

# SCHOOL QUALITY REVIEW REPORT

FOR

## URBAN PROMISE ACADEMY

3031 East 18<sup>th</sup> Street Oakland, CA 94601

Oakland Unified School District

Principal: Mark Triplett

2011-2012

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## BACKGROUND TO THIS PILOT YEAR'S WORK

During 2010-2011, fourteen task forces were formed with representation from a variety of stakeholders ranging from students and parents, to teachers, administrators, and community partners throughout Oakland. The Quality Community Schools Development Task Force was formed to define and set out a work plan to move the community toward a common vision of quality in Oakland's schools.

The Quality Community Schools Development Task Force created a set of School Quality Standards, comprised of seven Key Conditions delineating seventy-two Quality Standards. This work incorporates findings from other task forces (Teaching Effectiveness, Effective Leadership, Full Service Community Schools, Experience and Achievement, and African American Male Achievement) that were also addressing elements of quality in schools. At the end of the year, the School Quality Standards and the School Quality Review process were incorporated into the District Strategic Plan, which was adopted by the OUSD Board of Education in May 2011.

The 2011-2012 school year is year 1 of School Quality Review implementation. One goal of the Quality Community Schools Development office for year 1 is "to implement a successful pilot of 15 schools for School Quality Reviews across 3 regions in grades K-8." In this "pilot" year, with its emphasis on design and capacity building, the School Quality Review Office, with counsel from the Executive Officers and other district leadership, made a few strategic decisions about the content and process of the reviews—decisions that make this year's reports different from future reports.

- While the adopted School Quality Standards are organized into seven broad categories, which are called "Quality Indicators", this year's data collection and written findings have focused on five of the seven Quality Indicators. See the Rubric Analysis section in the Findings for further detail.
- Within these five Quality Indicators, this year's data collection and written findings also has focused on select, "high leverage" school quality standards, not every standard. Again, see the Rubric Analysis section in the Findings for further detail.
- The rubrics for assessing a school's development toward each standard are of 2 different designs. The decision was to pilot each design this year and then, after evaluating each design's strengths and weaknesses, to commit to one design going forward. Again, see the Rubric Analysis section in the Findings for further detail.
- The Summary Narrative in each Findings Report will vary in its structure from report to report. Again, the decision was to pilot different versions of the Summary Narrative and then, after evaluating each version's strengths and weaknesses, to commit to one structure going forward.

Finally, in an effort to align the School Quality Review Office's work with the larger District as it implements various parts of the Strategic Plan, this report mirrors language from the Community



Schools Strategic Site Plan, using the term “Quality Indicators” rather than “Key Conditions” to identify the broad categories into which the standards are organized. Note that:

- Quality Indicator **1** – Quality Learning Experiences for All Students – is Key Condition **2** in the original School Quality Standards, as adopted by OUSD’s Board in May 2011.
- Quality Indicator **2** – Safe, Supportive, & Healthy Learning Environments – is Key Condition 3 in the original version.
- And so forth, such that Quality Indicators **1-5** represent Key Conditions 2-6 in the original version.



**PART 1: THE SCHOOL CONTEXT**

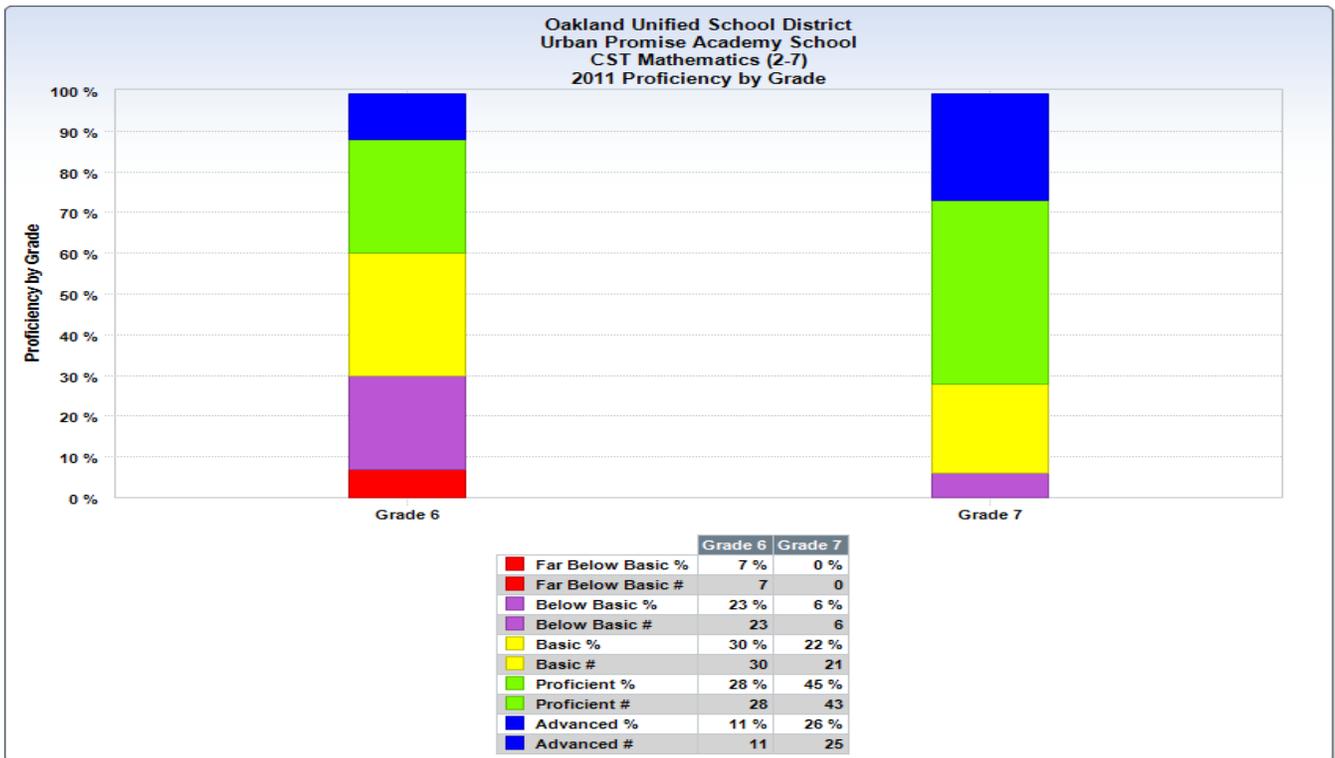
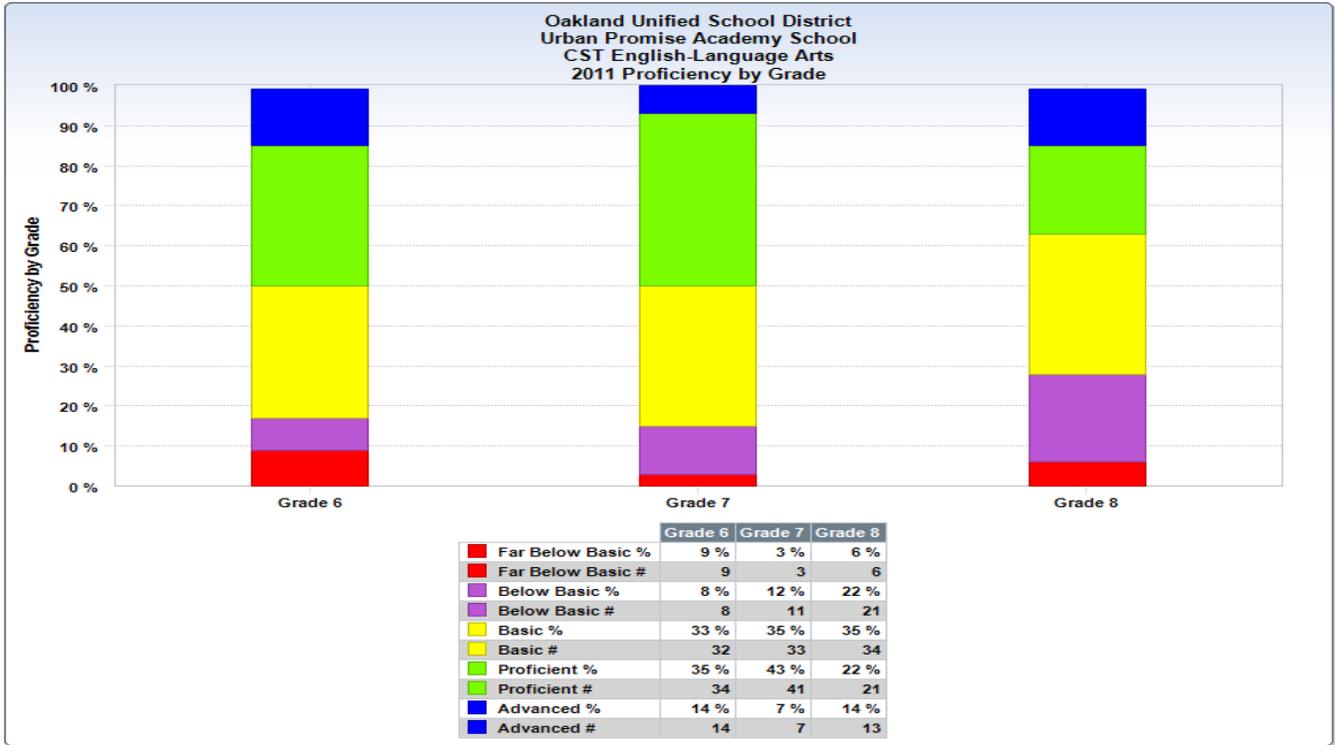
Urban Promise Academy (UPA) is a small middle school serving approximately 315 students in the Fruitvale neighborhood. The school is small by design and part of Oakland’s “small autonomous schools” movement. It services families within the Fruitvale community as well as students throughout Oakland. The school has been in existence for ten years and has experienced improvement in the California standards tests since its inception in 2001.

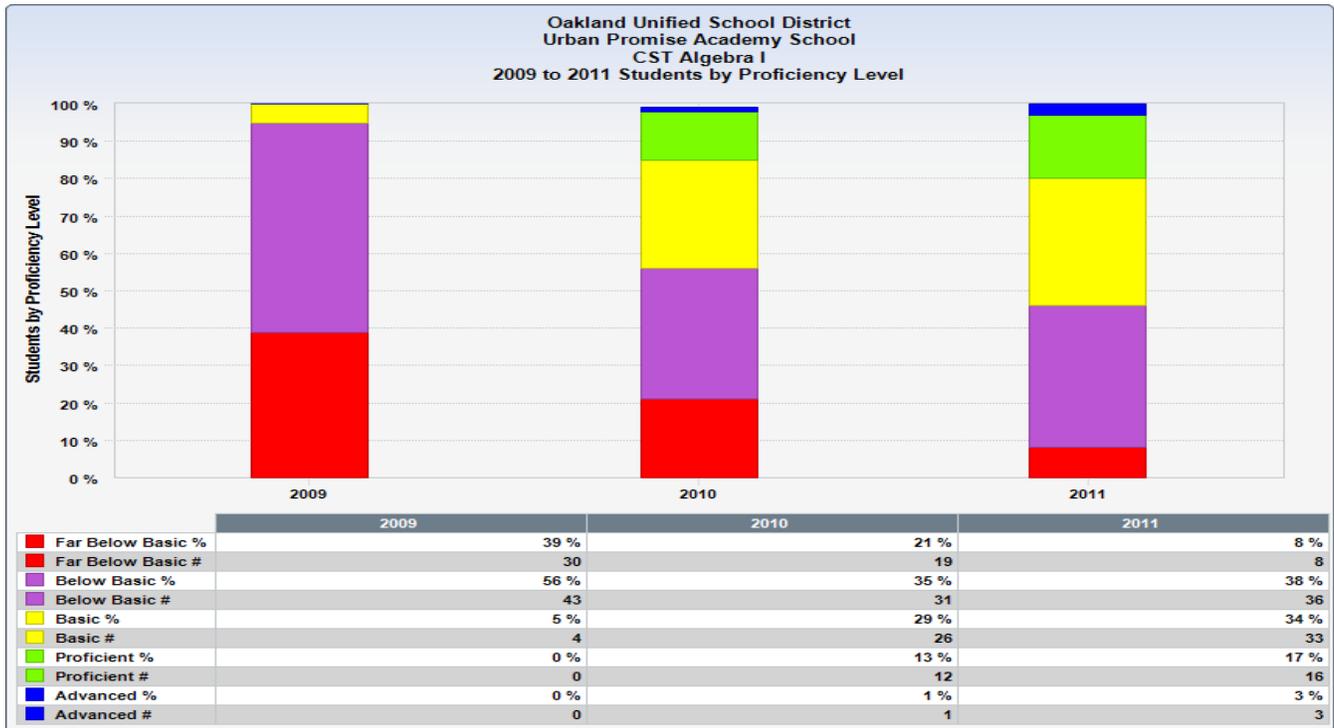
The school’s demographics reflect the low-income Latino and Asian neighborhood in which it is located. Presently, the school services 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. The student body is 87 percent Latino, 4 percent African American, 7 percent Asian, 1 percent multi-ethnic and 1 percent White. Ninety percent of students qualify for free and reduced lunch and 7 percent are identified as needing special education support. The school services a large English Learners population (56%).

School data show a 15 point increase in the Academic Performance Index (API) last school year and a steady increase in API for the past five years. Although the school met API growth school-wide, it did not meet growth in the socioeconomically disadvantaged subgroup because of a decrease in API points in the small African American subgroup. The school has not achieved AYP proficiency for the past two years. During 2011, the school met 12 of 17 AYP criteria (eight criteria for meeting participation rates; another eight for meeting proficient standards; and one for meeting API growth). Only three of eight percent proficient criteria were met by safe harbor (increasing 10 percent of the subgroup population into proficiency even though the target is not met).

API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Growth API</b>	649	658	692	733	748
AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>AYP Met?</b>	Yes	No	Yes	No	No
<b>AYP Criteria Met / Total (17)</b>	64.7%	52.9%	100.0%	82.4%	70.6%

The following tables break down data by grade level and subject tested. In these charts, you can observe 7<sup>th</sup> grade as the strongest grade academically in both English Language Arts and Mathematics. You can also observe that though 8<sup>th</sup> grade Algebra has the lowest math scores, the school is decreasing FBB and BB scores and moving students toward proficiency.





The school, in its self-reflection, attributes these improvements to three main school components:

1. Support provided for students’ social and emotional development – the counselor, partnerships with other agencies providing support services, the after school program, and Project WILD (Wilderness, Independence, Leadership Development);
2. The collaborative and teacher-led nature of the site’s professional development, the strong voice teachers have in leadership, the high quality of teaching and support staff, and the strong collaborative culture of the staff; and
3. The intervention programs for struggling students – Morning and Afternoon Boost, RTI (Response to Intervention) beginning, Project Phoenix, and Homework Club.

Urban Promise Academy has identified the following areas of focus for the 2011-2012 school year:

1. Professional Development and Instruction: Formative assessments, standards based grading, portfolio assessment, project-based learning, and structured student interactions;
2. Academic Focus: Developing the whole child, English language learning, far below basic (FBB) and below basic (BB) student focus (particularly in math), 8<sup>th</sup> grade achievement and culture of leadership;
3. School Culture and Safety: Building leadership through a transition to high school and beyond; Wilderness, Independence, Leadership Development (WILD); expectations, incentives and consequences aligned across school; and
4. Family Engagement: Health and Wellness Initiative, Academic Engagement, and Adult Literacy.



## PART 2: OVERVIEW OF THE SCHOOL'S PROGRAM

The School Quality Review team spent three days (December 5 – 7, 2011) observing classrooms; observing the public areas of the school; and interviewing students, parents, teachers, classified staff, administrators, and community partners. The detailed findings are included in part three of the report. This section is included with the goal of providing a summary of the team's findings.

