

Board Office Use: Legislative File Info.	
File ID Number	24-1773
Introduction Date	8/14/24
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Urban Promise Academy

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Urban Promise Academy



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

2024-25 School Plan for Student Achievement (SPSA)

School: Urban Promise Academy
CDS Code: 1612596118657
Principal: Terre Mesa
Date of this revision: 4/24/20

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Terre Mesa	Position: Principal
Address: 3031 East 18th Street Oakland, CA 94601	Telephone: 510-436-3636 Email: terre.mesa@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/24/2025

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Urban Promise Academy

Site Number: 236

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 4/24/2024

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Tierre Mesa	<i>Tierre Mesa</i>	4/24/2024
Principal	Signature	Date
Nathaniel Ng	<i>Nathaniel Ng</i>	4/25/2024
SSC Chairperson	Signature	Date
Clifford Hong	 <small>Cliff Hong 4/23/2024 16:35 PDT</small>	05/03/2024
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	05/03/2024
Director, Strategic Resource Planning	Signature	Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/18/2023	All students	Gathered student feedback on their experience with learning during 23-24 using a student experience survey.
12/20/2023	All Staff	Sharing information about enrollment projections and knowledge of budget landscape for 24-25.
12/20/2023	SSC and SELLS combined	Sharing information about enrollment projections and knowledge of budget landscape for 24-25.
1/22/2024	All Staff	Budget training and gather feedback on budgetary priorities
1/23/2024	Families at Coffee with the Principal	Budget training and gather feedback on budgetary priorities
1/24/2024	SSC and SELLS combined	Budget training and gather feedback on budgetary priorities
2/28/2024	SSC and SELLS combined	Evaluate school strengths and needs and conduct annual SPSA Review

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$141,805.00
Total Federal Funds Provided to the School from the LEA for CSI	\$148,400.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,269,837.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$129,240	LCFF Discretionary (General Purpose Discretionary #0000)	\$26,325
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,590	LCFF Supplemental (LCFF Supplemental #0002)	\$267,975
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$8,975	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$148,400	California Community Schools Partnership Program (CCSPP #6332)	\$225,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$67,942
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$215,747
SUBTOTAL OF FEDERAL FUNDING:	\$290,205		\$979,632

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,269,837.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Urban Promise Academy		School ID: 236
CDS Code: 1612596118657	SSC Approval Date: 4/24/2025	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
55.0%	3.8%	85.6%	0.3%	1.9%	16.4%	98.1%	58.9%	35.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.0%	2.5%	2.7%	2.2%	0.0%	0.3%	97.6%	8.2%	91.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and provide appropriate scaffolds to differentiate and support progress for all learners.
Identified School Need:	Differentiation of standards aligned curriculum to create access to rigor and appropriate challenge for all learners in all content areas.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-80.3	not available until fall 2024	not available until fall 2025	-55.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	61.2%	not available until fall 2024	not available until fall 2025	75.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-123.4	not available until fall 2024	not available until fall 2025	-98.0
California Science Test (CAST) Standard Met or Exceeded	All Students	13.6%	not available until fall 2024	not available until fall 2025	25.0%

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

School Goal:	Accelerate ELL and SPED student growth toward meeting or exceeding ELA and math standards and continual progression each year towards redesignation as English fluent.
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Identified School Need:	Improve implementation of Designated ELD curriculum and instruction and provide quality reading and math intervention to ELLs and SPED students in need.
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Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-138.0	not available until fall 2024	not available until fall 2025	-113.0
SBAC ELA Distance from Standard Met	English Learners	-139.9	not available until fall 2024	not available until fall 2025	-114.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	58.6%	not available until fall 2024	not available until fall 2025	45.0%
SBAC Math Distance from Standard Met	Special Education Students	-181.4	not available until fall 2024	not available until fall 2025	-125.0
SBAC Math Distance from Standard Met	English Learners	-171.1	not available until fall 2024	not available until fall 2025	-125.0

