

Board Office Use: Legislative File Info.	
File ID Number	25-1823
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Urban Promise Academy

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Urban Promise Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Urban Promise Academy



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

2025-26 School Plan for Student Achievement (SPSA)

School: Urban Promise Academy
CDS Code: 1612596118657
Principal: Tierre Mesa
Date of this revision: 3/26/25

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

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

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

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	<i>3/26/2025</i>
<i>The District Governing Board approved this revision of the SPSA on:</i>	<i>8/13/2025</i>

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Urban Promise Academy

Site Number:

236

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: March 26th, 2025

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

Principal

Tierre Mesa

Signature

5/22/2025

Date

Miguel Olivares

SSC Chairperson

Miguel Olivares

Signature

5/23/25

Date

SELLS Representative (optional)

Signature

Date

Cliff Hong

Network Superintendent

Clifford Hong

Signature

05/23/25

Date

Lisa Spielman

Director, Strategic Resource Planning



Signature

5/23/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/4/2024	All students	Gathered student feedback on their experience with learning during 23-24 using a student experience survey.
12/18/2024	All Staff	Sharing information about enrollment projections and knowledge of budget landscape for 24-25.
12/18/2024	SSC and SELLS combined	Sharing information about enrollment projections and knowledge of budget landscape for 24-25.
1/13/2024	All Staff	Budget training and gather feedback on budgetary priorities
1/15/2024	SSC and SELLS combined	Budget training and gather feedback on budgetary priorities
1/28/2025	Coffee with the Principal Families	Budget training and gather feedback on budgetary priorities
1/29/2025	All students	Student Budget Priorities Survey
2/11/2025	Coffee with the Principal Families	Gathered feedback on strengths and needs for SPSA Review
2/19/2025	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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$142,080.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$838,827.63

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$138,240
Title I, Part A Parent & Family Engagement (#3010)	\$3,840
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$142,080

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$838,827.63

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$39,800
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$253,779
Proposition 28 (Arts & Music in Schools #6770)	\$75,791
SUBTOTAL OF STATE & LOCAL FUNDING:	\$696,748

2025-26 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:	Board Approval Date:

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.

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, 2023-24

% 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 *SBAC & CAST exclude 10% penalty, if applicable.	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	-81.4	not available until fall 2025	-55.0
SBAC ELA Participation	All Students	97.2%	99.2%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	61.2%	48.0%	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-132.6	not available until fall 2025	-98.0
SBAC Math Participation	All Students	94.4%	94.4%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	13.6%	12.7%	not available until fall 2025	25.0%
California Science Test (CAST) Participation	All Students	93.7%	99.2%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, 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.				
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.				
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	English Learners	-139.9	-147.4	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%	62.3%	not available until fall 2025	45.0%
SBAC Math Distance from Standard Met	Special Education Students	-181.4	-184.2	not available until fall 2025	-98.0
SBAC Math Distance from Standard Met	English Learners	-171.1	-183.6	not available until fall 2025	-125.0
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	23.5%	15.9%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	30.6%	23.7%	not available until fall 2025	33.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning				
Identified School Need:	Provide quality case management and family engagement for chronically absent students and Tier 3 behavior students.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	65.3%	54.4%	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	4.4%	3.1%	not available until fall 2025	4.0%
Out-of-School Suspensions	African American Students	36.8%	13.3%	not available until fall 2025	15.0%
Out-of-School Suspensions	Special Education Students	6.2%	9.3%	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	59.0%	26.3%	not available until fall 2025	20.0%
Chronic Absenteeism	African American Students	88.2%	41.7%	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%	82.7%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<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>	<i>We expect our teachers to provide high quality standards-based instruction. We provide robust instructional coaching and professional development to support our teachers to improve the quality of their instruction. We are rooted in student learning outcome data analysis, routine student work analysis and continuously progress monitor on our goals. All teachers engage in two cycles of inquiry with their content departments that provide collaborative support to improve their student talk practices and student checks for understanding. We communicate with families during two conferences per year about their child's learning strengths and needs in ELA and Math, set goals and progress monitor in January.</i>
LCAP Goal 2:	<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>	<i>We provide reading, ELD and math intervention in a coherent and effective manner that results in growth for our students who are multiple years below grade level. Our reading tutor provides consistent small group SIPPS instruction to 5 groups of students and our reading specialist provides SIPPs and LLI instruction consistently to five small groups of students. We provide regular fluency practice to students across all grade levels and we focus on vocabulary instruction as well. We have three Blueprint fellows this year that provide math intervention to three small groups and push in to general education math classes to provide more personalized support to ELL and SPED students.</i>
LCAP Goal 3:	<i>Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning</i>	<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. We have partnered with community based organizations this year to provide multiple family workshops to build family's knowledge and skills on how to support their child's academic success.</i>
LCAP Goal 4:	<i>Increase teacher retention rate and improve diversity of teaching staff</i>	<i>Maintained high quality professional development opportunities. Many teachers have received individualized instructional coaching and have received release days for supported lesson planning and observations of other teachers. We have increased our staff diversity and invested time during staff meetings to improve our staff culture of ownership and belonging.</i>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<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>	<i>High level of need in foundational literacy skills (decoding) and a high number of English Language Learners who need specific language instruction. 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. It would be helpful to have more instructional materials, technology and supplies to support instructional differentiation.</i>
LCAP Goal 2:	<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>	<i>Due to high numbers of students coming into 6th grade multiple years behind in reading and math, we need to provide more foundational skill building and differentiated support in all content classes. We need to improve our implementation of the D-ELD curriculum and address the literacy needs of our ELLs in the D-ELD classes in a new way. We need more consistent and quality instruction, materials and technology in our math and ELD intervention classes.</i>
LCAP Goal 3:	<i>Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning</i>	<i>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 20% 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.</i>
LCAP Goal 4:	<i>Increase teacher retention rate and improve diversity of teaching staff</i>	<i>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.</i>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Urban Promise Academy