### Quality Indicator 1: QUALITY LEARNING EXPERIENCES FOR ALL STUDENTS

#### Current status:

Urban Promise Academy (UPA)'s major goal is to demonstrate that all students can achieve at high levels when there is the "will and skill" to make that happen. The school has designed its academic program very strategically, using a cycle of inquiry and engaging in ongoing reflection and adaptation of the academic program in service of students. The school's work plan is reviewed and evaluated consistently and improved as necessary. In part as a result, CST scores have steadily improved.

UPA's students take daily blocks of English, Math, Science, History and Physical Movement. UPA emphasizes inquiry-based learning and arts integration, actively involving students in the process of learning through long-term projects, fieldwork experiences, and expositions of their work. All students are supported as individuals through a CREW (advisory type) system that maintains a 1:18 teacher-student ratio. All students have the opportunity to participate in the after school sports and enrichment program. The school also offers their struggling students intervention classes, either before school (AM Boost), during the day, or in the after school tutoring program. The school has made agreements to utilize structured student interactions (Kagan and other) to engage students and deepen their understanding of content. The school's schedule provides a common preparatory period for all teachers in every grade level four days a week for one hour to develop creative and engaging lesson plans.

#### Strengths:

1. A teacher push to use student engagement practices is high at Urban Promise Academy.
  - In classrooms where teachers checked for student understanding, this was done using multiple strategies (white boards, walking around tables, equity sticks, gallery walks, and think-pair-share).
2. Curriculum reflects an academic push by adults to have all students progress and attain high levels of mastery by addressing grade-level standards.
3. According to the self-reflection, policies and structures that are designed to support English Language Learners are in place (E.g., use of regular formative assessments such as exit tickets to assess student learning, instructional practices that are vertically aligned so that students'



- learning experiences are seamless and well-supported, and lesson structures that follow the gradual release of responsibility model).
4. In analyzing the quality of “safe and nurturing learning experiences” at UPA, the SQR Team observed that UPA’s classes are places in which teacher and student interactions are positive and caring and create emotionally/physically safe learning environments.
  5. In the after school program, students are safe and have a variety of enrichment opportunities to support the whole child.
  6. All students interviewed shared that they like their teachers, their teachers care for their students, and they feel comfortable asking them for help when they do not understand something.
  7. Teachers meet in grade level teams for common preparation and have conversations/agreements about instructional strategies that promote active learning with their students, as evidenced by teacher focus groups.
  8. Boost intervention class provides an opportunity for students to learn and practice at their present grade level. BOOST addresses intervention support in English (for English Learners) and Mathematics (for all students).
  9. Overall the SQR Team found many classes in which students who were interviewed had a clear understanding of what they were learning.
  10. Teachers expect students to answer in complete sentences. Students answered to team’s questions in complete sentences.
  11. The school’s master schedule reflects a CREW class (advisory type); Wednesday’s CREW is extended and college-going culture curriculum is presented.
  12. Students visit colleges annually (City colleges in 6<sup>th</sup> grade; State colleges/universities in 7<sup>th</sup> grade; and University of California /Private Universities in 8<sup>th</sup> grade). College trips show students life after 8<sup>th</sup> grade.
  13. The Student Focus Team addresses behavioral issues which interfere with academics and refer students to other services to support social-emotional concerns.
  14. The Counselor is very active in supporting students and is a member of multiple platforms of support to students.
  15. There is no evident segregation, mostly due to the fact that there are no separate, gate-keeping course sequences that might limit some students access to curriculum needed for preparation for higher education.
  16. UPA uses its Wilderness program to build leadership and positive culture in the school.

### Challenges:

1. Rigor is missing in the area of meaningful and challenging curriculum.
  - In only 9 out of 14 (64%) classroom visits, students connected prior knowledge, skills, or experiences to the new learning.
  - In only 6 out of 14 (43%) classroom visits, students applied their learning to meaningful questions or problems.



- In only 3 out of 14 (21%) classroom visits, the SQR Team observed students actively using 4 or more of the following critical thinking skills—remembering, understanding, applying, analyzing, evaluating and creating.
  - In 9 out of 14 observations (64%), students used only 2-3 critical thinking skills.
  - In three observed classes, students were coloring (name cards, a worksheet, and cards to families). In discussions, teachers made it clear that the coloring had begun in previous periods, and they had agreed to give students an additional period to continue.
2. An intentional push to introduce, learn, and use academic language/vocabulary development, especially necessary in teaching English Learners, was not observed.
    - In two classroom observations in the Humanities department, students were silent for the majority of the instructional time.
    - No linguistic objective was included in the learning target.
    - In several Math classes, students were only observed copying notes without a vocabulary focus.
    - Vocabulary used by students in the majority of classes was related to the one or two words students were concentrated on that day (adverbs, metaphor, simile, etc.).
  3. Differentiation was only observed in BOOST classes and in one science class via the Do Now activity. Students were involved in the same activity.
  4. The use of equity sticks was only observed in two classrooms.
  5. Think-pair-share is a technique widely used by teachers, but based on the team's observation, less than 85 percent of students are required to share their discussions as a checking for understanding technique.
  6. The implementation of school-wide policies, structures, and practices to support ELLs appears to be inconsistently applied. It is clear that teachers are aware of instructional practices, such as gradual release of responsibility and formative assessments. However, it appeared that teachers struggled to apply them consistently.
    - Only one exit ticket was directly observed based on Monday – Tuesday classroom observations.
    - In terms of instructional sequence, some classes were clearly structured to follow the model of gradual release of responsibility. In these classes, however, the students did not engage in authentic independent practice. Instead, the teacher scaffolded the independent work so that it became guided, rather than independent, practice.
  7. Students collaborated and/or learned using various learning modalities and/or multiple intelligences in only 9 of 14 (64%) classroom observations. In a few classrooms students joked around among themselves during note-taking time when teacher was not looking.
  8. Although all students (20) could answer what they were learning in class by repeating the learning objective or by describing the assignment they were doing, when asked why it is important to learn the objective of the lesson, their answers were general and students could not relate them to their future.



9. The SQR team did not observe evidence that UPA identifies students who are mastering expected learning targets (Gifted and Talented Education/Advanced) ahead of their peers or that the school provides supports that address identified academic enrichment needs.
10. Although the school has a MESA (Mathematics Engineering Science Achievement) program sponsored by the after school program, this enrichment program has an enrollment of 20 students. Only 7 students were observed during a classroom visit because students had been pulled for homework detention or other interventions by teachers.
11. Although the non-Latino population is small (13%), supports systems for this population is less evident.

## Quality Indicator 2: SAFE, SUPPORTIVE, & HEALTHY LEARNING ENVIRONMENTS

### Current status:

Urban Promise Academy has put in place a variety of strategies and services to support the physical, emotional and social needs of their students. To address physical needs, the school's nurse is in communication with the front office to identify students' physical needs and to contact doctors of students with excessive absences. The after school program offers physically rigorous programs that encourage students to develop their physical health. Classes such as martial arts, hip hop dance, soccer leagues, fresh fit and fabulous, basketball and the outdoor club are some of the activities students have access to in their after school program. To address emotional needs, the school provides both individual and group counseling through the school counselor, the Wright Institute, and the counselor of La Clinica School-Based Health Center. The school also has a Student Focus Team (SFT) that meets weekly to discuss students of concern and develop action plans to support them. The school has also implemented an Early Start program in August to support incoming 6<sup>th</sup> grade students in alleviating their anxiety of transitioning into middle school. To address the social needs of students, UPA provides peer educators who meet with sixth graders and teach them prevention classes in the areas of gang violence, sexual harassment, smoking, drugs and alcohol, and homophobia. UPA's small school design allows the personnel and the programs to support every child by identifying and addressing students' needs quickly.

### Strengths:

1. Expectations for student behavior have been communicated to and internalized by the school community in order to provide a safe, supportive, and secure learning environment.
2. Health partnerships ensure that student health needs are met, and health education is integrated into the school day.
3. Systems are in place to ensure that the community has access to the facilities and that the space is taken care of.



4. The Master Schedule reflects classes which address the academic and social-emotional needs of the students, as well as supporting the collaboration of teachers of the same grade level (BOOST and CREW).
5. The Master Schedule aligns the conference periods of teachers who teach the same students, thus allowing opportunities for teachers to collaborate on student progress and curriculum.
6. The school recognizes the importance of building community among all its members and has instituted a wilderness camping experience for each grade to develop community and build relationships.
7. Staff retreats occur before and during the school year to build collaboration and address ongoing issues.
8. The school has developed its own supports, and it partners with outside agencies to address the social-emotional, academic, and health needs of students and families using mechanisms such as the Student Focus Team, Student Study Team, Coordination of Services Team (COST), and Student Attendance Review Board (SARB). The counselor plays a role in ensuring that referrals are followed up and that students are caught in this safety net. Examples of the site's safety net include the Diversity Circle, Conflict Resolution, Peer Educators, regular assemblies to recognize students, etc.
9. Parents and Families are cognizant of resources available and how to access them, as articulated by parents in a focus group.
10. Teacher procedures, practices and talk support students with strong learning experiences, and students display safe and respectful behaviors.
11. Communication between students is safe, nurturing, and caring, as observed in classrooms and as communicated via student focus groups.
12. A Family Resource Center provides trainings and workshops for parents; a parent survey assists in determining what will be offered. The Family Resource Center reaches out to involve families in the school's activities, including the School Site Council and parent conferencing. There exists a dedicated core of parent volunteers who assist in reaching out to families, staffing the salad bar, and availing themselves as needed.
13. Urban Promise Academy has created a school community which recognizes the importance of creating trust and developing relationships with the school's community.

### **Challenges:**

1. Location of the Health Clinic on the next campus makes student accessibility a challenge. Though the nurse works closely with the Health Clinic Coordinator, students must walk through a locked gate to the next campus to access the clinic.
2. Though parents were enthusiastic in expressing their children's ability to access academic support when needed, some parents were unaware of how and why their children were placed in their general education classes.
3. Students and parents expressed some dislike with the school food; however, both groups worked to affect change and assisted in the creation of a salad bar.



4. Parent participation among some subgroups (African American and Asian) appeared to be limited; students in the African American focus group expressed that they feel challenged when the majority of their classmates speak another language. Further efforts in developing participation from these subgroups are warranted.
5. Though the school recognizes the challenges of ensuring inclusiveness for all families, school activities and conferences are not representative of participation by all subgroups.
6. The school has developed Diversity Circles to address inclusiveness issues with the students, but the Circles have only met once, though the school has plans to continue them and to start an LGBTQ committee. The team is to meet weekly and develop a family workshop plan, staff PD, and training.
7. The after school programs began a Black Student Union to address the needs of African American students, limited to present an assembly during Black History Month.
8. There are available spaces in the after school program which might be considered a resource for students in need of additional support.
9. Though the school is reaching out to include more of the non-Latino parents, parent members of the SSC and those that utilize the Family Resource Center are predominantly from the Latino community.

### **Quality Indicator 3: LEARNING COMMUNITIES FOCUSED ON CONTINUOUS IMPROVEMENT**

#### **Current status:**

UPA's instructional program is founded upon the notion of building real and consistent time for teachers to collaborate. The school's schedule calls for school to end early on Wednesdays. This time allows teachers to spend at least one and a half hours after school sharing curriculum, discussing assessments, and sharing best practices. The school day is also structured to allow for daily partner planning time and weekly grade level planning. Additional department professional development is scheduled throughout the school year, as identified by teachers via an annual survey. The instructional foci this year are formative assessments, student interactions, differentiation, and project-based learning. In addition, the school will offer periodic teacher-led workshops on how to best support special needs students, as well as how to integrate art into each classroom, especially given that the school already integrates special education students into the regular program. Data analysis, reflection, and inquiry drive all professional development opportunities at the site. Professional Learning Communities (PLCs) are in place that allow for department and grade level groups to refine and create systems presently in place, as well as to explore new ideas and have a safe space to receive feedback.



## Strengths:

1. UPA holds teacher collaboration as a strong practice; they center their collaboration on students.
  - The math department is developing Standards Based Report Cards during their collaboration.
  - The Special Education teacher ensures that students with disabilities receive the accommodations they need to be successful.
  - Students' self-reflection tools are addressed during PLC collaboration time.
2. The school employs an "Instructional Facilitator" to oversee Smart and Strategic Professional Development and Professional Learning Communities as a practice to support collaboration in the school.
3. Teachers are involved in an annual retreat where they begin their team collaboration.
4. Departments hold data conferences after each benchmark assessment; results are analyzed based on the standards, and teachers are encouraged by administration to use these results to inform their instruction.
5. Students have access to their benchmark results after each benchmark assessment.
6. Teachers use a variety of formative assessments such as exit tickets, quizzes, reflection writing, writing samples, and project-based learning to determine how students are progressing.
7. CST (California Standards Test) and SELP (Stanford English Language Proficiency) test data is used to place students into BOOST (intervention classes in ELA and Math).
8. Behavior data is discussed and addressed during Student Focus Team meetings.
9. The school's goal in the development of Professional Development activities is to "Empower teachers and encourage leadership opportunities." Teacher input is valued and teachers share their needs via an annual survey. Teachers want a differentiated Professional Development plan because they range in experience and skill. The School Leadership Team uses this information to develop the annual Professional Development Calendar during their spring leadership retreat.
10. UPA's school-wide Professional Development focus for the 2011-2012 school year includes
  - Project based learning and cross content collaboration,
  - Student interaction structures that support academic English language development,
  - Formative Assessment,
  - Thinking Maps, and
  - Systematic ELD—Constructing Meaning.
11. Professional Development is led by various individuals including an instructional facilitator, the School Leadership Team (including teachers), principal, arts coach, and SPED teacher, per the school's self-reflection.
12. The principal and leadership team conduct walkthroughs to evaluate the degree to which PD is being implemented.



13. An accountability system for teachers includes data conferences and goal setting meetings with principal at the beginning of the year (to look at CST data), and thereafter at each benchmark. Meetings include data analysis, development of re-teaching plans, identification of individual students in need of greater support, goal setting, and communication plans for students.
14. The principal participates in the PLC as a member of the group and co-facilitator. Furthermore, administration are members of each grade level (Principal 8<sup>th</sup>, AP 6<sup>th</sup>, Counselor 7<sup>th</sup>) PLC, which includes having a CREW and collaborating on CREW curriculum. The principal is also on the math department team, supporting with the planning of agendas and development of Theories of Action. The instructional facilitator is on the Humanities department PLC in the same capacity. The TSA/Dean is responsible for overall supervision and leads collaboration of the Crew coordinators at each grade level.

### Challenges:

1. Departments and teachers use formative assessments in different degrees.
2. The degree of implementation of PD focus varies in the classrooms. In observations, there were 1-2 classrooms in which implementation of structures and practices appeared to be inconsistently applied.
3. Though teachers are aware of instructional practices such as gradual release of responsibility and formative assessments, teachers do not apply them consistently.
  - Only one exit ticket was directly observed. (This could be due to the fact that the team only spent 20 minutes in each classroom). School administration should continue to conduct monthly walk-throughs in this area.
  - In two classes, teachers mentioned that they had planned to do an exit ticket but had run out of time.
  - In the other classes, there was no apparent evidence that exit tickets had been planned for the day.
4. In classroom observations, teacher talk was more prevalent than student talk. Although this could be due to the time the observation took place, the school can monitor this area, especially in a large EL community in which student practice accessing grade level standards is important.

