

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2023-24

School Name:	Urban Promise Academy	Site #	236	Date	3/17/2023
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School Mission and Vision

Mission The mission of Urban Promise Academy is to develop scholars, warriors, and artists. We prepare the middle school students of Oakland for success in college and career by equipping them with the skills to become confident, self-driven learners and respectful leaders who show solidarity with their communities. **Vision** At Urban Promise Academy, we prepare our students for success in college, career, and community through an innovative approach that emphasizes project based, personalized, and social emotional learning. UPA's school model is key to supporting our diverse learners who represent many academic, emotional, language, and literacy skills. Students engage in project based learning that develops critical thinking skills and provides authentic opportunities for collaboration. They are creative problem solvers who apply their learning to a real world context. In our personalized learning model, students set meaningful goals, reflect on progress, and adjust based on feedback. They become literate in technology. Our students drive their own learning in order to master grade level content. Our students become self expressive through reflecting on their own journey. They take risks and creatively express themselves through the arts. Students empathize with others across differences in our social emotional learning model. UPA students are lifelong learners who actively seek knowledge. They are leaders who advocate for justice in their communities to create positive change.

Community School Implementation Team - members that contributed to this document (add additional names at the end of form as needed)	NAME	ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))	EMAIL
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School Demographics

Special Populations	% Male	% Female	% FRL	% LCFF	% English Learners	%Unhoused	%Foster Youth	%SPED	
	54.9%	45.1%	96.0%	96.0%	53.7%	0.3%	0.3%	16.0%	
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	3.8%	0.0%	2.4%	85.6%	1.6%	0.3%	0.6%	3.3%	13.0%

OUSD CCSPP GRANT OBJECTIVES:
Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners.
Priority 2: Creating Joyful Schools. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates.
Priority 3: Strengthening Student and Family Engagement. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy.
Priority 4: Increasing Opportunities for Academic Innovation and Acceleration. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready.

COMPREHENSIVE COMMUNITY SCHOOL PRIORITY ANALYSIS

PRIORITIES	Describe whole school successes from Year 1	Describe whole school challenges from Year 1	Deepest Underlying Cause What are some of the reasons why we have these challenges?
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Collaborative Leadership	Hired three family champions to work during the day time and have had very active All City Council student representatives that have gone to meetings each month, student on SSC, BLT leadership students of Black Student Union, held Instructional Walkthrough for families	In the process of building family leadership capacity and student leadership capacity so that they voice their concerns and advocate for the changes they want to see	Some students and families have been conditioned through past experiences with schooling that their voices and opinions don't matter
Joyful Schools	We have an increased amount of student clubs available during lunch/recess and afterschool, in addition to our EBAYC after school programming. We have partnerships with several CBOs to provide mental health services through COST referrals. We also provide food distribution and support families to access community services through our Family Resource Center and school-based clinic	Mental health needs often exceed our capacity to provide services and we have limited space for our off-site providers to meet with students	Mental health needs are high and we have limited space on campus. Hoping to add portable on campus for 24-25 to provide 6 offices for increased access to services.
Student Engagement	Student engagement in learning is high due to quality instructional practices happening consistently across the classroom. Increase in student participation in leadership groups, after school programming and athletics programming.	Need to continue to increase authentic student engagement in learning, student structured talk in classroom and providing more opportunities for students to productively struggle with learning new skills and concepts	More cycles of inquiry, teacher planning and collaboration time needed to improve instructional practices leading to increased student engagement
Family Engagement	Provided ESL classes for families and Family Literacy Workshops. Partnered with different CBOs to provide family workshops on domestic violence, healthy relationships, and nutrition. We also held family engagement "Coffee with the Principal" every two weeks. Family conferences bi-annually and annual Exposition of learning for each student	Limited family engagement on student academic progress other than bi-annual family conferences	Our LMS is difficult for families to connect to and navigate so considering changing to Schoology for next year
Academic Innovation & Acceleration	Offered afterschool tutoring with teachers for students who were struggling academically and lunch time office hours. Provided math intervention classes during our designated-ELD period in our schedule. Academic outreach meetings with families with students below 2.0 .	Need to provide more consistent reading intervention (4X a week) for more students. 100 students with decoding issues at the beginning of the school year	Need more staff providing reading intervention and creativity with master schedule