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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. One exception is that one of our Newcomer Assistant positions is vacant and there is a hiring freeze. Therefore, we are in the process of reallocating our CSI funding to create a contract with a online literacy tutoring service.

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 Literacy focused PD and two department-specific cycles of inquiry to support improved instructional strategies in all classrooms. We have focused specifically on fluency practices, checks for understanding 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.

Families want to increase the amount of funding for postage because cost of stamps has increased and sending paper copies of report cards is essential for families to understand their child's academic progress.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Field trip transportation and Classroom Books	i-Ready Reading at or above Mid-Grade	Providing more opportunities for students to go on fieldtrips connected to their academic studies to deepen their learning. Building more robust and diverse classroom libraries to support our sustained silent reading program in advisory that builds student's love for independent reading	We have successfully provided opportunities for at least two fieldtrips to all students so far this school year. 43% of students hit their annual iReady growth goal at the mid-year progress assesment and 18% have already hit their growth goal.	Continue because an investment in fieldtrips and quality, high-interest books will continue to get students more excited about learning and reading, but use another funding source for this expenditure.
Restorative Justice Facilitator	Out-of-School Suspensions	Train staff and students on strategies for conflict resolution and building a positive culture. Facilitate community building circles in classrooms and facilitate harm circles to resolve conflicts.	<p>Student out-of -school suspension rate is 2.6% Last year at this time it was 1.3% 22-23 at this time it was 4.4%</p> <p>We currently have 25 suspension incidents, which is 15 more out-of school suspension incidents than last year at this time.</p> <p>We have twice as many students involved in peer RJ leadership this year as we did last year.</p>	Continue because safety and restorative practices are a priority for students and families. Although our suspension data has increased this year compared to last, we are still well below the middle school network average.
ET/OT to support childcare for Expo	i-Ready Reading at or above Mid-Grade	Provide childcare services for Student Learning Expos where students share evidence of their learning with families	Has not happened yet. 8th grade Expo is in March and 6/7 grade Expo is in May.	Continue because many families need child care in order to attend and engage in Expo
ET/OT to support translation for family conferences	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	<p>42% of students have already met their annual iReady growth goal, 18% have made stretch goal on mid-year i-Ready reading assessment.</p> <p>95% of families attended their mid-year family conference.</p>	Continue because 90% of our families speak a language other than English so translations services are essential to family engagement

Postage to send report cards to student homes every marking period	SBAC ELA Distance from Standard Met	Send paper copy of marking period progress grades to families	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	Increase because postage costs are increasing and our enrollment increased because families feel families knowing their child's academic grades is really important.
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		Urban Promise Academy	SCHOOL ID:	236
3: SCHOOL STRATEGIES & ACTIVITIES			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 technology 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