### Quality Indicator 4: MEANINGFUL STUDENT, FAMILY AND COMMUNITY PARTNERSHIPS

#### Current status:

The school has several systems in place to maximize meaningful student, family, and community partnerships. First, EXPO nights are designed to engage all families through means of students teaching their family about their projects. Second, two-three student led family conferences through the year allow for time and space to set goals and reflect on goals and next steps; also to keep family



informed about student's progress. Family conference attendance is usually around 95% school-wide. Third, the site has district recognized SSC and ELAC committees that allow families to take leadership in school-wide decisions and/or give input in school decisions, including allocation of budgets. Fourth, the school has a family resource center that provides a place where parents and family members come together to discuss how better address their children's emotional and physical needs, access resources, take classes such as ESL, computers, and Zumba, and Spanish translation for immigrant families. Also, the partnerships that the school has with the community (Clinica de la Raza, Wright Institute, By Any Means Necessary, Oakland Public Library, Oakland Community Organization, Museum of Children's Art, Oakland Leaf Organization, Urban Ecology, etc.) contribute to the overall learning environment, as well as the instructional program and direct support services for the school.

### Strengths:

1. A student leadership team is in place with representation of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. They play an active role in overseeing and supporting activities for students (dances, fund raisers, food drives, etc.) as well as acting as a student behavior panel, listening and giving consequences for lower level behaviors such as bullying and harassment.
2. The SSC and ELAC are district-recognized models of successful groups. The President/Chair meets with principal to set the agenda. The groups provide advice to the school and principal regarding programs and budgets.
3. The after school program collaborates and supports the needs of students as determined by the entire school.
4. The school offers multiple opportunities for parents to learn about their students' progress: Back to School Night, Expo nights, Student Led Conferences, WILD overnight trips, College Visits, Behavior Contracts, use of Agenda Books, and the Family Resource Center.
5. Teachers call home when there are academic and behavior issues as a first step to discipline.
6. SSC and ELAC committees are well represented by parents. Parents in these committees have shared their ideas about adding a salad bar to lunch, uniforms, and honor roll assemblies. They have made changes in these areas through their active participation to change the status quo.
7. The school has a strong partnership with the after school program: UPA's after school program is well-established with strong systems in place, and it offers enrichment and academic activities to 50 percent of the student body. The after school staff holds strong relationships with parents and school staff. The program director and academic liaison play a strong role in ensuring a smooth academic transition between the day and night program (PD, common language and teaching techniques that promote engagement, behavior expectations, etc.).
8. The school has developed partnerships with La Clínica de la Raza and the Wright Institute to provide social-emotional services to their students. These services are offered through COST and are facilitated by the site's Counselor and Family Advocate. The school also has the support of health educators and a nurse to support student's health needs.
9. The Family Resource Center provides a space for parents to gather and to receive workshops of their choice such as ESL, Zumba, Nutrition, and addressing emotional issues of adolescents.



10. The Counselor organizes, trains, and supports a peer educator group composed of 8<sup>th</sup> grade students to provide presentations that address topics on violence such as bullying and harassment to 6<sup>th</sup> grade classes.
11. 6<sup>th</sup> grade students are invited to participate in a week-long introduction to middle school during the summer. Students engage in team-building activities and learn routines and expectations of the school during this time.
12. The Counselor, Family Advocate, and 6-8 parents personally call every family of the school to invite them to school meetings.

### Challenges:

1. The school is responsible for including parent feedback in the site plan.
2. Parent participation at workshops offered through Family Resource Center is around 20 percent.
3. Non-Spanish parent attendance at meetings and school activities is less evident.
4. The SQR Team did not hear or observe literature about specific grade level standards, college, or understanding CST scores workshops for parents.
5. Engaging Non-Latino families was identified as a challenge in the school's self- reflection.
6. The district's phone dialer system is not used as a strategic decision which contributes to very high levels of family engagement. Phone trees and volunteers have begun to be better utilized.

### Quality Indicator 5: EFFECTIVE SCHOOL LEADERSHIP & RESOURCE MANAGEMENT

#### Current status:

UPA's principal is in his 5<sup>th</sup> year of residency. He has built a distributive leadership model in which the principal and his leadership team strive to engage all stakeholders in the site's decision-making process. He is also respected because of the positive relationship he has built with students, families, staff, and community. The principal demonstrates exceptional leadership qualities including

- articulation of a clear vision and direction for the school,
- grant writing skills to secure outside funds,
- involvement of many stakeholders in decision-making, and
- strong hiring practices (supported by a hiring team made up of teachers, students, and parents)

Leadership communicates openly and effectively with staff, and everyone interested is invited to be present at the leadership team's meetings; the agenda and minutes also get published and are easily accessible to the entire staff. The leadership team is responsive to staff needs and is available, solutions-minded, and willing to listen. Multiple leadership opportunities exist for teachers and staff to participate including Site Leadership Team, School Site Council, Arts coach, CREW Coordinator, Instructional Facilitator, etc.



### Strengths:

1. The school has systems in place for staff, parents, and administration to participate in decisions that affect the school.
2. UPA has a “district model” SSC and ELAC group because it is well represented with parents; the president meets with the principal to create the agenda and parents’ concerns (lunch food, uniforms, honor roll assemblies, etc.) are addressed.
3. The Family Resource Center offers services to 25-40 parents daily. Parents have identified workshops that meet their needs. As a result, classes such as Computer, Zumba, Nutrition, English as a Second Language, and Emotional Workshops are in place.
4. Intervention Program (AM Boost) addresses the needs of English Learner Students in ELA and Math that have yet to reach proficiency in state-mandated tests.
5. The teaching staff is committed to ongoing professional learning. Professional Learning Community (PLC) collaboration allows teachers to address needs of students and to read professional articles that help their instruction. One area that has been developed as a team is the use of techniques (Kagan) promoting student engagement and quality curriculum practice. PLC is centered on students (Data, benchmarks, standard based report card, formative assessments, techniques that engage students, etc.).
6. The implementation of student-led conferences between CREW teachers and parents allows for student accountability and communication of student learning. These conferences are held two to three times per year with goal setting being a key focus at each.
7. The use of “Reflection” and Progressive Discipline allow students to have “fair and firm” expectations and more time in the classroom.
8. The school uses CST data to identify students that are not performing at proficiency levels in 7<sup>th</sup> and 8<sup>th</sup> grades. Students are invited to participate in Boost, the school’s intervention program using both SELP and CST results.
9. In class, student progress is measured through quizzes every 1 ½ weeks, reflection writing, reading logs, writing samples, and project-based learning projects supported by rubrics. Students self-assess using a BAME (Beginning-Approaching-Meeting-Exceeding) chart.
10. Students are held accountable for completing and turning in their homework. There is homework detention after school for those who do not do their homework.
11. The school employs an Instructional Facilitator to support staff in their professional growth.
12. The school Leadership Team develops professional development opportunities with staff input.
13. The after school program, through the facilitation of a Liaison/Dean, receives similar professional development to ensure that there is continuity and common language between the day and night programs.
14. Eight grade students who have just graduated from the ELD class (CELDT 3 intermediate language learners) join Boost to further receive intervention support to accelerated re-designation.
15. Data to inform instruction is used widely: behavior and attendance data is discussed by staff-SFT, email, SSC/ELAC, Edusoft use (fluency).



16. For college readiness, the site's initial focus is on the high school options process as a step towards college – the school offers a 5-week unit in CREW that includes researching Oakland high schools (including charters, private, and public).

**Challenges:**

1. Although the school does a good job involving Spanish-speaking parents in meetings and activities, non-Spanish parents do not participate at the same rates as Spanish-speaking parents.
2. Participation in decision-making by parents is confined to SSC and ELAC meetings. These are the main governing bodies of the school and are very active in the site plan, mission-vision, and direction of the school.
3. The process to enroll students in intervention (Boost) classes begins by accepting an invitation to participate, although attendance is mandatory after enrolling in the program.
4. Most students remain in Boost for at least two years; although students take a Spring SELP test and the results determine if they remain or exit Boost, students do not know when they'll exit, only that they are making progress.
5. BAME is used differently depending on teacher experience with it.

## Quality Indicator 1: Quality Learning Experiences for All Students

### Urban Promise Academy SQR Visit: December 5-7, 2011

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of quality learning experiences for all students.

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

The following rubrics enable key school stakeholders to assess the development of a school toward the “quality learning experiences” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

#### Definitions

Learning experiences: Structured learning experiences found in the classroom during the day; in on-campus academic intervention and enrichment opportunities before, during, and after the school day; in mentoring, internship, and work-based learning opportunities organized by the school.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1: Meaningful and Challenging Curriculum</b></p> <p><i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ Students connect prior knowledge/ skills/ experiences to new learning.</li> <li>▪ Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities.</li> <li>▪ Students use a range of critical thinking skills</li> <li>▪ Students use academic language and key vocabulary in speaking and writing</li> <li>▪ Curriculum targets the assessed learning needs of all students, including those not at grade level.</li> <li>▪ Curriculum provides every student with opportunities to be challenged and to be successful.</li> <li>▪ Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery.</li> </ul>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems, including student input, to review evidence of these practices to <b>ensure that all students experience meaningful and challenging curriculum across the day and across the campus.</b></p>

Urban Promise Academy rates **beginning** in this standard.

### Strengths:

1. A teacher-based push to use student engagement practices is active at Urban Promise Academy.
2. Curriculum reflects an academic push from the adult for students to progress far and attain high levels of mastery by addressing grade level standards.
3. According to the self-reflection, policies and structures that are designed to support ELLs are in place. (e.g., use of regular formative assessments such as exit tickets to assess student learning, instructional practices that are vertically aligned so that students' learning experiences are seamless and well-supported. Additionally, the school structures their lessons to follow the gradual release of responsibility model).
4. In a context in which the SQR Team found that Rigor is lacking in the area of meaningful and challenging curriculum (see following "Challenges"), it is important to recognize that there were some classes where students experienced meaningful and challenging curriculum. In particular, the SQR Team observed a pattern of meaningful and challenging curriculum in UPA's English classes. Consider the following:

## Quality Indicator 1: Quality Learning Experiences for All Students

- In 4 out of 4 English classrooms visited, students connected prior knowledge, skills, and experiences to their new learning as opposed to 9 out of 14 (64%) school-wide. The team observed students engaged in connecting the new learning to their personal experiences or connecting new information to previously learned information.
- In 3 out of 4 (75%) English classrooms, students applied their learning to meaningful questions or problems, including “real-life” situations as opposed to 6 out of 14 (43%) school-wide. The team observed discussions of oppression, a popular song, and application to students’ lives, via a collage, as examples of applied learning.

### Challenges:

1. Rigor is missing in the area of meaningful and challenging curriculum.
  - In only 9 out of 14 (64%) classroom visits, students connected prior knowledge, skills, or experiences to the new learning.
  - In only 6 out of 14 (43%) classroom visits, students applied their learning to meaningful questions or problems.
  - In only 3 out of 14 (21%) classroom visits, the SQR Team observed students actively using 4 or more of the following critical thinking skills—remembering, understanding, applying, analyzing, evaluating and creating. In 9 out of 14 observations, or 64 percent of the observations, students used only 2-3 of these skills.
  - Although all students (20) could answer what they were learning in class by repeating the learning objective or by describing the assignment they were doing, when asked why it is important to learn the objective of the lesson, their answers were more general, such as “to get better grades,” “because information is going to be on a test,” and “to use it in an assignment.” Only 3 students out of 20 had answers related to life or future success: “To know how much to spend when you buy something;” “to be able to write an essay.”
2. An intentional push to introduce, learn and use academic language/vocabulary, especially necessary in teaching English Learners, was not observed. The only language used involved voicing and copying the learning objective of the lesson (ie: metaphor, simile, tone, slope, heart). In some class observations, accurate vocabulary was not used (i.e., big head, small body for improper fractions). Students were not observed using the language of the lesson.
3. Differentiation was only observed in Boost classes and in one Science class via the Do Now activity. Most students were involved in the same activity. The use of equity sticks was only observed in two classrooms; think-pair-share is a technique widely used by teachers, but based on the team’s observation, many students do not participate, and teachers followed a think-pair-share by asking only those students who volunteered an answer.
4. In observations, the implementation of school-wide policies, structures, and practices to support ELLs appears to be inconsistently applied. Over the course of three days of classroom observations, it was clear that teachers are aware of instructional practices, such as gradual release of responsibility and formative assessments. However, it appeared that teachers struggled to apply them consistently.
5. Only one exit ticket (formative assessment) was directly observed. In two classes, teachers mentioned that they had planned to pass out an exit ticket but had run out of time. In the other classes, there was no apparent evidence that exit tickets had been planned for the day. Please note that our observations took place on Monday and Tuesday – the beginning of the week.
6. In terms of instructional sequence, some classes were clearly structured to follow the model of gradual release of responsibility. In the classes observed, however, the students did not experience the model’s authentic independent practice. Instead, the teacher scaffolded the practice so that it became guided, rather than independent,

## Quality Indicator 1: Quality Learning Experiences for All Students

practice. The model was more rigorously followed in the math department than in other departments. The majority of classes seemed to weave in and out of the stages, sometimes beginning with independent, moving into modeling, back into guided practice, and then into direct instruction. Therefore, the elements of the “gradual release” model were present but the flow was not followed.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2:</b></p> <p><b>Safe and Nurturing Learning Experiences</b></p> <p><i>A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Procedures, practices and talk support students to take risks and feel okay to make mistakes in their learning</li> <li>Students display safe, respectful behaviors.</li> <li>Communication <i>between student and teacher</i> is safe, nurturing and caring.</li> <li>Communication <i>between students</i> is safe, nurturing, and caring.</li> <li>Teachers and students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different “lines”.</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that all students experience safe and nurturing learning experiences across the day and across the campus.</b></p>

Note that this standard is focused on specific learning contexts, typically the classroom, and not the school overall. The broader school context for safety and nurture is addressed in Quality Indicator 2.

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

- In analyzing the quality of “safe and nurturing learning experiences” at UPA, the SQR Team observed that the majority of UPA’s classes were places where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments.
  - In 12 out of 14 (86%) class observations, 85 percent or more of the students displayed safe, respectful behaviors.
  - In 13 out of 14 (93%) class observations, communication between student and teacher was safe, nurturing, and caring.
  - In 11 out of 14 (79%) class observations, communication between student and student was safe, nurturing, and caring.
- In the after school program, students are safe and have a variety of enrichment opportunities to support the whole child.
- All students interviewed shared that they like their teachers, that their teachers care for their students, and that they feel comfortable asking teachers for help when they do not understand something.
- Teachers consistently checked for understanding by walking to all groups and looking at each student’s assignment.

## Quality Indicator 1: Quality Learning Experiences for All Students

### Challenges:

1. In a few classrooms students joked around among themselves during note-taking time when the teacher was not looking.
2. In 5 of 6 instances teachers were checking for understanding during the independent practice time; this time allowed for small group differentiation in the gradual release responsibility model.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 4: Active and Different Ways of Learning</b></p> <p><i>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students collaborate and/or learn using various learning modalities and/or multiple intelligences.</li> <li>Instruction balances direct explanation, modeling, guided and independent practice.</li> <li>Students use academic language and key vocabulary in speaking and writing.</li> <li>Grouping of students for instruction varies and is matched to the learning target or students' needs.</li> <li>Students have regular opportunities to actively construct knowledge, through a variety of learning resources (and are not simply passive recipients of pre-determined ideas and information).</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to <b>ensure that all students experience active and different ways of learning.</b></p>

Urban Promise Academy rates **developing** in this standard.

### Strengths:

- Teachers meet in grade level teams, due to common preparation periods, and discuss instructional strategies that promote active learning with their students, as evidenced by teacher focus groups:
  - Techniques are gathered during trainings and summer trainings
  - Teachers model lessons and demonstrate to groups of staff.
  - Teams are intentional about the techniques they use in their classrooms depending on the subject matter.
  - Inclusion of hands-on activities to reinforce concepts being taught in class was noted as important.
- In the English department, students engaged in a variety of activities (gallery walk, use of current song to support lesson objective, cooperative learning activity, and a video excerpt).
- The Boost intervention class provides an opportunity for students to learn and practice at their present grade level. Boost addresses intervention support in English and Mathematics.

