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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Urban Promise Academy

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Urban Promise Academy



**2026-27 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:** 4/22/2026

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>	4/23/2026
<i>Principal</i>	Signature	Date
Miguel Olivares	<i>Miguel Olivares</i>	4/23/26
<i>SSC Chairperson</i>	Signature	Date
<i>SELLS Representative (optional)</i>		
<i>Clifford Hong</i>	Signature	Date
<i>Clifford Hong</i>	<i>Clifford Hong</i>	04/24/2026
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	4/27/26
<i>Director, Strategic Resource Planning</i>	Signature	Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/17/2025	SSC & SELLS	Reviewed data and identified school needs, Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections
1/28/2026	SSC & SELLS	Discussed proposed expenditures and priorities
2/2/2026	Faculty	Discussed proposed expenditures and priorities
2/3/2026	Other	Collected input for next year's SPSA draft
3/25/2026	SSC, SSC & SELLS	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$217,280
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$834,132

### 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 Resource 3010	\$213,400
Title I Parent & Family Engagement Resource 3010	\$3,880
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$217,280</b>

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	
	<b>\$834,132</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$39,000
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$178,957
Community Schools Grant (CCSPP) Resource 6332	\$168,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$80,144
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$616,851</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Urban Promise Academy</b>		<b>School ID: 236</b>
<b>CDS Code: 1612596118657</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.4%	3.1%	90.1%	0.0%	1.5%	13.0%	98.5%	52.3%	25.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.6%	1.3%	2.0%	0.8%	0.0%	0.0%	98.5%	16.3%	91.4%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	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
<b>Identified School Need:</b>	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**

<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	All Students	-80.3	-81.4	-93.3	-55.00	-63.0
SBAC ELA Participation	All Students	97.2%	99.2%	99.5%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	61.2%	48.0%	48.2%	52.8%	53.2%

**Mathematics/Science Measures & Targets**

<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-123.4	-132.6	-144.2	-98.0	-114.0
SBAC Math Participation	All Students	94.4%	94.4%	94.7%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	13.6%	12.7%	7.5%	25.0%	17.5%
California Science Test (CAST) Participation	All Students	93.7%	99.2%	98.5%	95.0%	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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-138.0	-171.6	-161.4	-55.0	-131.0
SBAC ELA Distance from Standard Met	English Learners	-139.9	-147.4	-153.8	-114.0	-123.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	58.6%	62.3%	66.8%	70.4%	56.8%
SBAC Math Distance from Standard Met	Special Education Students	-181.4	-184.2	-196.3	-98.0	-166.0
SBAC Math Distance from Standard Met	English Learners	-171.1	-183.6	-195.4	-125.0	-165.0

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	23.5%	15.9%	12.4%	25.0%	25.0%
LTEL Reclassification	Long-Term English Learners	30.6%	23.7%	18.2%	33.0%	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	2026-27 New Target
Student Connectedness to School	All Students	65.3%	54.4%	42.6%	75.0%	65.0%
Out-of-School Suspensions	All Students	4.4%	3.1%	3.6%	4.0%	3.0%
Out-of-School Suspensions	African American Students	36.8%	13.3%	20.0%	15.0%	10.0%
Out-of-School Suspensions	Special Education Students	6.2%	9.3%	11.3%	5.0%	5.0%
Chronic Absenteeism	All Students	59.0%	26.3%	26.4%	20.0%	20.0%
Chronic Absenteeism	African American Students	88.2%	41.7%	58.3%	30.0%	25.0%

**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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	82.3%	82.7%	83.7%	90.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>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.	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.	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 SIPP instruction to 5 groups of students and our reading specialist provides SIPP 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 two Blueprint fellows this year that provide math intervention to a total of seven small groups, for 45 minutes a day, four days a week. We have implemented a new D-ELD curriculum this year that addresses needs observed in previous years and assigned D-ELD class sections to more teachers to decrease class size. Academic Counselor provides targeted intervention for students identified as at-risk of failing by coordinating Student Success Teams (SST), managing crisis-response and restorative justice supports, and implementing intensive attendance recovery. strategies.
<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	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. We added a new Case Manager position, as well as 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. The RJ Facilitator implements a supplemental tier of social-emotional support by facilitating restorative circles, training staff in proactive relationship-building and providing direct conflict-resolution services to students.