LCAP Goal 2: Within three years, 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.		
Identified Need:		Improve implementation of Designated ELD curriculum and instruction and provide quality reading and math intervention to ELLs and SPED students in need.		
#	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
2-6	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	English Learner Students	Academic	Tier 2 - Supplemental
2-7	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-8	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-9	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

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

School Goal:		Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning		
Identified Need:		Provide quality case management and family engagement for chronically absent students and Tier 3 behavior students.		
#	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 liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	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		<i>Instructions & resources</i>		
#	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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	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). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	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	LTELs 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 all 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 2025-26 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
Contract with EBAYC to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$152,378	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-1
Contract with EBAYC to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-2
Fund a full-time guitar teacher position that will improve student attendance by providing quality music education that will engage and motivate students.	\$65,407	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10169	Teacher, Structured English Immersion	0.7			Establish electives and extracurriculars to encourage community amongst students.	236-3
Fund art and music supplies that provide students access to enriching instruction and improve academic outcomes.	\$384	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-4
Fund a full-time guitar teacher position that will improve student attendance by providing quality music education that will engage and motivate students.	\$9,344	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10169	Teacher, Structured English Immersion	0.1			Establish electives and extracurriculars to encourage community amongst students.	236-5
Fund art and music supplies that provide students access to enriching instruction and improve academic outcomes.	\$656	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-6
Fund a Newcomer social worker position that will provide therapeutic services to students and support Newcomer families to access community services to support food access, stable housing and immigration services.	\$63,726	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	6210	Social Worker	0.5			Group therapy/support, Social skills development groups	236-7
Fund a Restorative Justice position that facilitates restorative justice circles to build relationships and respond to harm to support overall positive school culture and social-emotional learning across the school.	\$31,743	California Community Schools Partnership Program	2205	Classified Support Salaries	7854	Restorative Justice Facilitator	0.2			Strong Restorative Justice (R.J) program with peer mediators and student council/leadership opportunities.	236-8
Fund a Restorative Justice position that facilitates restorative justice circles to build relationships and respond to harm to support overall positive school culture and social-emotional learning across the school.	\$112,458	California Community Schools Partnership Program	2205	Classified Support Salaries	9445	Restorative Justice Facilitator	0.8			Strong Restorative Justice (R.J) program with peer mediators and student council/leadership opportunities.	236-9

PROPOSED 2025-26 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
Fund Community School Manager position that case manages student attendance, participates in COST to provide students appropriate mental health services and supports family engagement by managing our family resource center.	\$15,658	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.09			Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	236-10
Contract with Wellness Together to increase access to mental health services for students to improve overall student well-being.	\$1,415	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Group therapy/support, Social skills development groups	236-11
Fund Community School Manager position that case manages student attendance, participates in COST to provide students appropriate mental health services and supports family engagement by managing our family resource center.	\$27,836	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.16			COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	236-12
Contract with Wellness Together to increase access to mental health services for students to improve overall student well-being.	\$943	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			Group therapy/support, Social skills development groups	236-13
Contract with EBAYC to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-14
Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	\$25,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-15
Provide materials for teachers that support project-based learning and instruction that engages students to take ownership of their learning.	\$5,800	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-16
Fund fieldtrips for all grades levels and ELD classes so that students can access experiential learning and culturally relevant experiences in the community that connect to their grade level curriculum.	\$9,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a			Provide access to high-quality fieldtrips to support experiential learning and connection to culturally relevant resources in the community.	236-17

[illegible]



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, family nutrition 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 Wednesday, August 28th, 2024 at 5:00pm. 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.



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.

The school provides opportunities for the participation of all parents, including parents with limited



Title 1, School Parent and Family Engagement Policy

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 28th, 2024 and will be in effect for the period of August 12, 2024 through May 29, 2025.

The school will distribute this policy to all parents on or before Sept 6th, 2024.

Name of Principal: Tierre Mesa

Signature of Principal

Date: 8/28/2024



Urban Promise Academy School Parent Compact 24-25

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 2024-25 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 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.



Urban Promise Academy School Parent Compact 24-25

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 Wednesday August 28th, 2024 and will be in effect for the period of August 12, 2024 to May 29, 2025. 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, 2024).