## Quality Indicator 1: Quality Learning Experiences for All Students

### Challenges:

1. Although UPA is a school dedicated to professional development and instructional practices, students collaborated and/or learned using various learning modalities and/or multiple intelligences in only 9 of 14 (64%) classroom observations.
2. Although teachers are aware of instructional practices, such as gradual release of responsibility (I do, we do, you do) and formative assessments (exit tickets, use of white boards, use of equity sticks), teachers struggle to apply them consistently.
  - In 9 of 14 (64%) classroom observations, teachers were observed delivering direct instruction.
  - In 10 of 14 (71%) classroom observations, teachers were observed modeling instruction.
  - In 9 of 14 (64%) classroom observations, teachers were observed providing guided practice.
  - In 6 of 14 (43%) classroom observations, teachers were observed providing independent work.
  - In 1 of 14 (7%) classroom observations, teachers were observed using an exit ticket. In two additional classes, teachers mentioned they had planned to use an exit ticket but ran out of time.
  - The use of equity sticks was only observed in 2 of 14 classroom observations; think-pair-share is a technique widely used by teachers, but based on the team's observation, many students do not participate and teachers follow a think-pair-share by asking one or two students who volunteer an answer.
  - In 7 of 14 (50%) classroom observations, students used academic language and key vocabulary. The vocabulary was limited to one or two words addressing the focus of the lesson (metaphor, simile, adverb, etc.). (Note: Some classrooms had word walls.)
3. In terms of instructional sequence, some classes were clearly structured to follow the model of gradual release of responsibility. In these classes, however, the students did not engage in authentic independent practice. Instead, the teacher scaffolded the independent work so that it became guided, rather than independent, practice. The majority of classes seemed to weave in and out of the stages, sometimes beginning with independent, moving into modeling, back into guided practice, and then into direct instruction. Therefore, the elements of the "gradual release" model were present but the flow was not followed.
4. In three observed classes, students were observed coloring (name cards, a worksheet, and cards to families). In discussions, teachers made it clear that the coloring had begun in previous periods and teachers agreed to give students an additional period to continue.
5. An intentional push to introduce, learn and use academic language/vocabulary, especially necessary in teaching English Learners, was not observed in two classroom observations of the Humanities department.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 7:</b></p> <p><b>Students Know What They are Learning, Why, and How it can be Applied</b></p> <p><i>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students apply academic language and key vocabulary in speaking and writing</li> <li>Students know the learning objectives for the lesson.</li> <li>Students know why they are engaged in this learning (i.e., long-term outcomes of it)</li> <li>Students have their learning checked with immediate feedback regarding their progress toward the day's learning objectives.</li> <li>Students knew how it can be applied.</li> <li>Students understand what it looks like to know, perform, and interact "well" (with quality).</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to <b>ensure that all students know what they are learning, why they are learning it, and how that learning can be applied.</b></p>

Urban Promise Academy rates **developing** in this standard.

### Strengths:

- Overall the SQR Team observed many classes in which students interviewed had a clear understanding of what they were learning.
  - Of 25 students interviewed, 20 students knew their learning objective for the day. Most students knew where the objective was written and/or looked at their notes where they had copied the objective for the day.
- In classrooms in which teachers checked for students' understanding, it was done using multiple strategies (white boards, walking around tables, equity sticks, think-pair-share).
- Teachers made it clear to students that they needed to answer in complete sentences. Students answered the team's questions in complete sentences.
- The school's master schedule shows a CREW class (advisory-type class); Wednesday's CREW is extended and a college going culture curriculum is presented.
- Students visit colleges annually (City colleges in 6<sup>th</sup> grade, State colleges/universities in 7<sup>th</sup> grade, and UC/Private universities in 8<sup>th</sup> grade).

## Quality Indicator 1: Quality Learning Experiences for All Students

### Challenges:

1. Of 25 students interviewed, 15 (60%) knew why that day's learning was important.
2. Of 25 students interviewed, 3 (12%) connected how their learning in this class prepared them for future college and/or career opportunities.
3. In 8 of 14 (57%) classroom observations, successful checking for understanding procedures were observed. In the rest of the classes, think-pair-shares were observed, but either fewer than 85 percent of students participated, or after a pair-share, teachers only asked one or two students who volunteered to share their responses.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 8:</b></p> <p><b>Academic Intervention and Enrichment Supports</b></p> <p><i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is <b>little</b> evidence that the school provides the following:</p>	<p>There is <b>some</b> evidence that the school provides the following:</p>	<p>There is <b>substantial</b> evidence that the school provides the following:</p>	<p>There is <b>strong and consistent</b> evidence that the school provides the following:</p> <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> <li>▪ identifying students who are struggling to meet expected learning targets,</li> <li>▪ identifying <b>why</b> students are struggling, and</li> <li>▪ referring them to the supports that address their need(s).</li> </ul> <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> <li>▪ identifying students who have (quickly) mastered expected learning targets, and</li> <li>▪ referring them to enrichment opportunities that extend their learning.</li> </ul> <p>Strategies and supports—during and outside class—to serve the variety and volume of student needs (including 2<sup>nd</sup> language learning, special education, and 504 needs).</p>	<p>There is <b>strong and consistent</b> evidence that the school provides the following:</p> <p>The school has implemented systems, including student input, to review evidence of these supports to <b>ensure that all students experience needed academic intervention and enrichment.</b></p>

Urban Promise Academy rates **developing** in this standard.

### Strengths:

1. The school has systems in place to identify and provide students with opportunities to excel academically.
  - 6<sup>th</sup> grade students attend an Early Start Week before the beginning of the school. During this week they take the SELP test. The results of this test determine the gaps students have. CST scores and Gap Finder results are reviewed for 7<sup>th</sup> and 8<sup>th</sup> grade students.
  - Teachers refer students to Boost.
  - A Boost curriculum is in place for ELA and Math. This curriculum is refined annually. An Instructional Facilitator oversees the Boost program. The Boost intervention program is offered four times per week before school.
  - The goal of Boost is to help students close their academic gap and move toward proficiency in grade level standards.
  - Boost has high success rate. There are 30 students in Boost in 6<sup>th</sup> grade, 20 students in 7<sup>th</sup> grade, and only 10 students in 8<sup>th</sup> grade.
  - Students believe Boost intervention class helps them improve their grades and helps them learn the skills they will need in high school. Students have an opportunity to be better prepared because, as one student said, “sometimes we see lessons twice in the same day” and students are given the opportunity to understand the day’s lesson better.
  - The after school program has an academic component to support FBB and BB students (Project Phoenix); the program provides support in Math mostly. Academic groups are small (no more than 13 students).

## Quality Indicator 1: Quality Learning Experiences for All Students

- Aside from academics, the after school program help students in the following ways: building confidence, performing in public, becoming more responsible, making better choices, and building deeper connections and trusting relationships.
  - There is a Boost class for 8<sup>th</sup> grade Special Ed students.
  - Student-led conferences allow students to reflect on their grades and to set goals for the next quarter/semester.
2. The Student Focus Team addresses behavioral issues which interfere with academics and refer students to other services to support social-emotional concerns.
  3. The school Counselor is very active in supporting students and is a member of multiple platforms of support to students (Peer tutoring at lunch, PM Boost, homework detention, family conferences, SSTs).
  4. The school involves students who are mastering expected learning targets ahead of their peers in math competitions, a math club, the OUSD Spelling Bee, and the OUSD Oratorical Festival.
  5. Twenty students are enrolled in MESA (Mathematics, Engineering, Science Achievement).

### Challenges:

1. Enrichment programs in place for students who are mastering their grade level standards take place outside of the school day.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 10:</b></p> <p><b>Equitable Access to Curriculum</b></p> <p><i>A quality school provides curriculum and courses (including A-G and AP courses at the high school level) that prepare students for college, and it ensures equitable access to such curriculum and courses, for all students, through academic interventions that catch and support students to complete a college preparatory course work.</i></p>	<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background, gender and sexual orientation) are not proportionally represented in the academic programs across the school.</p> <p>Specific learners who experience on-going discrimination or who are part of historically lower-achieving groups may not have a full schedule of courses or may not have access to a challenging core curriculum, taught by fully-qualified teachers</p> <p>These specific learners are segregated into separate learning situations and do not receive the instruction or supports that will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does not consider these learners as groups with particular learning needs.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are not proportionally represented in the academic programs across the school. <u>However</u> there are deliberate efforts made to address this problem for some of these student groups and to support their integration into a challenging core curriculum with qualified teachers.</p> <p>OR</p> <p>Proportional distribution of groups of students exists -- but the basic curriculum itself does not offer most students the gate-keeping curriculum needed for preparation for higher education (e.g. algebra, lab sciences).</p> <p>Some learners who experience on-going discrimination or who are part of historically lower-achieving groups are still segregated into separate learning situations and do not receive the instruction or supports which will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, but it is uninformed by data-based inquiry.</p> <p>Some academic supports target these specific learners, but it is haphazard whether and how a student becomes involved and only a portion of students who might need such services actually receives them.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are proportionally represented in the academic programs. School structures and policies promote differential inputs as needed to support the needs of specific learners who experience on-going discrimination or who are part of historically lower-achieving groups, which gives them access to challenging curriculum and enables them to achieve high standards. These specific students are fully integrated into a challenging core curriculum with qualified teachers.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, and the people in key gate-keeping roles in the school have received training about access and equity issues, and operate with clear guidelines for ensuring full access.</p> <p>Academic supports are available so all students receive the help they need to master high standards.</p>

## Quality Indicator 1: Quality Learning Experiences for All Students

Urban Promise Academy rates **developing** in this standard.

### Strengths:

1. Academic supports are strategically provided to the school's target/majority population (English Language Learners).
2. There is no evident segregation, mostly due to the fact that there are no separate, gate-keeping course sequences that might limit some students access to curriculum needed for preparation for higher education.
3. The school uses the Wilderness program to build leadership skills and a positive culture in the school.
4. College trips show students life after 8<sup>th</sup> grade.
5. A Diversity group, which was established to support non-Latino populations, has met two times this year. Therapy services are also available to address their needs.

### Challenges:

1. Although the non-Latino population is small (13%), supports systems for this population are fewer as compared to the services offered to the more prevalent Latino population.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 11:</b></p> <p><b>College-going Culture and Resources</b></p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students connect how their learning in class prepares them for future college and/ or career opportunities</li> <li>Students use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college.</li> <li>Families have opportunities to use college - preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college.</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that a college-going culture and resources are experienced by all students.</b></p>

Urban Promise Academy rates **developing** in this standard.

### Strengths:

- The school addresses a school going culture through CREW (an advisory-type class). Wednesdays are specific days to teach college curriculum.
- College visits are events that take place beginning in 6<sup>th</sup> grade and continuing to 8<sup>th</sup> grade in which students take 3-day tours of UC system universities.
- A four-week unit devoted to College for All, offered at all three grade levels, culminated in a College Fair for all grades. The College for All process included support practicing for the rigorous UC application process and essay as well as assistance with the high school Options process, leading to college readiness.

### Challenges:

- Only 3 of 25 students interviewed connected how their learning in class prepared them for future college and/or career opportunities.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

### Urban Promise Academy SQR Visit: December 5-7, 2011

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of learning environments that are safe, supportive, and healthy for all students.

“Safe, Supportive, and Healthy Learning Environments” recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, & Healthy Learning” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1:</b></p> <p><b>Safe and Healthy Center of Community</b></p> <p><i>A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day.</i></p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>1. Students and parents feel safe and free from threat or bullying.</li> <li>2. Student-staff, student-student, and family-staff interactions keep students physically safe.</li> <li>3. Safety procedures are evident and enforced by all stakeholders.</li> <li>4. Mechanisms are in place to communicate with families/ community partners in a timely way.</li> <li>5. Students are provided healthy food and health-focused physical activity.</li> <li>6. Health partnerships, both on and off site, ensure student health needs are met.</li> <li>7. Health education is integrated into classrooms, programs, and services.</li> <li>8. Systems are in place for community to access facilities and to ensure space is taken care of.</li> </ol>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to <b>ensure that the school functions as a safe and healthy center of the community.</b></p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

1. Expectations for student behavior have been communicated to the school community in order to provide a safe, supportive, and secure learning environment.
  - As evidenced by campus observation, most students arrive to school before the first bell and prepare for breakfast pick-up and CREW class.
  - The campus is litter-free and graffiti-free with murals and vegetation around the school.
  - Students observed outside of the gym before school started were involved in small group conversations, with the SSO circulating the campus.
  - The SSO stated that she works closely with the Assistant Principal (AP) to ensure that schedule changes and student concerns are communicated between them, in order for them both to stay closely aligned with the current student climate.
  - Morning breakfast is supervised by the AP, and the SQR team observed students receiving affirmations and greetings from him along with brief conferences related to homework detention and/or contracts as necessary with a few students.
  - Teachers were observed greeting students at the classroom door and handing out Warm Ups.
  - Students following behavior expectations for lunch were observed at each grade level. Each grade has a separate lunch period and the AP supervises each of these. There appeared to be clear expectations surrounding behavior in the cafeteria, and students appeared cognizant of these expectations.
  - Schools halls during class and between classes had few students, with hall passes used.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

- An after school program is in place to provide enrichment and academic support to students. Students are expected to follow the same behavior procedures as during the day in order to provide common expectations. Collaboration occurs between the after school mentors and their daytime teachers; after school mentors are also included in parent conferences, SST, and IEP meetings.
  - Parents interviewed reported that the relationships between students and teachers is one of the aspects of the school that their children like best. In addition, parents expressed the strong support that their children receive. This sentiment was also expressed by the Student Focus Group, which expressed how much teachers care and how everyone is respectful.
12. Health partnerships ensure that student health needs are met and health education is integrated into the school day.
- Student Interviews indicated that the students enjoy the salad bar at lunch as an alternative to prepackaged foods.
  - Students interviewed during the Physical Movement class were able to articulate the importance of physical exercise.
  - After school activities, as evidenced by the basketball class, provide additional physical activities for students in a structured, safe, and well-organized manner.
  - The school nurse addresses student health needs and coordinates with resources from La Clinica de la Raza as necessary.
13. Systems are in place to ensure that the community has access to the facilities and that the space is taken care of.
- In the Parent Focus Group, parents expressed the importance of creating a beautiful community for the students as well as participating and getting involved in the school.
  - Parents volunteer, ensuring that the salad bar is open in an effort to support healthy eating for the students.
  - The Peer Educators and the Student Focus Groups expressed the importance of community and how UPA feels like a community that provides a safe setting in which to learn. The Peer Educators also expressed how part of their role is to create a safe and supportive learning environment for the incoming 6<sup>th</sup> graders – just as they received this support when they were 6<sup>th</sup> graders.