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	23.5%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	30.6%	not available until fall 2024	not available until fall 2025	33.0%

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

School Goal:	Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning
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Identified School Need:	Provide quality case management and family engagement for chronically absent students and Tier 3 behavior students.
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Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	65.3%	not available until fall 2024	not available until fall 2025	75.0%

Out-of-School Suspensions	All Students	4.4%	not available until fall 2024	not available until fall 2025	4.0%
Out-of-School Suspensions	African American Students	36.8%	not available until fall 2024	not available until fall 2025	15.0%
Out-of-School Suspensions	Special Education Students	6.2%	not available until fall 2024	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	59.0%	not available until fall 2024	not available until fall 2025	20.0%
Chronic Absenteeism	African American Students	88.2%	not available until fall 2024	not available until fall 2025	30.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase teacher retention rate and improve diversity of teaching staff				
Identified School Need:	Increase coaching and support for new teachers and maintain positive adult culture of ownership and belonging.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	82.3%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and provide appropriate scaffolds to differentiate and support progress for all learners.</i>	Maintained a clear vision for building a culture of independent reading and quality instruction in service of student talk to deepen student understanding across all classes. Provided quality PD and instructional coaching and planned department PD cycles of inquiry focused student talk to deepen student understanding across content areas.

<i>LCAP Goal 2:</i>	<i>Accelerate ELL and SPED student growth toward meeting or exceeding ELA and math standards and continual progression each year towards redesignation as English fluent.</i>	Reclassification of ELLs and LTELs has increased. Increased number of consistent reading intervention groups offered and identified a teacher leader to support the coordination of progress monitoring of student reading proficiencies. Provided PD to analyze mid-year reading and math progress data and motivating reluctant readers. Held mid-year data conferences with each teacher to identify new strategies to support ELL and SPED students who are not yet making progress.
<i>LCAP Goal 3:</i>	<i>Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning</i>	Consistent, quality staff on our School Culture Team that supports regular data analysis to consistently improve our systems and support and case management for our Tier 2 and Tier 3 students. Also increased school supervision team with Family Champions and increased number of positive Tier 1 school culture building events.
<i>LCAP Goal 4:</i>	<i>Increase teacher retention rate and improve diversity of teaching staff</i>	Maintained high quality professional development opportunities and many teachers have received individualized instructional coaching and have received release days for supported lesson planning. We have increased our staff diversity and invested time during staff meetings to improve our staff culture of ownership and belonging.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<i>Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and provide appropriate scaffolds to differentiate and support progress for all learners.</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. Need to strengthen differentiation practices to provide appropriate scaffolds to create access to rigor and appropriate challenge for all learners in all content areas.
<i>LCAP Goal 2:</i>	<i>Accelerate ELL and SPED student growth toward meeting or exceeding ELA and math standards and continual progression each year towards redesignation as English fluent.</i>	We have had inconsistency in our ELD 2 teacher position and our Newcomer Assistant position which has impacted the quality of instruction and differentiation that our Newcomer students have received. In addition, we need to improve the implementation of our Designated ELD curriculum and instruction and provide quality reading and math intervention to ELLs and SPED students in need.

<p><i>LCAP Goal 3:</i></p>	<p><i>Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning</i></p>	<p>Many of our students experience high levels of anxiety and stress 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 90% of our families speak a language other than English at home. Many of our families also have small children and are facing economic challenges, so families need child care aorder to increase engagement in family workshops and engagement strategies. Additionally, our families really struggle to utilize the Aeires 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:</i></p>	<p><i>Increase teacher retention rate and improve diversity of teaching staff</i></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. In addition, cost of living in Oakland is increasing rapidly which makes it difficult to retain educators.</p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Urban Promise Academy

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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, improving PBIS implementation and consistency across the school, 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, bilingual family liaison, Mam Family Engagement Specialist and Newcomer social worker have facilitated bi-weekly attendance team meetings that have helped us support family communication and interventions with to reduce chronic absenteeism. Additionally, our instructional facilitator and ILT team have planned and implemented our Student Talk focused PD and two department-specific cycles of inquiry to support improved instructional strategies in all classrooms. We have focused specifically on lesson internalization and standards-based instruction in our math and ELA departments, built a strong culture of independent reading during advisory and improved our student talk 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.