Signature of Principal Tierre Mesa

Date : 8/27/2024



Urban Promise Academy School Parent Compact 24-25

Este Compacto entre Escuela y Padres ha sido desarrollado conjuntamente con padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California

Este Compacto entre Escuela-Padres. está vigente para el año escolar 2024-2025

Responsabilidades de la escuela

La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1) Proporcionar un plan de estudios e instrucción de alta calidad en un aprendizaje eficaz y de apoyo. ambiente que permite a los estudiantes atendidos bajo el Título 1, Parte A cumplir con los exigentes estándares académicos del Estado de California. Urban Promise Academy utiliza un plan de estudios adoptado por el distrito de matemáticas ilustrativas, ciencias FOSS y educación EL (v2) en EL
- 2) Celebrar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual de cada niño. Urban Promise Academy celebra dos conferencias familiares dirigidas por estudiantes cada año con todas las familias.
- 3) Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos. Las familias de UPA pueden acceder a toda esta información utilizando la Plataforma de aprendizaje de Schoology.
- 4) Proporcionar a los padres acceso razonable al personal. A través de Parent Square y Schoology Learning Platform, las familias pueden comunicarse directamente con el maestro de sus hijos. Además, el Gerente de Escuelas Comunitarias de UPA permite a las familias expresar directamente sus necesidades y comunicarse con los miembros relevantes del personal.
- 5) Proporcionar a todos los padres y familiares, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y observar las actividades del aula. Ser voluntario y participar en eventos de distribución de alimentos y materiales.
- 6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos. Durante las conferencias familiares, se muestra a las familias de UPA cómo acceder a las Plataformas de aprendizaje de Schoology en casa para monitorear el progreso de sus estudiantes y proporcionarles materiales para que practiquen en casa.
- 7) Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales, Urban Promise Academy participa en conferencias familiares dos veces al año para compartir las metas académicas y SEL de los estudiantes, establecer planes de acción que involucren participación familiar y monitorea el progreso hacia esas metas.



Urban Promise Academy School Parent Compact 24-25

8)Garantizar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Urban Promise Academy utiliza Parent Square, District Translation Services y nuestro Robocall especialista en participación familiar Mam para hacer esto.

9.)Mantener un ambiente seguro en el campus, en particular asegurándose de que todos los visitantes registren su ingreso a la oficina principal y que las puertas exteriores permanezcan cerradas.

Responsabilidades de los Maestros

Acepto apoyar el aprendizaje de mis estudiantes de las siguientes maneras:

- . Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- . Esforzarse por abordar las necesidades individuales del estudiante.
- . Proporcionar instrucción de alta calidad.
- . Comunicarse con las familias sobre las inquietudes y los éxitos de los estudiantes

Responsabilidades de los Padres

Como Padre, Yo apoyare el aprendizaje de mi niño(a) de la siguientes maneras:

- . Ser voluntario en el salón de clases de mis hijos si es posible.
- . Asegurar una excelente asistencia.
- . Participar en decisiones relacionadas con la educación de mi hijo.
- . Asegurarme de que mi hijo lea 30 minutos al día.
- . Promover el uso positivo del tiempo extracurricular de mi hijo.

Responsabilidades de los Estudiantes

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Llegar a mis clases diariamente y a tiempo.
- Hacer mi trabajo de clase, tareas y lectura diariamente.
- Pedir o preguntar por ayuda cuando YO lo necesite.
- Mostrar los valores fundamentales de UPA: Respeto, Liderazgo y Solidaridad todo el tiempo..

Este Compacto fue adoptado por Urban Promise Academy el Miércoles 28 de Agosto, 2024 y seguirá en efecto por el periodo de agosto 12, 2024 al 29 de mayo de 2025. La escuela distribuye el Compacto a todos los padres y miembros de familias de estudiantes participantes del Título I, Parte A del programa e o antes del 6 de septiembre, 2024

Signature of Principal Tierra Mesa



Urban Promise Academy School Parent Compact 24-25

Tim Mesu

Date : 8/27/2024



Strategic Resource Planning (SRP)

Urban Promise Academy

School Site Council Membership Roster 2024-2025

SSC - Officers

Chairperson:	Miguel Olivares
Vice Chairperson:	Reina Cabezas
Secretary:	Emily Lin-Jones

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Tierre Mesa	X					
Reina Cabezas		X				1st
Miguel Olivares		X				1st
Emily Lin-Jones		X				1st
Hulda Monterroso Velasquez			X			2nd
Monica Anavisca				X		2nd
Miguel Anavisca				X		2nd
Jose Aguilar				X		1st
Francisco Chales Domingo				X		1st
Nicholas					X	1st
Highlighted names are Aeries verified-SMT						

SSC Meeting Schedule: (Day/Month/Time)	Every 3rd 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)