress
 - Keeping Aeries Parent Portal information updated on a regular basis

- 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.**
 - Keeping Aeries Parent Portal information updated on a regular basis and support parents in how to utilize platform efficiently

- Providing Student Support Team Meetings upon request
- 4) Provide parents reasonable access to staff.**
- Providing parents with teacher and staff contact information (i.e. email addresses and site phone numbers)
 - Allowing for parents to visit classrooms
 - Hosting Back to School Night Event
- 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.**
- Establishing the Parents of Westlake Group to develop opportunities for parents and community members to volunteer and participate in academic activities
 - Partnering with community agencies and organizations to provide additional academic support to students
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- Providing students with direct school-parent communication through the use of student planners
 - Providing parent workshops on topics such as “How To Prepare Your Student for College”
- 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.**
- Providing staff with designated outreach time to build rapport with both students and their families
 - Family Engagement Night Activities such as community dinners, literacy nights, etc.
- 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.**
- Communicating with parents through Weekly Principal’s Update

- Utilizing Parent Square to keep parents aware of school activities and important information
- Posting information on school website
- Dedicated Outreach time to connect with families

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
 - Making sure that my child reads every day
 - Making sure that my child attends school every day, on time and that homework is completed
 - Ensuring that my child gets adequate sleep, regular medical attention and proper nutrition
- Support the school's discipline and uniform dress code policies
- Make every effort to attend school events such as Parent-Teacher Conferences, Open House and Back to School Night
- Monitor my child's progress in school
- Participate in school, home and community sponsored activities
- Communicate with the school when I have a concern
- Talk to my child regularly about the value of education
- Participate in shared decision-making with school staff and other families for the benefit of students
- Respect the school, staff, students and families
- Parents are aware of students' social media use
- Will utilize student academic online platforms to monitor progress and will ask school for help if needed

Teacher Responsibilities

- 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
- Intentionally build relationships with scholars and families
- Communicate at least once per semester with parents on their student's academic progress
- Respond to parent communication within 2 school days

Student Responsibilities

- Believe that I can and will learn
- Read for at least 30 minutes, 5 days a week
- Come to class on time, ready to learn and with assignments completed

- Set aside time everyday to complete my homework
- Know and follow the school and class rules
- Follow the school's uniform dress code and technology policy
- Regularly talk to my parent/guardian and my teachers about my progress in school
- Respect my school, classmates, staff and family
- Identify an adult that can support me when I need help
- Be actively engaged in the school community (sports, clubs, etc)

This Compact was adopted by Westlake Middle School on August 29, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 September 30, 2022.

Maya Taylor



8/29/22

Principal's Name

Signature of Principal

Date



Strategic Resource Planning (SRP)

Westlake Middle School
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Tiffany Hampton-Amons
Vice Chairperson:	Shilo Fivecoat
Secretary:	Ebado Ismail

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Maya Taylor	X					
Maurice Andre San-Chez		X				1
Eric Chorley		X				1
Santiago Menendez		X				1
Ebado Ismail			X			1
Ideal Franklin				X		1
Tiffany Hampton-Amons				X		1
Shilo Fivecoat				X		1
Malia [REDACTED]					X	1
Arthur [REDACTED]					X	1
Highlighted teachers are Aeries verified-SMT						

SSC Meeting Schedule: (Day/Month/Time)	3rd Wednesday of each month; 5:30 p.m.
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SSC Legal Requirements (EC Sections 65000-65001):

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