We are planning to increase ET/OT funding to support translation and increase postage to send home marking period report cards next year due to the success of these strategies. We are no longer going to use Title 1 funding for light refreshments because it is too difficult to serve refreshments at an event for the whole school in a way that feels meaningful. We will also no longer fund our Literacy TSA position with Title 1 funding because that position is now funded Centrally.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
ET/OT (Translation/Childcare)	SBAC ELA Distance from Standard Met	OUSD interpreters and UPA staff members translate during parent meetings after contractual hours.	We have been able to get 85% of families attend a family conference two times during the school year to discuss their child's academic skills, goals and progress. 90% of our families speak another language than English at homes, so translation services have been critical.	We will continue and increase this funding so we can support more families during family conferences and other engagement meetings.
Postage	SBAC ELA Distance from Standard Met	Our school communicates with families regarding their children's progress.	Families receiving a paper copy of report card mailed home has increased family communication about grades and attendance to Family Resource Center workshops to get information on how to support their child. However the amount of funding is not enough as we used all of this funding by the end of the first semester.	We will continue and increase this funding so that we can mail home each marking period report card.
Meeting Refreshments	ELL Reclassification	We offer refreshments during parent meetings to help them focus on learning how to support their children.	Families attendance to workshops increases when food is offered, however due to restrictions on this funding, it is difficult to use these funds for smaller workshops and engagements and we whole school meetings, it is difficult to provide enough light refreshments to be meaningful.	We will discontinue use.

11-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	The TSA coaches teachers on effective instruction.	This position is essential to plan and facilitate quality professional development for our staff and to provide consistent observational feedback and coaching to our teachers. Teachers have reported that this support has improved the quality of their instruction.	A Literacy TSA position is now funded Centrally so no longer need to fund this position with Title 1 funding.
Restorative Justice Facilitator	Student Connectedness to School	The RJ facilitator works towards building a positive culture at the school.	This position has helped us lower our suspension rate this year by providing quality Tier 1 and Tier 2 community building practices and support our proactive response to harm	Yes, we will continue to fund this position.
To be allocated in Fall 2023.	Reading Inventory (RI) Growth of One Year or More	N/A	N/a	N/a

2024-25 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 Goal:

Increase instructional alignment to the rigor of the Common Core, NGSS and ELD State Standards and provide appropriate scaffolds to differentiate and support progress for all learners.

Identified Need:

Differentiation of standards aligned curriculum to create access to rigor and appropriate challenge for all learners in all content areas.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in professional learning in support of standards-aligned instruction and network instructional focus, Principals encourage all teachers attend Summer Standards & Equity Institute and ALLAS training.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS or LLI) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental

1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE, SIPPS or LLI.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to SST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-11	Implement Math PLCs driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-13	Provide intervention support for students identified as having unfinished learning of math foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-14	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-15	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified
1-16	Send home marking period and semester grades to ensure family communication around academic progress for families with limited techology skills or access	All Students	Academic	Tier 1 - Universal
1-17	Hold annual grade-level specific Exposition of Learning where families are highly encouraged to attend and listen to students sharing evidence of their learning.	All Students	Academic	Tier 1 - Universal
1-18	Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	All Students	Academic	Tier 1 - Universal
1-19	Invest in additional teaching positions to support master schedule that allows for adequate teacher prep time for collaboration and lesson internalization.	All Students	Academic	Tier 1 - Universal