YEAR 1: 2022-2023: STRATEGIC ACTION REFLECTION

PRIORITIES	YEAR 1 Strategic Actions What key strategic actions to support developing a community school were implemented in Year 1? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2023 What evidence (qualitative and/or quantitative) shows progress towards your goals?	22-23 Budget Resource
Collaborative Leadership	Funding three part-time family champions to work on campus to support student culture and increase collaboration between families and staff. Black Excellence Night to support leadership of Black families. Student advisor position invested in improving our participation in All City Council. Instructional Walkthrough with families.	Family CHKS Data growth, # of events to support family/staff/student collaborative leadership, participation rates	Measure G1

Joyful Schools	We have an increased amount of student clubs available during lunch/recess and afterschool, in addition to our EBAYC after school programming. We have partnerships with several CBOs to provide mental health services through COST referrals. We also provide food distribution and support families to access community services through our Family Resource Center and school-based clinic. Restorative Justice work has kept student suspension rate relatively low, far below middle school network average	Student connectedness survey data, student CHKS data, student participation rates in leadership activities, student suspension rate	LCFF Supplemental
Student Engagement	Student engagement in learning is high due to quality instructional practices happening consistently across the classroom. Increase in student participation in leadership groups, after school programming and athletics programming.	Student connectedness survey data, Sown to Grow data, student GPA data and chronic absentee attendance data	Title I
Family Engagement	Provided ESL classes for families and Family Literacy Workshops. Partnered with different CBOs to provide family workshops on domestic violence, healthy relationships, and nutrition. We also held family engagement "Coffee with the Principal" every two weeks. Family conferences bi-annually and annual Exposition of learning for each student	CHKS Survey data, family workshop and event participation rates.	Salesforce PIF
Academic Innovation & Acceleration	Offered afterschool tutoring with teachers for students who were struggling academically and lunch time office hours. Provided math intervention classes during our designated-ELD period in our schedule. Academic outreach meetings with families with students below 2.0. Academic Mentor instructional push-in to provide more individualized instruction	i-ready progress data, progress data on SBAC and interim assessments	Salesforce PIF

YEAR 2: 2023-2024 STRATEGIC ACTIONS

PRIORITIES	YEAR 2 Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2024 What evidence (qualitative and/or quantitative) will you look for to know you are successful?
Collaborative Leadership	Prioritize funding part-time family champions to work on campus to support student culture and increase collaboration between families and staff. Black Excellence Night to support leadership of Black families. Student advisor position invested in improving our participation in All City Council. Continue regular coffee with principal to gather feedback from families and build clear understanding of our school vision and programatic work to support it	Family CHKS Data growth, # of events to support family/staff/student collaborative leadership, participation rates
Joyful Schools	Continue investing in restorative justice work to resolve student conflict prior to them becoming more serious. Also building community utilizing the community circle process. Providing increased case management and wrap around services for newcomer social worker. Provide increased on-site student mental health services through partnership with internship program at the Wright Institute	Student suspension rate, Newcomer attendance rate, student connectedness survey data, CHKS survey. Participation rates in student mental health services.
Student Engagement	Continue to invest in building student leadership programs and clubs, and affinity spaces for students in under-represented groups. Continue to provide instructional coaching to teachers to support instructional strategies to increase student engagement in learning	Student connectedness survey data, Sown to Grow data, student GPA data and chronic absentee attendance data
Family Engagement	More support to engage Spanish Speaking families. Clear communication strategies and weekly family newsletter. Coordinator of family workshop calendar. Increased support with access to services to support family basic needs. Coordination of family conferences and providing translation. Also teachers continue to provide ESL, literacy and technology workshops for extended contract payment	CHKS Survey data, family workshop and event participation rates.
Academic Innovation & Acceleration	Academic mentors provide push in during regular day time instructional classrooms to increase personalization for all students. Teachers provide academic support after school to students who are struggling.	i-ready progress data, progress data on SBAC and interim assessments