### Challenges:

1. Location of the Health Clinic on the next campus makes student accessibility a challenge. Though the nurse works closely with the Health Clinic Coordinator, it is necessary for the student to walk through a locked gate to next campus to access the clinic.
2. Though parents were enthusiastic in expressing the ability to access student academic support when needed, some parents were unaware of how and why their children were placed in their regular education classes (the school does an excellent job in communicating with parents regarding placement in Boost classes).
3. Students and parents expressed some dislike with the school food; however, both groups worked to affect change and helped in the creation of a salad bar.
4. Parent participation of the subgroups (African-American and Asian) appeared to be limited; further efforts in developing participation from these subgroups is warranted. Students in the African-American Focus Group expressed experiencing challenges when the majority of their classmates speak another language.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Coordinated and Integrated System of Academic and Learning Support Services</b></p> <p><i>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</i></p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps and seek resources to fill them.</li> <li>Broad menu of on-site strategies, services and partnerships respond to student/family needs.</li> <li>Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met.</li> <li>Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs.</li> <li>Students and families know what services are available.</li> </ol>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to <b>ensure that the school provides a coordinated and integrated system of academic and learning support services.</b></p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

- The Master Schedule is a reflection of classes which address the academic and social-emotional needs of the students and support the collaboration of teachers of the same grade level.
  - The Master Schedule includes Boost classes to address the needs of students in English and Math and CREW classes to support the needs of all the students in a smaller personalized format. CREW classes also include the opportunity for focus on College Readiness.
  - The Master Schedule aligns the conference periods of teachers who teach the same students, allowing opportunities for teachers to collaborate on student progress and curriculum.
  - The school recognizes the importance of building community among all its members and has instituted a wilderness camping experience for each grade to develop community and build relationships.
  - Staff retreats occur before and during the school year to build collaboration and address ongoing issues.
- The school has developed its own supports and partners with outside agencies to address the social-emotional, academic, and health needs of their students and families.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

- Using mechanisms such as the Student Focus Team, Student Study Team, COST, and SARB, the school coordinates resources with identified students in need of support. The counselor plays a role in ensuring that referrals are followed up on and that students are caught in this safety net.
  - The Diversity Circle was created to address the student needs of the smaller subgroups such as Arabic, African-American, and Vietnamese. In addition, Conflict Resolution strategies are utilized when students feel they are singled out.
  - The Peer Educators recognize the importance of a safe and trusting community, as articulated in their focus group.
  - Regular assemblies provide appreciation and recognition for students.
  - Conflict Resolution exists to address issues that arise between students.
  - Teachers provide additional tutoring and support during lunch and at the end of the day with identified students. Students interviewed in classrooms and in the Student Focus Group articulated various ways to access support at the school.
3. Parents and Families are cognizant of resources available and how to access them, as articulated by the parents in the focus group.
- Family conferences are held three times a year, as stated in the interview with the counselor.
  - Parents in the Parent Focus Group expressed an understanding of how their children were learning by referencing phone calls they receive from teachers when necessary, parent conferencing, and information that the school sends home.
  - The school reaches out to all parents through phone calls to encourage participation in the School Site Council.
  - The Family Resource Center plays an integral part in conducting surveys to determine parent needs and then providing workshops and trainings.

### Challenges:

1. Though the school recognizes the challenges of ensuring inclusiveness for all families, school activities and conferences are not representative of participation of all subgroups.
2. The school has developed Diversity Circles to address inclusiveness issues with the students, but they have only met once.
3. The after school program began a Black Student Union to address the needs of African American students, but the SQR team is not clear of purposes for the group.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 5:</b></p> <p><b>Identifies At-Risk Students and Intervenes</b></p> <p><i>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising.</i></p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong &amp; consistent</b> evidence of the following:</p> <p>b) Teacher procedures, practices, and talk support students to be intellectually curious, to engage eagerly in learning and take academic risks.</p> <p>c) Students display safe, respectful behaviors.</p> <p>d) Communication <i>student to student</i> is safe, nurturing, and caring.</p> <p>e) Teachers &amp; students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different “lines”.</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to <b>identify at-risk students and intervene.</b></p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

- Teacher procedures, practices, and talk support students with strong learning experiences, and students display safe and respectful behaviors.
  - There exists consistent messaging across various venues, which supports students to be curious and engage in learning. This was evidenced in classroom observations in which teachers conveyed supportive, caring messages to the students, along with appreciations and explanations on how the work plays a part in their education. Students interviewed were able to articulate why they were in Boost and saw this as a support rather than a punitive measure.
  - Support systems are in place - as evidenced by the Coordination of Services Team, Student Focus Team and Student Study Team - to provide a safety net for students in need of academic or social-emotional support. The counselor manages student referrals to these teams and follows up on the students to ensure each student is making progress.
  - The support systems that create a safety net for students are partnered with outside agencies to extend the level of services for students (i.e., Wright Institute, Hawthorne Health Clinic, after school program).
  - The Site Leadership Team (SLT) meets weekly and has several retreats during the year, serving as a tuning mechanism and check-in on what is working and what may need to be changed.
  - The school provides support classes within the master schedule – Boost, CREW – as well as tutoring during lunch and detention after school for students who have not completed homework on time.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

2. Communication between students is safe, nurturing, and caring.
  - A supportive, caring tone was evidenced in student to student conversation and observed through independent activities in the classroom. Students spoke to one another with respect, whether in giving feedback on projects or guiding one another in attempts to solve work problems.
  - In the Peer Educators Focus Group, students expressed the importance of having a safe and supportive school environment and saw their roles as ensuring such. The Peer Educators were also able to empathize with the needs of 6<sup>th</sup> graders, as they were able to remember their feelings at that grade.
  - Peer Educators also expressly acknowledged the difficulty of being a non-Latino at the school and the importance of supporting different cultures.
3. School-wide activities, as well as classroom events, work to encourage and appreciate student efforts. This is evidenced by awards and acknowledgments conducted both in the classroom and through assemblies.
4. A Family Resource Center provides training and workshops for parents based on needs defined in a parent survey.
  - The Family Resource Center reaches out to involve families in the school's activities, whether the SSC or parent conferencing. There exists a dedicated core of parent volunteers who assist in reaching out to families, staffing the salad bar, and providing other assistance as needed.

### Challenges:

1. There are available spaces in the after school program which might be considered a resource for students in need of additional support.
2. Though the school is reaching out to include more of the non-Latino parents, parent members in the SSC and those utilizing the Family Resource Center are predominantly from the Latino community.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6: Inclusive, Welcoming, and Caring Community</b></p> <p>A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community.</p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students and parents trust staff.</li> <li>Students and their families are “known” by school staff.</li> <li>Procedures and practices support new students and their families to quickly feel like members of the school community.</li> <li>Procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community.</li> <li>Staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines”.</li> <li>Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences.</li> </ol>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that students and their families experience an inclusive, welcoming, and caring community.</b></p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

- Urban Promise Academy has created a school community which recognizes the importance of creating trust and developing relationships with and among families.
  - As articulated in the Parent Focus Group, parents referenced the strong relationship that exists between students and teachers as one of the best features of the school. Parents stated that the smallness of the school contributed to the attention and support that their children receive at school.
  - Interactions between student-teacher, teacher-teacher and student-student demonstrated respect and a sense of caring, as evidenced by teacher responses in classes, dialogue in the PLC among teachers, and through informal observation of students in the halls, classroom, and cafeteria.
  - The school has dedicated the role of the Peer Educators to create student voice for the school and to provide support for incoming students.
  - Issues that arise, such as the uniform policy, are discussed and deliberated to ensure community voice is heard.
  - A Family Resource Center exists to address the needs of parents.
- The school recognizes the importance of partnerships in supporting the work of the school. As a result, the school has developed partnerships with outside agencies in order to expand and strengthen the services it can provide for its students.

## Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

3. Conflict Resolution, Peer Educators and Diversity Groups have been created by UPA to ensure that students receive support to resolve conflicts and to foster respect. The school is in the process of developing training for students to interrupt racial behavior and homophobia.

### Challenges:

1. With small subgroups of non-Latino students, the school has developed few supports through Diversity Groups when students from these subgroups do not feel comfortable in a predominantly Latino school.
2. The African American student focus group indicated that they get along with Asian students. However, they admitted to being “left” out when the Latino students are speaking Spanish and had feelings that they were being talked about by the Spanish-speaking students. The African American students did express interest in learning Spanish.
3. In the interview with the Family Resource Coordinator, the need to incorporate parents from the subgroups into Family Resource Center activities and other school activities was identified.

## Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Urban Promise Academy SQR Visit: December 5-7, 2011

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that thriving schools consistently endeavor to develop as robust learning communities.

A “Learning Community Focused on Continuous Improvement” describes a school that consistently and collaboratively works to improve the school and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect, and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.

OSUD’s approach to learning communities is rooted in the literature on Professional Learning Communities (PLCs) developed by Richard DuFour, Rebecca DuFour, and Robert Eaker. They define a PLC as “characterized by a set of core beliefs and practices: a commitment to the learning of each student and structures that support teachers’ focus on student learning. When a school functions as a PLC, adults within the school embrace high levels of learning for each student as both the reason the school exists and the fundamental responsibility of those who work within it.”

This Learning Communities rubric focuses on the members of the community whose primary responsibility is student learning: teachers and those that support teachers. This group of individuals is not *de facto* a learning community; however, they develop into a learning community as they collaborate, build trust, challenge one another, and support one another – in service of student learning.

This rubric enables schools to self-assess against the quality school learning community standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals or teams within the school.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

### Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<b>Standard 1: Collaboration</b>  <i>A quality school makes sure that teachers work together in professional learning communities focused on student progress.</i>	Teachers do not collaborate.	The school staff has developed a plan for teacher collaboration and a few teachers have begun to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Some teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Most teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	The school staff regularly reflects on their approach to collaboration, and processes have been adjusted based on these reflections.

Urban Promise Academy rates **refining** in this standard.

**Strengths:**

1. UPA holds teacher collaboration as a strong practice; teachers center their collaboration on students.
  - Staff shared, “We collaborate as departments, as grade level partners, as teams, with instructional facilitator, and with Sp Ed teacher every Monday morning.... We collaborate regularly and plan as a team to develop curriculum.”
  - Classroom Observations showed common language, common lessons, and techniques that engage students as evidence that collaboration among teachers is taking place.
  - After school mentors collaborate with daytime teachers to support common language, teaching strategies, and routines used in the classroom
  - Teachers collaborate about the development of common procedures, policies, and consistent language to be used in their classes, since they share students.
  - Collaboration supports teachers in becoming a cohesive team that knows its students well.
2. The school employs an “Instructional Facilitator” to oversee Smart and Strategic Professional Development and Professional Learning Communities as practices to support collaboration in the school.
3. The math department is developing Standards-Based Report Cards during collaboration; students’ self-reflection tools are addressed during PLC collaboration time.
4. The special education teacher ensures that students with disabilities receive the accommodations they need to be successful.
5. Teachers are involved in an annual retreat where they begin their team collaboration.
6. The school has practices in place for administration to participate in PLCs and for collaboration documents to be revised and developed. Furthermore, the school offers venues to share their PLC conversations with the rest of their staff.

**Challenges:**

None

## Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2:</b></p> <p><b>Data Collection and Analysis</b></p> <p><i>A quality school ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.</i></p>	Teachers do not analyze data on students' performance or learning experiences.	The school staff has developed a plan for the analysis and use of data on students' performance and learning experiences.	Some teachers regularly analyze multiple types of data on students' performance and learning experiences.	Most teachers regularly analyze multiple types of data on students' performance and learning experiences.	The school staff regularly reflects on how they collect and analyze data, and processes have been adjusted based on these reflections.

Urban Promise Academy rates **developing** in this standard.

### Strengths:

1. The math department holds data conferences after each benchmark assessment; results are analyzed based on the standards, and teachers are encouraged by administration to use these results to inform their instruction.
2. Departments use unit assessments as a tool to inform them about how students are progressing toward meeting the standards.
3. Students have access to their results after each benchmark assessment. Students reflect on their data/grades and develop goals, which are further shared during family conferences.
4. Teachers use a variety of formative assessments such as exit tickets, quizzes, reflection writing, writing samples, and project-based learning to determine how students are progressing.
5. CST and SELP data is used to place students into Boost (intervention classes in ELA and Math).
6. Behavior data is discussed during Student Focus Team meetings.
7. Data conferences are held between the principal and teachers after each benchmark and at the beginning of the year. A plan to address students' needs based on data is discussed.
8. SFT and SLT meet weekly and look at various data (suspensions, attendance, health referrals, program data, etc.).
9. Most staff knows how to access data from Edusoft and utilizes data constantly as they plan lessons and areas that need to be re-taught.

## Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Challenges:

1. Departments and teachers use formative assessments in different degrees.
  - Mention of “Exit ticket” was only observed in one Boost class.
2. The BAME (Beginning, Achieving, Meeting, Excelling) rubric is used differently and to different degrees among staff.

### Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 4:</b></p> <p><b>Professional Learning Activities</b></p> <p><i>A quality school has professional learning activities that are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</i></p>	<p>Professional learning activities are not embedded in practice, do not promote teacher leadership, and do not support teachers to evaluate and revise their classroom practices.</p>	<p>The school staff has developed a plan to embed professional learning activities in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices, and this has been applied to a few activities.</p>	<p>Some professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</p>	<p>Most professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</p>	<p>The school staff regularly reflects on their professional learning activities, and processes have been adjusted based on these reflections.</p>

Urban Promise Academy rates **developing** in this standard.

**Strengths:**

1. The school’s goal in the development of Professional Development (PD) activities is to “empower teachers and encourage leadership opportunities.”
2. Teacher input is valued and teachers share their needs via an annual survey. Teachers noted that they want a differentiated PD plan because they range in experience and skill. The School Leadership Team uses this information to develop the annual PD Calendar during their spring leadership retreat.
3. UPA’s school-wide PD focus for the 2011-2012 school year includes:
  - Project-based learning and cross-content collaboration
  - Student interaction structures that support academic English language development
  - Formative Assessment
  - Thinking Maps
  - Systematic ELD—Constructing Meaning
4. PD is led by various individuals, per the school’s self-reflection, including the Instructional Facilitator, School Leadership Team (including teachers), principal, arts coach, and SPED teacher.
5. The principal and Leadership Team conduct walkthroughs to evaluate the degree to which PD is being implemented.

## Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Challenges:

1. Degree of implementation of PD focus varies among classrooms.
  - In observations, the implementation of structures and practices appears to be inconsistently applied.
2. Over the course of three days of classroom observations, it was clear that teachers are aware of instructional practices, such as gradual release of responsibility and formative assessments (exit tickets, think-pair-share, equity sticks). However, it appeared that teachers struggled to apply them consistently.
  - Only one exit ticket was directly observed.
  - In two classes, teachers mentioned that they had planned to include an exit ticket but had run out of time. In the other classes, there was no apparent evidence that exit tickets had been planned for the day.
  - Although think-pair-share practices were used throughout the school during observations, after this practice, only one or two students who volunteered answers shared with the class.
3. Despite a high English Learner population, classes are not structured for students to speak more than the teachers.
  - In one Humanities class observation, students were silent for the majority of the instructional time – one was spent coloring.
  - In two Humanities class observations, no linguistic objective was included in the learning target.

## Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

### Urban Promise Academy SQR Visit: December 5-7, 2011

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is meaningfully engaging students, families, and communities as key partners in this work.

“Meaningful Student, Family, and Community Engagement/Partnerships” result when the school staff ensures that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Meaningful Student, Family and Community Engagement/Partnerships” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

#### Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

## Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2:</b></p> <p><b>Shared Decision-making</b></p> <p><i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i></p>	<p>There is <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ Students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</li> <li>▪ The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making.</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <p><b>To ensure that decision-making is shared</b>, the school has implemented systems to monitor the effectiveness of these practices.</p>

Urban Promise Academy rates **developing** in this standard.

### Strengths:

1. A student leadership team is in place with representation of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. They play an active role in overseeing and supporting activities for students (dances, fund raisers, food drives, etc.) as well as acting as a student behavior panel listening and giving consequences for lower level behaviors such as bullying and harassment.
2. SSC and ELAC are district recognized models of good groups Full committee meets in advance of regular SSC/ELAC meeting to plan agenda and plan facilitation. They provide advice to the school and principal regarding programs and budgets. Family input on budget surveys, and data analysis of programs takes place regularly.
3. The After school Program collaborates and supports the needs of students as determined by the entire school.
4. Family classes are available at UPA in the following areas and with the attached participation data where available:
  - School Site Council meetings: average of 60 people in attendance
  - English Language Advisory Council: average of 30 people in attendance
  - Adolescent parenting workshops: average of 30 people in attendance
  - Computer classes: average of 25-30 people in attendance
  - Zumba: average of 10-20 families in attendance
  - Salad bar: 3-5 families daily

### Challenges:

1. School is responsible to include feedback from parents into the site plan.
2. Parents are beginning to understand their role and power in the “American education system”.

## Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 5:</b></p> <p><b>Student/Family Engagement on Student Progress</b></p> <p><i>A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</i></p>	<p>There is <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ The school has multiple high-quality activities and strategies which engage each student and their family in knowing how the student is progressing and participating in the life of the school.</li> <li>▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <p><b>To ensure effective student/family engagement on student progress</b>, the school has implemented systems to review evidence of the effectiveness of these practices.</p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

1. School offers multiple opportunities for parents to learn about their students' progress.
  - Back to School Night
  - Expo nights: designed for students to share with their parents projects they are doing.
  - Student Led Conferences: 95% parent participation. When parents don't attend, school staff sets home visits to hold meetings. Families leave conferences feeling very informed on how to support their child. Students take ownership of conferences by coming up with personal goals for each class and specific steps to accomplish those goals
  - WILD overnight trips: Parents participate as chaperones and learn / support their children in activities during the trips.
  - College Visits: Parents participate as chaperones and learn about college opportunities for their students.
  - Behavior Contracts: Parents are involved in the development of contracts to improve students' behaviors at school.
  - All students receive and use Agenda Books to keep track of homework. Parents are requested to sign regularly; CREW teachers monitor parent signatures (as observed in classroom observation).
2. The Family Resource Center provides parents/families with a welcoming environment that supports the Latino language/culture as well as other cultures represented at the school
  - Personal phone calls are made to all families in their language.
  - Flyers are sent home in English and Spanish
  - Workshops and classes are offered based on parent surveys

## Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

3. Teachers call home when there are academic and behavior issues.
  - Teachers and/or family advocate call home when students don't bring homework and need to stay after school to make up homework.
  - Teacher phone call is first intervention before a student is sent to the vice principal when student exhibits unwanted behaviors.
  - Parents are informed of Boost intervention program when they determine their children are performing below proficiency levels and invite their children to participate voluntarily.

### Challenges:

1. Non-Spanish parent attendance to meetings and school activities is less evident.

## Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6:</b></p> <p><b>Family Engagement on Student Learning</b></p> <p><i>A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</i></p>	<p>There is <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ The school has multiple high-quality activities and strategies which engage families in knowing what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</li> <li>▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following: ...</p> <p><b>To ensure effective family engagement on student learning,</b> the school has implemented systems to review evidence of these practices.</p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

1. Parents shared they know what their children are learning through notes school and teacher sends home, through report cards and family conferences, and when they speak to teachers.
2. Parents shared they know their student is performing below grade level when they receive a letter with a chart that shows where they need to be and where their child is scoring. This letter is to invite them to participate in Boost (school's intervention program).
3. Parents shared they know their child is doing well when they attend honor roll assemblies.
4. Students get and use an Agenda book to keep track of their homework assignments. Parents sign Agenda on a regular basis to acknowledge they know students have homework.
5. 95% of parents participate in Student Led conferences (2-3 per year) and learn how their students are performing in grade level standards.
6. Students learn a College/Career Curriculum during CREW (an Advisory type period) and visit colleges (Junior Colleges in 6<sup>th</sup> grade; State universities in 7<sup>th</sup> grade; and a UC system tour in 8<sup>th</sup> grade). Parents can participate as chaperones during these field trips.

### Challenges:

1. Did not hear or observed literature about specific grade level standards for parents.
2. Did not hear or observed career/college workshops for parents.
3. Did not hear or observed understanding CST scores parent workshops.
4. Parent participation at workshops offered through Family Resource Center is less than 20%.
5. Engaging Non-Latino families was identified as a challenge in the school's self- reflection

## Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 7:</b></p> <p><b>Standards of Meaningful Engagement</b></p> <p><i>A quality school builds effective student, family, and community partnerships by implementing standards of meaningful student and family/ community engagement, which are developed and approved by these local key stakeholders</i></p>	<p>There is <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ The school uses standards of meaningful student, family, and community engagement to build and assess the quality of its communications, meetings, and activities.</li> <li>▪ These standards are developed and approved by the school’s key stakeholders.</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices.</p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

1. SSC and ELAC committees are well represented by parents. Parents in these committees have shared their ideas about adding a salad bar to lunch, uniforms, and honor roll assemblies. They have made changes in these areas through their active participation to change the status quo.
2. Strong partnership with after school program. UPA’s after school program is well established with strong systems in place and offers enrichment and academic activities to 50% of the student body. The afterschool staff holds strong relationships with parents and school staff. The program director and Academic Liaison play a strong role in ensuring a smooth academic transition between the day and night program (PD, common language and teaching techniques that promote engagement, behavior expectations, etc.).
3. School has made partnerships with Clinica de la Raza and the Wright Institute to provide social emotional services to their students. These services are offered through COST and facilitated by the site’s counselor and family advocate. The school also has the support of health educators and a nurse to support student’s health needs.
4. The Family Resource Center provides a space for parents to gather and to receive workshops of their choice such as ESL, Zumba, Nutrition, and addressing emotional issues of adolescents.
5. Counselor organizes, trains, and supports a Peer Educator group composed of 8<sup>th</sup> grade students to provide presentations to address violence topics such as bullying and harassment to 6<sup>th</sup> grade classes.
6. 6<sup>th</sup> grade students are invited to participate in week long introduction to School summer program. Students engage in team building activities and learn routines and expectations of the school.

## Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

7. Counselor, Family Advocate, and 6-8 parents personally call every family of the school to invite them to school meetings.

### Challenges:

1. 20% participation in activities offered by Family Resource Center. Continue to find ways to bring parents to the school and partner in their children's education.
2. Participation of non-Spanish parents is little to non-existent.
3. The district's phone dialer system is not used (strategically done by choice to provide personal invitations to parents).

## Quality Indicator 5: Effective School Leadership and Resource Management

### Urban Promise Academy SQR Visit: December 5-7, 2011

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that the leaders of a school play a critical role in this success: supporting students, nurturing and guiding teachers, and empowering families and the community – thriving together as a full service community school.

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student. Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

#### Definitions

**Leaders:** Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

**School Staff:** Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

**School Community:** The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

**Leadership Groups:** Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

## Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standards 1, 2, 3, 11:</b></p> <p><b>Shared Responsibility</b></p> <p><i>A quality school has leadership that</i></p> <p><i>1) builds the capacity of adults and students to share responsibility for leadership and to create a common vision;</i></p> <p><i>2) shares school improvement and decision-making with students and their families;</i></p> <p><i>3) provides student leaders access to adult decision-makers and supports them to be strong representatives of students;</i></p> <p><i>11) Leadership is distributed through PLCs, collaborative planning teams, and select individuals</i></p>	<p>We believe that every member of a school community is responsible for the education of the students that it serves. Students, families, and other community members join with the school staff to design, develop, and support strategies that are in the best interest of every student.</p>				
	<p>Staff, students and families participate only in mandated decision-making bodies (e.g., School Site Council, English Language Advisory Council), and that participation is primarily “signing off” on the plans of school leaders.</p>	<p>Staff, students and families participate on mandated decision-making bodies, and that participation shows some evidence of meaningful input on decisions made. They also occasionally participate in additional activities to inform school decisions, such as data analysis sessions and teacher hiring.</p>	<p>Staff, students and families participate on mandated decision-making bodies, in robust and meaningful discussions, and that participation shows strong evidence of meaningful input on decisions made. Through various leadership structures, they participate in additional activities that have a substantive impact on some school decisions.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. The school has high-quality activities and strategies which build the capacity of staff, students, families, and community to assume leadership roles.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</p> <p><b>To ensure shared responsibility,</b> the school has implemented systems to monitor the effectiveness of these practices.</p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

- The school has systems in place for staff, parents, and administration to participate in decisions that affects the school.
  - Principal believes in distributed leadership. As a result, there is a Staff Leadership Team (SLT) that meets weekly. The team facilitates professional development, and creates conditions that give teachers the time and energy to do their job well. They are the “vision keepers” by maintaining, articulating and reflecting on the overall goals for achievement and equity at UPA. The team includes the school’s principal, assistant principal, Instructional Facilitator, Department Chairs and 2 other teachers (elected by the staff).
  - SLT has improved from talking about school culture to talking about teaching practices; SLT/staff has been able to go deeper in lesson planning. Principal and SLT are reflective and changes are made through the reflection process (what works and what doesn’t work).

## Quality Indicator 5: Effective School Leadership and Resource Management

- Teachers, through an annual survey, provide the Staff Leadership team with their personal wishes for professional development. The SLT used this information to develop the themes for PLCs and Professional Development that addresses the needs of their staff. Teachers are involved in decisions, “not just a responsibility of the Principal”.
  - The school utilizes the “hiring committee” process with staff, parents, and student participation when hiring new teachers.
  - Through the Family Resource Center, parents are assessed informally several times a year through conversations about their thoughts about “Dream School for UPA”. The salad bar is an example of how parents work around an issue and make it a reality. Another example where parents organized was the institution of a uniform for students at UPA.
  - Students participate through the Student Site Leadership Team. They have several roles. One is to host dances and events in the gym; they are also involved in fund raising to bring about more activities for students. Students also act as a panel to address student behaviors such as bullying, prank calling, alcohol, recording of a fight, and cyber-bullying. Students share that they only do this a couple times per year.
2. Capacity building of meeting facilitation, advocacy, fund raising, school rep, salad bar, safety patrol, Zumba, and national opportunities to be education leaders- Education Nation. Dean position, instructional facilitator position, coaching positions on site and afterschool staff pipeline to become teachers during day.

### Challenges:

1. Although school does a good job involving Spanish-speaking parents in meetings and activities, non-Spanish parents do not participate at the same rates as Spanish-speaking parents.
2. Participation in decision-making by parents is confined to SSC and ELAC meetings.

## Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 5:</b></p> <p><b>Focus on Equity</b></p> <p><i>A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.</i></p>	<p>The school staff is not focused on addressing historical inequities.</p>	<p>The school staff understands the importance of addressing historical inequities, and has developed a plan to address these inequities.</p>	<p>The school staff has instituted some practices designed to address historical inequities.</p>	<p>The school staff consistently engages in practices that interrupt historical patterns of inequity</p>	<p>The school staff regularly reflects on their approach to addressing inequities, and processes have been adjusted based on these reflections.</p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

1. Intervention Program (AM Boost) addresses the needs of English Learner Students in ELA and Math that have yet to reach proficiency in state mandated tests.
2. PLC collaboration allows teachers to address needs of students and to read professional articles that help their instruction.
3. Teacher teams are intentional in the techniques (Kagan) that promote student engagement and curriculum practice they use.
4. The implementation of Student led conferences between CREW teachers and parents allows for student accountability and communication on student learning. These conferences are held three times per year with goal setting at each one.
5. The use of “Reflection” and Progressive Discipline allow students to have “fair and firm” expectations and more time in the classroom.

### Challenges:

1. Continuous review & monitoring of practices that interrupt patterns of inequity is necessary.

## Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standards 6a and 9:</b></p> <p><b>Accountability for Student and Staff Outcomes</b></p> <p><i>A quality school has leadership that:</i></p> <p><i>6) guides and supports the development of quality instruction across the school to ensure student learning;</i></p> <p><i>9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</i></p>	<p>The school staff has not developed student and staff outcomes, nor a system to monitor progress, and individuals do not assume mutual accountability.</p>	<p>The school staff has developed student and staff outcomes and a system to monitor progress, but they are utilized sporadically, and most individuals do not assume accountability.</p>	<p>The school staff has developed student and staff outcomes, monitor their progress occasionally, and have developed systems to foster a sense of mutual accountability.</p>	<p>The school staff has developed student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability.</p>	<p>The school staff regularly reflects on their approach to accountability, and processes have been adjusted based on these reflections.</p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

1. 6th grade students are administered the SELP test as a diagnostic to determine performance in ELA.
2. School uses CST data to identify students that are not performing at proficiency levels in 7<sup>th</sup> and 8<sup>th</sup> grade. Students are invited to participate in Boost which is the school's intervention program using both SELP and CST results.
3. Students take Gap Finder assessment once in Boost and curriculum is adjusted to address gaps.
4. In class, student progress is measured through quizzes every 1 ½ weeks, reflection writing, reading logs, writing samples, and project based learning projects supported by rubrics.
5. Project Phoenix (after school academic program) utilizes grades to determine improvement.
6. Students are held accountable for doing and turning their homework. There is homework detention after school for those who do not do their homework.
7. Resource Family Center acts as a support between parents and the school to communicate regarding Boost and Homework Detention.
8. Students self- assess using BAME (Beginning-Approaching-Meeting-Exceeding) chart.

## Quality Indicator 5: Effective School Leadership and Resource Management

9. Process for identifying Boost, CELDT scores, SELP onsite testing, teacher recommendation, can test out at end of semester. Students in 8<sup>th</sup> would have just graduated from ELD class and entered intermediate level English.

### Challenges:

1. Process to enroll students in intervention (Boost) classes is by accepting the invitation to participate, although attendance is mandatory after enrolling in the program.
2. No intervention classes offered during the school day.
3. Most students remain in Boost for at least two years; although students take a Spring SELP test and the results determine if they remain or exit Boost, students do not know when they'll exit, only that they are making progress.
4. BAME is used differently depending on teacher experience with it.

## Quality Indicator 5: Effective School Leadership and Resource Management

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6b:</b></p> <p><b>Professional Learning</b></p> <p><i>A quality school has leadership that guides and supports the development of quality instruction across the school.</i></p>	<p>The school staff is not committed to ongoing professional learning.</p>	<p>The school staff understands that professional learning is important and they are developing a culture to enhance commitment to professional learning.</p>	<p>Some members of the school staff are committed to ongoing professional learning and the school culture is supportive of professional learning.</p>	<p>Most members of the school staff are committed to ongoing professional learning.</p>	<p>The school staff regularly reflects on their approach to professional learning, and processes have been adjusted based on these reflections.</p>

Urban Promise Academy rates **sustaining** in this standard.

### Strengths:

1. School employs an Instructional Facilitator to support staff in their professional growth.
2. The teaching staff is committed to ongoing professional learning.
  - Teachers collaborate as department, subject matter partners, grade level teams and PLC.
  - Grade level teams gave common prep four times per week intentionally.
  - Special Ed teacher collaborates with all teams.
  - Most teachers collaborate 3 hours per week formally, but up to 12 hours informally to develop curriculum.
3. SLT develops professional development opportunities with staff input.
4. PLC is centered on students (Data, benchmarks, standard based report card, formative assessments, techniques that engage students, etc).
5. PD is planned for ELA/SS and MA/SCI depending on the theory of action.
6. After school program, through the facilitation of Liaison/Dean receives similar professional development to ensure that there is continuity and common language between the day and night program.
7. Administrative team participates in PLCs.
8. The school has venues in place to share PLC conversations with the entire staff and discussions of further supports necessary.