1-20	Provide access to high-quality fieldtrips to support experiential learning and connection to culturally relevant resources in the community.	All Students	Academic	Tier 1 - Universal
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Accelerate ELL and SPED student growth toward meeting or exceeding ELA and math standards and continual progression each year towards redesignation as English fluent.
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Identified Need:	Improve implementation of Designated ELD curriculum and instruction and provide quality reading and math intervention to ELLs and SPED students in need.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	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	English Learner Students	Academic	Tier 2
2-2	Provide reading intervention small groups for all grades during the school day for students who are multiple years behind in reading comprehension.	All Students	Academic	Tier 2
2-3	Provide math Boost intervention for students who are multiple years behind in their math skills.	All Students	Academic	Tier 2 - Supplemental
2-4	Provide reading Boost intervention for students who are multiple years behind in their literacy skills	All Students	Academic	Tier 2 - Supplemental
2-5	Provide coaching and professional development for teachers to provide appropriate accommodations and support for students with IEPs	All Students	Academic	Tier 3 - Intensified

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

School Goal:	Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning
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Identified Need:	Provide quality case management and family engagement for chronically absent students and Tier 3 behavior students.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior Framework. Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assemblies, Marking period Assemblies with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities.	All Students	Behavioral	Tier 1 - Universal
3-8	All students engage in Advisory class to build positive relationships and engage in weekly SEL curriculum.	All Students	SEL / Mental Health	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management and CICO contracts to support behavior improvement for Tier 3 students	All Students	Behavioral	Tier 2 - Supplemental

3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	All Students	Behavioral	Tier 1 - Universal
3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	SARB meetings for severely chronically absent students	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits for severely chronically absent students	All Students	Behavioral	Tier 3 - Intensified
3-21	Students do weekly Sown to Grow check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-22	Advisors implement the Sown to Grow lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-23	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-25	Hold bi-annual family conferences to review student reading and math i-Ready data and set goals and create action plan	All Students	Academic	Tier 1 - Universal
3-26	Provide weekly family newsletter to communicate school events and opportunities for family engagement and community services	All Students	SEL / Mental Health	Tier 1 - Universal

3-27	Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	All Students	SEL / Mental Health	Tier 1 - Universal
3-28	Increase supervision team by hiring family champions to support with supervision before school, during the school day and after dismissal	All Students	Behavioral	Tier 1 - Universal

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

School Goal:	Increase teacher retention rate and improve diversity of teaching staff
Identified Need:	Increase coaching and support for new teachers and maintain positive adult culture of ownership and belonging.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Implement strategies to promote staff wellness and positive adult culture	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Provide instructional coaching to all teachers on a rotating basis, but provide year-long instructional coaching for ELA and math teacher	All Students	Academic	Tier 2 - Supplemental
4-3	Support and strengthen pipeline of UPA alumni into staffing and teacher positions	All Students	SEL / Mental Health	Tier 2 - Supplemental
4-4	Increase time and space for adult community building within PD	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Bi-annual data dives with instructional leadership and school culture team to examine connectedness, attendance, suspension and learning outcome data of our Black students and determine implications	African American	SEL / Mental Health	Tier 2 - Supplemental