<i>LCAP Goal 4:</i>	Increase teacher retention rate and improve diversity of teaching staff	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.
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>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.	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.	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 improve collaboration of our D-ELD teachers. 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	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 in order 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	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. Teachers often work additional hours to collaborate on grade level and content-specific teams and extended contract hours are needed to support this additional work

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Urban Promise Academy

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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, school counselor, Case Manager, bilingual family liaison, Mam Family Engagement Specialist and Newcomer social worker have participated in 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 student work analysis, standards-alignment and language strategies and scaffolds to support acceleration for English Language Learners.

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 realized that we don't need all of the allocated funding for software licenses, so we have reallocated those funds to pay teachers extended contract hours for collaboration and lesson planning to support ongoing instructional improvement.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Extended Hours for Clerical Staff to Provide Translation Services</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Provide translation services for beginning of year and mid-year family conferences when teachers reviewed individual i-Ready progress data with families</p>	<p>42% of students have already met their annual iReady growth goal, 10% have made stretch goal on mid-year i-Ready reading assessment.</p> <p>95% of families attended their mid-year family conference.</p>	<p>Continue as it is important engagement strategy as 90% of our students speak another language at home. Families expressed it's importance.</p>
<p>Postage</p>	<p>College/Career Readiness</p>	<p>Send paper copy of marking period progress grades to families</p>	<p>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</p>	<p>Continue funding as this is an important strategy to support family access to academic progress information.</p>
<p>0.8 FTE Restorative Justice Facilitator Position</p>	<p>Out-of-School Suspensions</p>	<p>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. Build Peer RJ Leadership Program</p>	<p>Student out-of -school suspension rate is 1.2% Last year, it was 3.6%, in 23-24 it was 3.1%. We currently have 5 suspension incidents, which is 11 less out-of school suspension incidents than last year at this time. We have twice as many students involved in peer RJ leadership this year as we did last year.</p>	<p>Continue this position. It is critical to the work of creating strong, positive school community and addressing harm. Supports student leadership development as well.</p>

Software Licenses	i-Ready Reading at or above Mid-Grade	Used to purchase IXL, Soundtrap, Raz-Kids to support student learning acceleration and integration of podcast project into 7th grade Humanities project.	All of these licenses have been purchased and we have \$3,822 remaining to spend. iReady mid-year data- 42% of students have already reached their annual growth goal and 10% have met their stretch goal Haven't implemented Soundtrap projects yet.	Change this funding allocation for next year by engaging teachers to see if all of the math IXL licenses are actually needed and which licenses are the most impactful

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Urban Promise Academy	<b>SCHOOL ID:</b> 236
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**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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	Teachers engage in regular professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus; and attend Foundational Curriculum PD through Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-6	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus, and attend Foundational Curriculum PD through Standards & Equity Institute	All Students	Academic	Tier 1 - Universal
1-7	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal

1-8	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-9	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-10	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental
1-11	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-12	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 3 - Targeted
1-13	Schools monitor progress of students receiving literacy support and refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Targeted
1-14	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
1-15	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
1-16	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
1-17	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	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	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. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal
2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-8	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
2-9	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
2-10	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.**

<b>School Goal:</b>		Lower out of school suspension rate and number of suspension incidents and increase family participation in workshops to support student learning		
<b>Identified Need:</b>		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 FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			
3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-8	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities	All Students	Behavioral	Tier 1 - Universal
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted

3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted
3-15	Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	All Students	Academic	Tier 1- Universal
3-16	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL/Mental Health	Tier 1- Universal
3-17	Establish attendance team with an admin, CSM, Attendance Specialist, social workers, counselor, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 2 - Supplemental
3-18	Provide individual therapy/support and Social skills development groups through COST referral process	All Students	Behavioral	Tier 3- Targeted

**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	All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS**

#	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	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i><a href="#">ELL Progress Data</a></i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

**PROPOSED 2026-27 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
Quality Support Coach Stipend to support strong communication between day time and ASP staff and alignment of expectations and systems	\$3,050	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	\$36,920	After School Education & Safety (ASES)	4391	Carryover, Prior Year			0.00			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-2
Contract with EBAYC to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	\$113,987	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-3
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			0.00			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-4
Fund a guitar teacher position that will improve student attendance by providing quality music education that will engage and motivate students.	\$76,733	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10169	Teacher Structured Eng Immersn	0.65			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.	\$3,411	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-6
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.	\$113,663	California Community Schools Partnership Program	2205	Classified Support Salaries	9445	Restorative Justic Facilitator	0.80			Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities	236-7
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.	\$48,754	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7855	Program Mgr Community School	0.25			Establish attendance team with an admin, CSM, Attendance Specialist, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	236-8
Hire part-time family champions to support supervision in hallways and during recess and lunch	\$6,333	California Community Schools Partnership Program	5825	Consultants			0.00			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	236-9
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			0.00			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-10