### Challenges:

1. Important to continue the school's reflective systems it has adopted for continuous improvement.

## Urban Promise Academy: Summary of Rubric Ratings

Quality Indicator	Focus Standard	Focus Standard	Rubric Placement	Undeveloped	Beginning	Developing	Sustaining	Refining
1	1.1	1.1 Meaningful & Challenging Curriculum	Beginning		<input checked="" type="checkbox"/>			
1	1.2	1.2 Safe & Nurturing Learning Experiences	Sustaining				<input checked="" type="checkbox"/>	
1	1.4	1.4 Active & Different Ways of Learning	Developing			<input checked="" type="checkbox"/>		
1	1.7	1.7 Students Know What They are Learning, Why, and How it can be Applied	Developing			<input checked="" type="checkbox"/>		
1	1.8	1.8 Academic Intervention & Enrichment Supports	Developing			<input checked="" type="checkbox"/>		
1	1.10	1.10 Equitable Access to Curriculum	Developing			<input checked="" type="checkbox"/>		
1	1.11	1.11 College-going Culture & Resources	Developing			<input checked="" type="checkbox"/>		
2	2.1	2.1 Safe & Healthy Center of Community	Sustaining				<input checked="" type="checkbox"/>	
2	2.2	2.2 Coordinated & Integrated System of Academic & Learning Support Services	Sustaining				<input checked="" type="checkbox"/>	
2	2.5	2.5 Identifies At-Risk Students & Intervenes	Sustaining				<input checked="" type="checkbox"/>	
2	2.6	2.6 Inclusive, Welcoming & Caring Community	Sustaining				<input checked="" type="checkbox"/>	
3	3.1	3.1 Collaboration	Refining					<input checked="" type="checkbox"/>
3	3.2	3.2 Data Collection & Analysis	Developing			<input checked="" type="checkbox"/>		
3	3.4	3.4 Professional Learning Activities	Developing			<input checked="" type="checkbox"/>		
4	4.2	4.2 Shared Decision-making	Developing			<input checked="" type="checkbox"/>		
4	4.5	4.5 Student/Family Engagement on Student Progress	Sustaining				<input checked="" type="checkbox"/>	
4	4.6	4.6 Family Engagement on Student Learning	Sustaining				<input checked="" type="checkbox"/>	
4	4.7	4.7 Standards of Meaningful Engagement	Sustaining				<input checked="" type="checkbox"/>	
5	5.1, 5.2, 5.3, & 5.11	5.1, 5.2, 5.3, & 5.11 Shared Responsibility	Sustaining				<input checked="" type="checkbox"/>	
5	5.5	5.5 Focus on Equity	Sustaining				<input checked="" type="checkbox"/>	
5	5.6a & 5.9	5.6a & 5.9 Accountability for Student & Staff Outcomes	Sustaining				<input checked="" type="checkbox"/>	
5	5.6b	5.6b Professional Learning	Sustaining				<input checked="" type="checkbox"/>	

### Urban Promise Academy: Data Profile

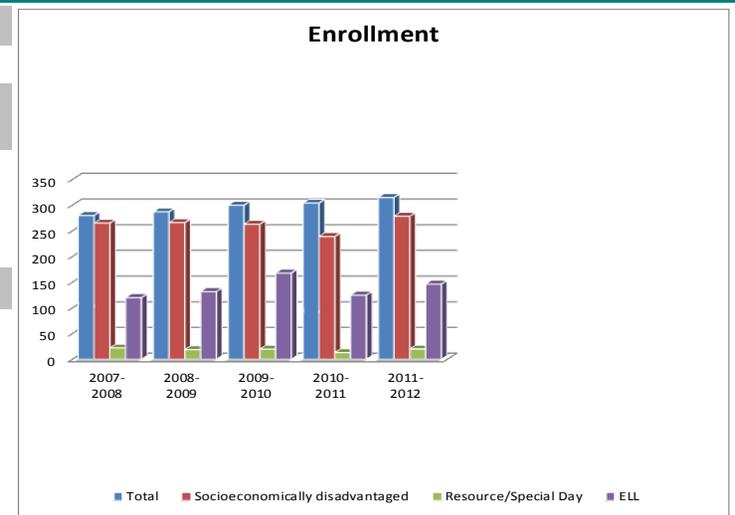
<b>Name of School:</b>	<b>Urban Promise Academy</b>	<b>Name of School Leader:</b>	<b>Mark Triplett</b>	<b>PI (Program Improvement) Status:</b>	<b>In PI</b>	<b>Year in PI</b>	<b>Year 5</b>	<b>Site Code</b>	<b>236</b>
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#### Live-Go Data

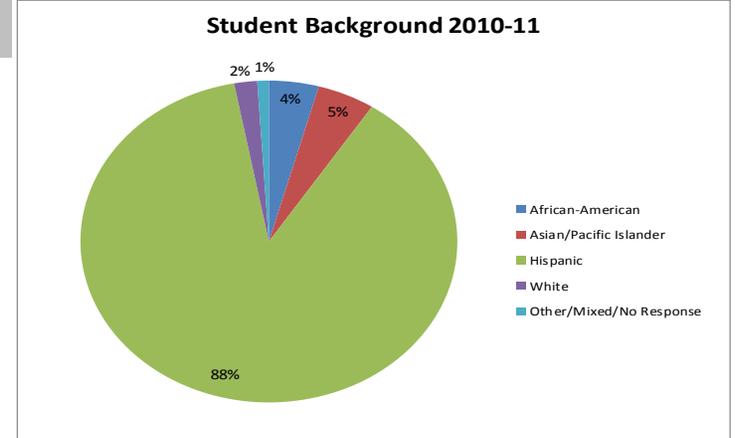
# Live in Neighborhood	# Live-Go w/in School	# No Live Go	# Live No-Go	% Neighborhood Live-Go	% Neighborhood Live No-Go	% School Live-Go	% of school No Live-Go
1272	249	50	1023	19.6%	80.4%	81.9%	16.4%

#### Enrollment, Attendance, Background, & Discipline in School

Total	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	280	287	300	304	315
2010-2011 Attendance & Absence Rates	Truancy Rate (# of students w/unexcused absence or tardy on 3 or more days)	Attended > 95% school days	ADA	Chronic Absence (>10% of academic year) Rate 10-11	
School	53.3%	81.0%	96.5%	6.0%	
Region	N/A	76.0%	N/A	10.0%	
District	42.9%	72.0%	N/A	12.0%	
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 (projected)
Socioeconomically disadvantaged	265	266	263	239	278
% of total enrolled	94.6%	92.7%	87.7%	78.6%	88%
ELL	120	132	168	125	146
% of total enrolled	42.9%	46.0%	56.0%	41.1%	46%
Resource/Special Day	22	19	20	13	20
% of total enrolled	7.9%	6.6%	6.7%	4.3%	6%



Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended
African-American	13	4%	African-American	6	13.3%
Asian/Pacific Islander	15	5%	Asian/Pacific Islander		
Hispanic	267	88%	Hispanic	37	82.2%
White	6	2%	White		
Other/Mixed/No Response	3	1%	Other/Mixed/No Response		0.0%
ELL	125	41%	Male	34	75.6%
SPED	13	4%	Female	11	24.4%
Male	146	48%	Total	45	
Female	158	52%			



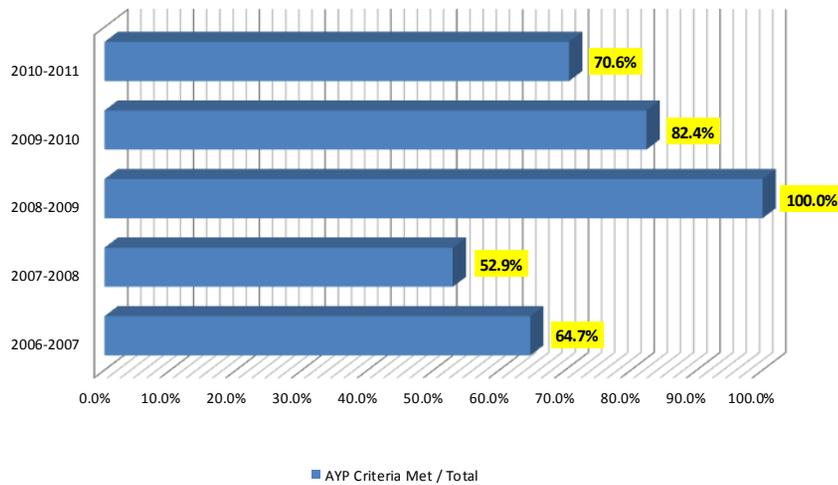
### Urban Promise Academy: Data Profile

#### Overall School Academic Data

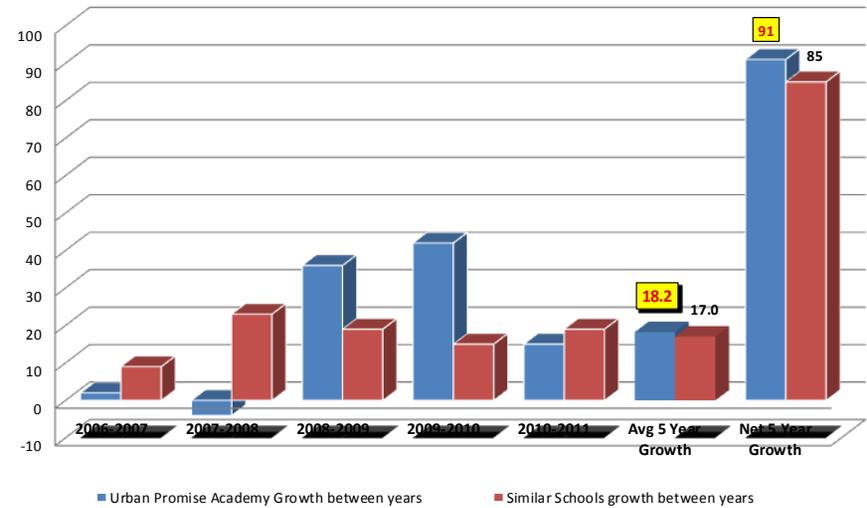
AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011		
AYP Met?	Yes	No	Yes	No	No		
AYP Criteria Met / Total	64.7%	52.9%	100.0%	82.4%	70.6%		
API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Avg 5 Year Growth	Net 5 Year Growth
Growth API	649	645	694	734	748		
Urban Promise Academy Growth between years	2	-4	36	42	15	18.2	91
Growth Target Met?	No	No	Yes	Yes	Yes*		
Similar Schools Growth API	653	665	688	689	732		
Similar Schools growth between years	9	23	19	15	19	17.0	85

\* Met School-wide target, not subgroups

AYP Criteria Met / Total



UPA vs. Similar Schools API Growth between Years



### Urban Promise Academy: Data Profile

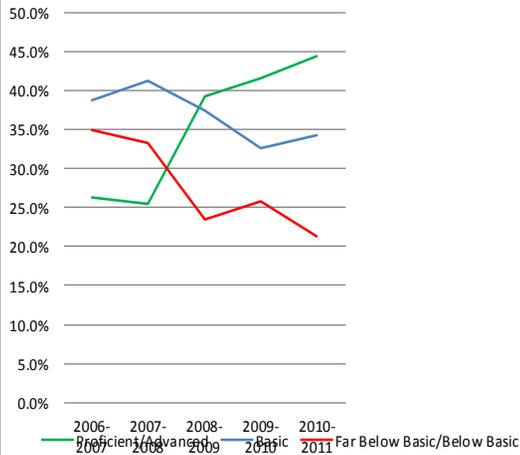
#### CST ELA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	26.3%	25.4%	39.2%	41.5%	44.4%	35.4%	9.0%
<b>Basic</b>	38.8%	41.2%	37.4%	32.7%	34.2%	36.9%	-1.9%
<b>Far Below Basic/Below Basic</b>	34.9%	33.3%	23.4%	25.9%	21.4%	27.8%	-7.1%

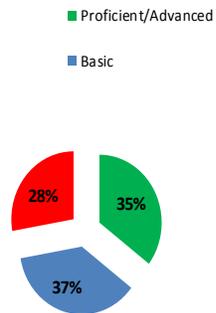
#### CST Math

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	20.4%	16.6%	27.7%	40.5%	43.1%	29.7%	9.2%
<b>Basic</b>	29.7%	33.2%	22.7%	26.8%	28.6%	28.2%	-1.5%
<b>Far Below Basic/Below Basic</b>	49.8%	50.2%	49.6%	32.6%	28.3%	42.1%	-7.7%

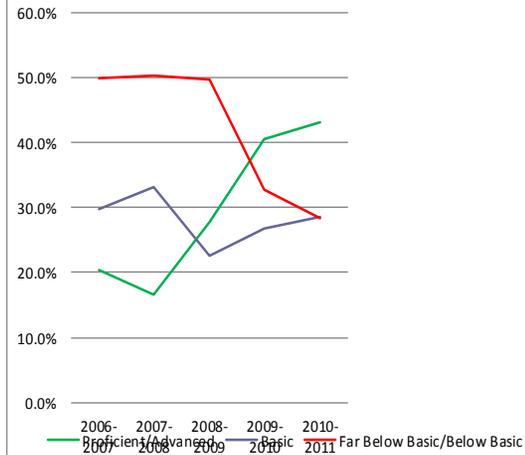
ELA CST 5 Year Data



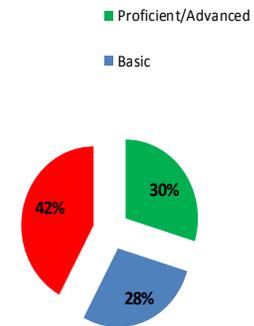
ELA CST 5 Year Average



Math CST 5 Year Data



Math CST 5 Year Average

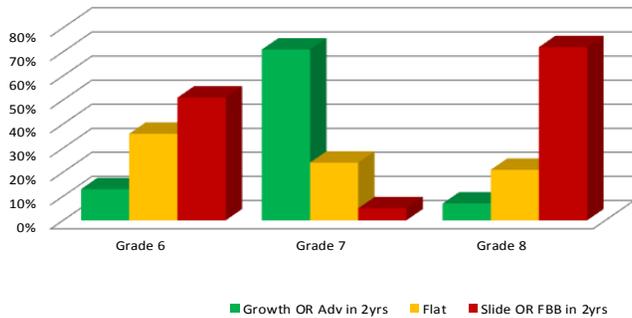


## Urban Promise Academy: Data Profile

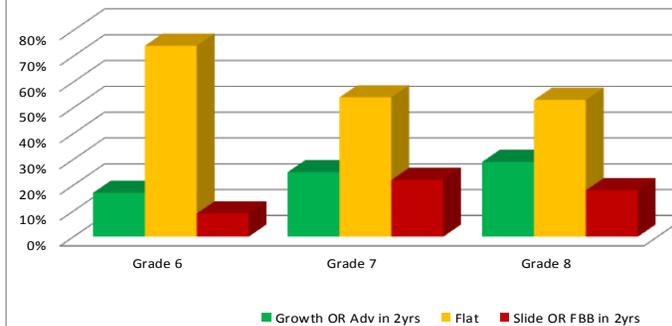
### 2 Yr Cohort Academic Data

Growth OR Adv in 2 yrs	Student improved one or more performance levels or remained at Adv in both years	Flat	Student remained at the same performance level in both years, not including FBB and Adv	Slide OR FBB in 2 yrs	Student slid back one or more performance levels or remained at FBB in both years
<b>Roosevelt 2 Yr Cohort Data 09-10 to 10-11</b>	<b># Students</b>	<b>% Growth</b>	<b>% Flat</b>	<b>% Slide</b>	
	234	25.2%	57.3%	17.5%	

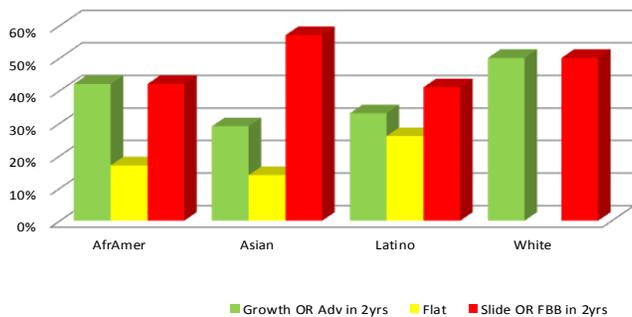
Math CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Grade



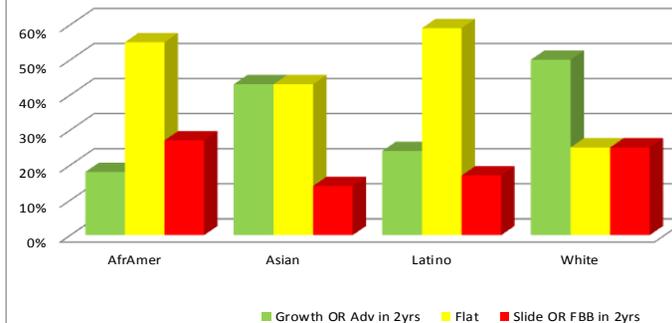
ELA CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Grade