5-2	Increase affinity spaces for Black students to build community and show leadership	African American	SEL / Mental Health	Tier 1 - Universal
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	LTEs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$3,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-1
2420- Clerical ET/OT	\$3,325	LCFF Discretionary	2420	Clerical Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Hold bi-weekly family conferences to review student reading and math i-Ready data and set goals and create action plan	236-2
1120 - Teachers Salaries Stipends	\$5,000	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Implement ELA PLCs driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	236-3
4310 - Materials and Supplies	\$15,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-4
4310 - Materials and Supplies	\$1,068	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-5
Restorative Justice Facilitator	\$32,259	LCFF Supplemental	2205	Classified Support Salaries	7854	Restorative Justice Facilitator	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities.	236-6
Counselor	\$34,276	LCFF Supplemental	1205	Certificated Pupil Support Salaries	363	Counselor	0.2	Goal 1: All students graduate college, career, and community ready.		COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	236-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$40,469	LCFF Supplemental	1105	Certificated Teachers' Salaries	38	Teacher, Structured English Immersion	0.45	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS or LLI) for all students identified as having foundational skills gaps.	236-8
Teacher Structured Eng Immersn	\$71,197	LCFF Supplemental	1105	Certificated Teachers' Salaries	4152	Teacher, Structured English Immersion	0.8	Goal 1: All students graduate college, career, and community ready.		Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS or LLI) for all students identified as having foundational skills gaps.	236-9
Teacher Structured Eng Immersn	\$88,707	LCFF Supplemental	1105	Certificated Teachers' Salaries	4617	Teacher, Structured English Immersion	1.0	Goal 1: All students graduate college, career, and community ready.		Invest in additional teaching positions to support master schedule that allows for adequate teacher prep time for collaboration and lesson internalization.	236-10
4399 - Unallocated	\$204.83	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Staff Satisfaction with Professional Development	Invest in additional teaching positions to support master schedule that allows for adequate teacher prep time for collaboration and lesson internalization.	236-11
Restorative Justic Facilitator	\$129,035.17	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	7854	Restorative Justice Facilitator	0.8	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities.	236-12
Childcare	\$290	Title I, Part A Parent & Family Engagement	2420	Clerical Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Hold annual Exposition of Learning where families are highly encouraged to attend and listen to students sharing evidence of their learning.	236-13
Translation	\$1,500	Title I, Part A Parent & Family Engagement	2420	Clerical Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Hold bi-weekly family conferences to review student reading and math i-Ready data and set goals and create action plan	236-14

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Postage	\$1,800	Title I, Part A Parent & Family Engagement	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Send home marking period and semester grades to ensure family communication around academic progress for families with limited technology skills or access	236-15
1120 - Teachers Salaries Stipends	\$10,299	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Implement Math PLCs driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	236-16
Consultants	\$60,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Provide math Boost intervention for students who are multiple years behind in their math skills.	236-17
Asst Newcomer Learning Lab	\$78,101	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	New	Assistant, Newcomer Learning Lab	1.0	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS or LLI) for all students identified as having foundational skills gaps.	236-18
Field Trip Transportation	\$8,975	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 in joyful schools.	Student Connectedness to School	Provide access to high-quality fieldtrips to support experiential learning and connection to culturally relevant resources in the community.	236-19
5825 - Consultants	\$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 in joyful schools.		Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$151,643	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 in joyful schools.		Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-21
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Implement strategies to promote staff wellness and positive adult culture	236-22
5825 - Consultants	\$8,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-23
1120 - Teachers Salaries Stipends	\$22,784	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-24
2928- 3 Academic Mentor	\$51,405	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide intervention support for students identified as having unfinished learning of math foundational skills and concepts.	236-25
Restorative Justice Facilitator	\$142,811	California Community Schools Partnership Program	2205	Classified Support Salaries	9445	Restorative Justice Facilitator	1.0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities.	236-26
4310 - Materials and Supplies	\$5,601	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-27

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$62,341	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	236-28
4310 - Materials and Supplies	\$10,455	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-29
5825 - Consultants	\$75,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Increase supervision team by hiring family champions to support with supervision before school, during the school day and after dismissal	236-30
Teacher Structured Eng Immersn	\$130,291	Measure G1	1105	Certificated Teachers' Salaries	2184	Teacher, Structured English Immersion	1.0	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	236-31
1120 - Teachers Salaries Stipends	\$5,000	Measure G, Visual & Performing Arts	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	236-32
5825 - Consultants	\$20,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	236-33
Library Technician	\$93,950	Measure G, Library Support	2205	Classified Support Salaries	9590	Library Technician	1.0	Goal 1: All students graduate college, career, and community ready.		Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-34



Title 1, School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements. Urban Promise Academy agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement.

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing family workshops on how to use the Schoology Learning Platform to support your student's learning.
- Hosting family workshops about supporting literacy development, ESL workshops and ELD/Math Boost Meetings.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

Hosting Family Workshops on how to support learning from home.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. This meeting was held on Tuesday, August 29th, 2023 at 8:45am. 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 Schoology 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 weekly Family Newsletter, using Parent Square, school Facebook and IG pages and making Robocalls.