**PROPOSED 2026-27 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
Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	\$19,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Provide access to high-quality enrichment opportunities afterschool, along with academic tutoring and support.	236-11
Provide childcare and translation services at school-wide events, such as grade level Expos and Family Workshops, so that families can fully engage in their child's learning. To support in-person registration and translation for family conferences	\$6,000	LCFF Supplemental	2420	Clerical Salaries: Stipends			0.00			Hold annual grade-level specific Exposition of Learning where families are highly encouraged to attend and listen to students sharing evidence of their learning.	236-12
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			0.00			Provide access to high-quality fieldtrips to support experiential learning and connection to culturally relevant resources in the community.	236-13
Purchase license agreements for Soundtrap, Raz-Kids, and Math Practice Platforms to provide differentiate learning materials to support student academic progress and practice of grade-level appropriate content and skills.	\$5,000	LCFF Supplemental	5846	Licensing Agreements			0.00			Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-14
Fund a classroom teacher position will provide small group reading intervention to students who are multiple years behind grade level proficiency in reading	\$29,957	Learning Recovery Emergency Block Grant (LREBG)	1105	Certificated Teachers' Salaries	4303	Teacher Structured Eng Immersn	0.20			Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	236-15
Fund a teacher on special assignment (TSA) position to support instructional coaching, leading collaborative PLC meetings and whole school PD to support improved instructional quality and improved student learning outcomes	\$145,250	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10848	TSA 11Mon 12Pay	0.80			Teachers engage in regular professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus; and attend Foundational Curriculum PD through Standards & Equity Institute.	236-16
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.	\$146,262	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7855	Program Mgr Community School	0.75			Establish attendance team with an admin, CSM, Attendance Specialist, social workers, counselor, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	236-17
Fund library technician position that will organize systems to support students to have access to high quality independent reading books and create programs to increase reading motivation	\$94,230	Measure G, Library Support	2205	Classified Support Salaries	9590	Library Technician	1.00			Provide access to high-quality instructional materials and books to support student learning of grade-level appropriate content and skills.	236-18
Fund a music teacher position that will improve student attendance and connectedness by providing quality music education that will engage and motivate students.	\$70,870	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	2184	Teacher Structured Eng Immersn	0.60			Establish electives and extracurriculars to encourage community amongst students.	236-19





# 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 27th, 2025 at 4:30pm. 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, 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 27th, 2025 and will be in effect for the period of August 11, 2025 through May 28, 2026.

The school will distribute this policy to all parents on or before Sept 2nd, 2025.

**Name of Principal: Tierre Mesa**

**Signature of Principal**

A handwritten signature in black ink that reads "Tierre Mesa".

Date: 8/27/2025



## Urban Promise Academy School Parent Compact 25-26

*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 2025-26 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 25-26

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 20 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 27th, 2025 and will be in effect for the period of August 11, 2025 to May 28, 2026. 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 2nd, 2025.

**Signature of Principal Tierre Mesa**

**Date : 8/27/2025**



Strategic Resource Planning (SRP)

**Urban Promise Academy**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Miguel Olivares
Vice Chairperson:	Lucia Casteneda
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	<b>X</b>					
Reina Cabezas		<b>x</b>				<b>2nd</b>
Miguel Olivares		<b>X</b>				<b>2nd</b>
Emily Lin-Jones		<b>x</b>				<b>2nd</b>
Hulda Monterrosa Velasquez			<b>X</b>			<b>1st</b>
Lucia Casteneda				<b>x</b>		<b>1st</b>
Vianey Hernandez				<b>x</b>		<b>1st</b>
Jose Aguilar				<b>x</b>		<b>2nd</b>
Martha Vasquez				<b>x</b>		<b>1st</b>
Naomi					<b>x</b>	<b>1st</b>
Highlighted names are Aeries verified-SMT						

<b>SSC Meeting Schedule:</b> (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)