Title 1, School Parent and Family Engagement Policy

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

Having regular family outreach events and food distribution and inviting families to volunteer in the school as long as they have been fingerprinted.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including virtual class, homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

Enabling family access to the Schoology Learning Platform and providing workshops on how to use it. In addition, during family conferences, families co-create actions to support their child in meeting their academic and SEL goals.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

Providing professional development and engaging staff in family conferences.

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

Providing two student-led family conferences for each family every year.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

Monthly School Site Council (SSC) meetings every third Wednesday of the month.



Title 1, School Parent and Family Engagement Policy

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

Providing translation services in Spanish and Mam and accessibility to facilities for all family engagement meetings.

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

Providing communication and scheduling support through the main office and the Family Resource Center,

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title 1, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

Partnering with La Clinica to provide wellness workshops for families, physical health appointments through our school-based clinic and immigration services. Partnering with the Alameda County Food Bank to provide free groceries to families every week, along with multiple other one-time events and services provided by other community-based organizations.

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 adopted by Urban Promise Academy on August 29th, 2023 and will be in effect for the period of August 7, 2023 through May 25, 2024.

The school will distribute this policy to all parents on or before Sept 6th, 2023.

Name of Principal: Tierre Mesa

Signature of Principal

Date: 8/29/2023



Urban Promise Academy School Parent Compact 23-24

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 2023-24 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title 1, Part A to meet the State of California's challenging academic standards. Urban Promise Academy utilizes district-adopted curriculum of illustrative Math, and FOSS science and EL Education (v2) in ELA.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Urban Promise Academy holds two student-led family conferences each year with all families.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children. UPA families can access all of this information utilizing the Schoology Learning Platform.
- 4) Provide parents reasonable access to staff. Through Parent Square and Schoology Learning Platform, families can communicate directly with their child's teacher. Additionally, the Community Schools Manager at UPA allows families to directly express needs and communicate with the relevant staff members.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities. To volunteer and participate in food distribution and materials distribution events.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children. Families at UPA are shown during family conferences how to access the Schoology Learning Platforms at home to monitor the progress of their students 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



Urban Promise Academy School Parent Compact 23-24

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 Parent Square, District Translation Services, and our Mam Family Engagement Specialist Robocall to do this.

9.) Maintain a secure and safe campus environment, particularly ensuring that all visitors sign into the main office and that exterior doors remain closed.

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide high-quality instruction
- Communicate with families about student concerns and successes.

Parent Responsibilities

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

- Volunteer in my children's classroom if possible
- Ensure excellent attendance.
- Participate in decisions related to the education of my child.
- Ensure my child is reading 30 minutes a day
- Promote positive use of my child's extracurricular time.

Student Responsibilities

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

- Get to my classes on time every day.
- Do my classwork, homework and reading every day.
- Ask for help when I need it.
- Show our UPA core values of Respect, Leadership, and Solidarity at all times.

This Compact was adopted by the Urban Promise Academy on Tuesday August 29th, 2023 and will be in effect for the period of August 7, 2023 to May 25, 2024. 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 Sept 6th,



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2023).

Signature of Principal Terre Mesa

Date : 8/29/2023



Urban Promise Academy
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Nathaniel Ng
Vice Chairperson:	Monica Anavisca
Secretary:	Cory Jong

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Tierre Mesa	X					
Cory Jong		X				1st
Miguel Olivares		X				1st
Nathaniel Ng		X				1st
Hulda Monterroso Velasquez			X			1st
Monica Anavisca				X		1st
Miguel Anavisca				X		1st
Jose Lino				X		2nd
Liveth Rodriguez				X		2nd
Nelida					X	1st
Highlighted names are Aeries verified-SMT						

SSC Meeting Schedule: (Day/Month/Time)	Every 4th Wednesday of each month, 5:00pm-6:30pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)