Math CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Ethnicity



ELA CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Ethnicity



## Urban Promise Academy: Data Profile

### CST Math

PerfLevel 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	79.4%	17.6%	2.9%			34
Proficient	46.4%	50.0%	3.6%			28
Basic	27.8%	36.1%	30.6%	5.6%		36
Below Basic		38.5%	53.8%	7.7%		13
Far Below Basic			100.0%			1

### ELA

PerfLevel 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	63.2%	36.8%				19
Proficient	30.0%	56.7%	13.3%			30
Basic	12.8%	51.3%	33.3%	2.6%		39
Below Basic	5.9%	29.4%	23.5%	29.4%	11.8%	17
Far Below Basic		16.7%	83.3%			6

### Urban Promise Academy: Data Profile

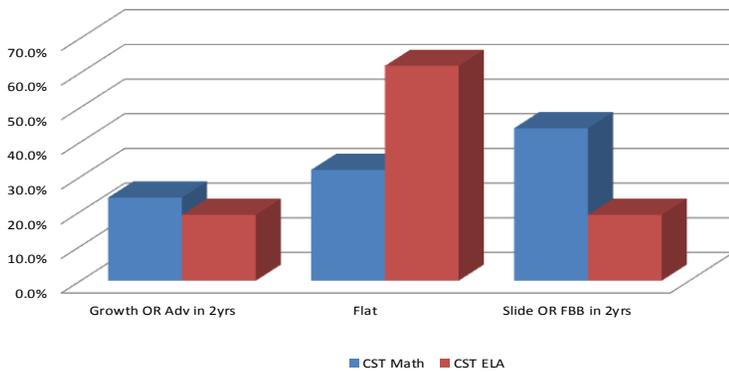
#### Lowest Performing Subgroup - English Language Learners

	School	ELL		CST Math	CST ELA
<b>2010 Growth API</b>	734	675	<b>Growth OR Adv in 2yrs</b>	24.0%	19.0%
<b>2011 Growth API</b>	748	726	<b>Flat</b>	32.0%	62.0%
<b>2010 API Change</b>	42	0	<b>Slide OR FBB in 2yrs</b>	44.0%	19.0%
<b>2011 API Change</b>	15	21	<b>Total Students</b>	<b>79</b>	<b>78</b>

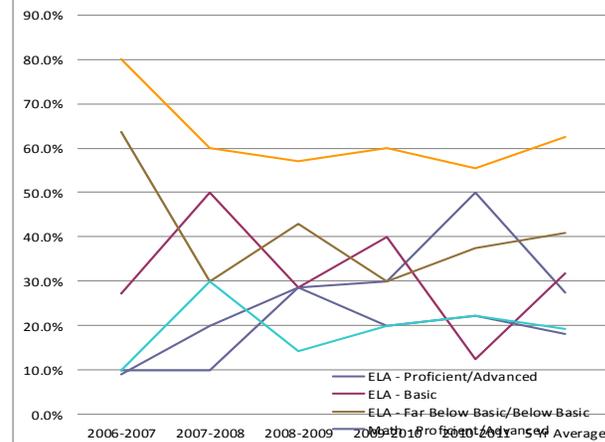
#### African-American Male CST Data

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>ELA - Proficient/Advanced</b>	9.1%	20.0%	28.6%	30.0%	50.0%	27.5%	40.9%
<b>ELA - Basic</b>	27.3%	50.0%	28.6%	40.0%	12.5%	31.7%	-14.8%
<b>ELA - Far Below Basic/Below Basic</b>	63.6%	30.0%	42.9%	30.0%	37.5%	40.8%	-26.1%
<b>Math - Proficient/Advanced</b>	10.0%	10.0%	28.6%	20.0%	22.2%	18.2%	12.2%
<b>Math - Basic</b>	10.0%	30.0%	14.3%	20.0%	22.2%	19.3%	12.2%
<b>Math - Far Below Basic/Below Basic</b>	80.0%	60.0%	57.1%	60.0%	55.6%	62.5%	-24.4%

Lowest Performing Subgroup (ELL) CST 2-Year Cohort Performance



AA Male - CST Performance



# Oakland Unified School District SCHOOL QUALITY REVIEW



## School Self-Reflection 2011-2012

*"We are a proud family."*  
-UPA student

*"It is a small school but with a big heart."*  
-UPA student

*"One thing that makes my school different from other schools is that you can show you are a scholar."*

**1 What are 3 things that are distinctive about your school?**

**Student responses:**

1. Teachers and other staff – this is overwhelmingly the largest response. Students feel their teachers and school staff believe in them, care about them, and give them individual attention; are skillful, know their subject area, and have different methods of teaching them; that the entire staff is dedicated to giving them a great education.
  - “We have fabulous teachers who really care about us and how we do.”
2. School culture and expectations – 2<sup>nd</sup> largest response. Students feel part of a caring supportive community of adults and children, feel the school is serious about keeping them safe; has community agreements that help them, has high expectations for them to act like scholars. Special mentions – small size of school and classrooms, morning boost and afterschool program, many mentions of outstanding counselor.
  - “My school is a safe zone where we learn and where we could feel confident.”
  - “We are a united community.”
3. Uniform – students are very aware of school policy around uniforms, shoes, backpacks, no wearing red or blue.

**Staff responses:**

4. Support provided for students’ social and emotional development – many mentions of the commitment and dedication of entire community to the well-being of students, our counselor, partnerships with other agencies to provide services, our afterschool program, Project WILD – all the ways students are given opportunities to grow as whole people.
5. The collaborative and teacher-led nature of our professional development; the strong voice teachers have in leadership, the high quality of our teaching and support staff, the strong collaborative culture of our staff.
6. Our intervention programs for struggling students – Morning and Afternoon Boost, RTI beginning, Project Phoenix, Homework Club, etc.

**Family responses:**

1. Good Administrator
  - The parents have great faith in our administration and feel that our administration makes UPA special. The parents responded to the survey saying that the administration is excellent and the principal works hard. He is caring, open, and listens.
2. Programs to support
  - Families feel strongly that our intervention programs distinguish UPA from other schools. Namely, Morning Boost, P.M Boost, Project Phoenix, Homework Club...
3. Communication
  - Families believe that the level of communication makes UPA special. The Family Center is does an exceptional job communicating with families; families feel supported. The parents love the open door policy of the Family Center and the families feel involved.

<b>2 How effective is your school overall?</b>						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			<b>X</b>			
How do you know?						
<ul style="list-style-type: none"> <li>74% staff responded that school above average in its effectiveness</li> <li>11% staff say it is excellent</li> <li>66% students say it is very positive</li> <li>32% students say it is usually positive</li> <li>Teachers say student achievement, attendance, and CST data demonstrate the school’s effectiveness.</li> <li>Strong teachers and programs are also mentioned by both students and teachers as key indicators of the school’s effectiveness.</li> <li>Students say teacher support, safe, facilities good (including gym) demonstrate the school’s effectiveness.</li> <li>Student quote, “Police don’t come. Less people get hurt.”</li> </ul>						
What are its notable strengths?						
<ul style="list-style-type: none"> <li><b>Staff-</b> collaboration, family engagement, PD, programs (WILD, College for All, Boost, Health and Wellness), teachers and counseling</li> <li><b>Students-</b> teachers, positive community/culture, meeting the needs of the whole child (including Afterschool Programs)</li> </ul>						
What are the main priorities for improvement?						
<ul style="list-style-type: none"> <li><b>Staff-</b>continue to improve staff retention, wrap around services for students, staff diversity, student body diversity and acceptance of all race, religion, gender and orientation.</li> <li><b>Students-</b> occasional fights, bullying, budget cuts</li> <li>Student quotes to the question about what are the biggest problems at the school:  <i>“Fights, sometimes, but not really.”</i>  <i>“Our biggest problem is trying to keep these kids to not give up on themselves.”</i> </li> </ul>						

<b>3 How well is the school regarded by its students and parents?</b>						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			<b>X</b>			
How do you know?						
<ul style="list-style-type: none"> <li>98% of students responded that UPA is a <u>usually</u> or <u>very positive</u> place to learn.</li> <li>84% of students responded that <u>some</u> or <u>most</u> adults in the school help them when they need it</li> <li>Family surveys show 99% of families feel that UPA is effectively involving them in school activities</li> <li>35/41 parents responded that the quality of curriculum and instruction at UPA is <u>excellent</u></li> <li>High family attendance at SSC (average 60 families per month) indicates high level of family engagement.</li> </ul>						

What do (a) students and (b) parents most like about the school?

**Students** (responses from student survey):

- Students feel safe
- Small school where students feel part of a community - "It is a small school and we all help each other."
- Field trips - "We go on unique field trips like Washington D.C. Field trips that most likely give you pleasant memories."
- Teachers, principal, and counselor who support, listen, and care about students - "The best teachers in all the middle schools."
- After school program
- Opportunities to get extra support - "If we need help we have awesome programs like A.M. Boost which help us in our learning."
- Sense of fairness - "We get chances to reflect when we make the wrong decisions."
- Students are proud of high expectations that teachers and staff have - "I'm proud that my school is always telling me to persevere."

**Families** (responses from Family survey):

- Intervention programs that support their child's learning (AM/ PM Boost, Project Phoenix, Homework Club)
- Strong administrator who works hard and is open to listening to families
- Amazing family center where parents feel supported and informed about what is going on at UPA
- "High-quality, knowledgeable" teachers who work on behalf of and support their child
- Families feel informed about their child's progress and are happy with communication from teachers

What do they feel needs improvement, and what action is being taken?

**Students:**

- Students complain about the quality of the food at lunch
  - Family volunteers assist at lunch with fresh salad bar
- Occasional fights, bullying, negative language
  - Immediate conflict resolution with counselor
  - Students who get into trouble go before Student Site Leadership Team (SSLT) who act as a peer panel to listen to the facts and issue consequences
  - Addressing bullying in grade-level Crew curriculum
  - Homophobia workshops with Assistant Principal for anti-gay slurs

**Families:**

- More information for families on how to support their child with homework
  - Strategies for support are shared during SSC, ELAC, Back to School Night and family conferences
  - UPA hosted a homework help workshop for families in the past, but there was low turn out

**4 How well do students achieve academically?**

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			

How do you know?

In terms of our student achievement data, we felt that we are 2. However, we believe that our response to varying levels of achievement is strong (3). Families felt that we were a 4 based on CST/ELAC data and improving scores. Our sources of data include:

- CST data
- Honor roll data
- Intervention programs
- Family, staff, student surveys

- Department Theory of Action

In which subjects and grades do students do best, and why?

- Math: CST Data shows a trend of 6<sup>th</sup> graders' proficiency levels dropping from 5<sup>th</sup> grade, increasing dramatically in 7<sup>th</sup> grade, then dropping again in 8<sup>th</sup> grade Algebra.
- English: CST data shows a trend of students' proficiency levels decreasing as they increase in grade levels. UPA has a high reclassification rate for English Language Learners (30 EL 3's in 6<sup>th</sup> grade AM Boost versus 11 in 8<sup>th</sup> grade AM Boost).
- Grade Level Honor Roll Data:
  - 6<sup>th</sup> Grade – 61 on Honor Roll, 13 Below 2.0
  - 7<sup>th</sup> Grade – 62 on Honor Roll, 10 Below 2.0
  - 8<sup>th</sup> Grade – 70 on Honor Roll, 7 Below 2.0

In which subjects and grades is improvement needed, and what action is being taken?

- Math: Struggling students are assigned to peer tutoring sessions during lunch/recess, department meetings focus on vertical alignment of best practices, teachers looping to strengthen practices & invigorate curriculum.
- English: Response to Intervention - English teachers are addressing low reading comprehension levels by administering multiple diagnostics and creating differentiated interventions based on the diagnostics.
- Grade Level Interventions:
  - All Grade Levels: Provides daily homework detention, family conferences three times annually, and biannual intervention meetings with families for students in jeopardy of failing. Students that are referred by teacher or parents attend Project Phoenix, an after school program that focuses on boosting academic and social development.
  - 8<sup>th</sup> Grade: Targeted interventions for all students who have been below 2.0 during previous years. All students are receiving some form of support (academic and/or mental health).

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

- District recognition award for highest growth in African American academic achievement 2010-11
- SPED & ELD
- ELAC - focus on EL achievement
- Latino girls outperforming Latino boys – Math teachers are trying to find a balance of male/female peer tutors to offer support & role models during peer tutoring.
- Plateau at CELDT level 3—Morning Boost intervention program to address the language needs of these students.

**5 How effective is the quality of the curriculum & instruction?**

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			
How do you know?						
<ul style="list-style-type: none"> <li>• 78.9% of staff said that the effectiveness of curriculum and instruction was above average.</li> <li>• 70% of students reported that the work is challenging enough to push them and help them learn.</li> <li>• 85% of families report that curriculum and instruction are effective, citing their child's growth and improvement as evidence.</li> <li>• The school's API score has consistently improved in the past 5 years. (2011- 748)</li> <li>• 43% of students are proficient or advanced in Math. (2011)</li> <li>• 44% of students are proficient or advanced in ELA. (2011)</li> </ul>						

- Our CST scores are higher than the district average, but generally lower than the stage average.
- Ongoing observations and debrief with principal and instructional facilitator and grade level observations.
- The school's professional development facilitates school wide practices in classrooms such as student interactions, formative assessment practices, thinking maps, project-based learning.
- There is strong collaboration to develop engaging curriculum across subject levels and grade levels. Our schedule provides a common prep for all teachers in every grade level four days a week for one hour.

Which are the strongest features of teaching and learning, and why?

- Consistent use of structured student interactions (Kagan and other). This engages students and deepens their understanding of content.
- Collaboration between partner teachers to develop creative and engaging curriculum.
- Support of English Language Learners (Constructing Meaning, Thinking Maps). When planning instruction, there is a focus on supporting the specific needs of language learners.
- Use of formative assessment strategies. This is our focus in PLCs this year and teachers will continue to develop the use of formative assessment strategies and engage students in reflection on their learning.
- Common language used in classrooms around instruction to facilitate student connections.

What aspects of teaching and learning most need improvement, and what action is being taken?

- Classroom Management- Consistent expectations for student behavior to create a positive and effective learning environment. Grade levels collaborate to develop consistent procedures and expectations at the beginning of the year and continue to reflect as the year progresses. Administration provides support to "struggling" teachers through more frequent observations and debriefs. Peer observations/ video observations allow teachers to share success and struggles and develop consistency.
- More consistent use of formative assessment strategies/ standards-based grading. This is our focus in PLCs this year (see above).
- Intervention for struggling students. The humanities department is piloting the use of some reading interventions for struggling readers. There is weekly collaboration with the RSP teacher to support SPED students.
- Rigor of curriculum (making math instruction more conceptual and pushing our students to write at grade level). The math department has been preparing students for short answer problems on benchmarks. Grade levels are working on cross-content collaboration. The humanities department has done some work on aligning writing curriculum.

**6 How effective is the system of assessment of student learning?**

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			
How do you know?						
<ul style="list-style-type: none"> <li>• Benchmark and CST scores consistently improving</li> <li>• Implementation of standards based grading in math and some humanities classrooms</li> <li>• Majority of students track their own progress in classes based on proficiency of learning targets</li> <li>• Morning boost data shows strong achievement</li> </ul>						
What are the strongest features of assessment?						
<ul style="list-style-type: none"> <li>• Use of daily formative assessment in majority of classrooms</li> <li>• Professional development focus on formative assessment</li> <li>• Alignment with CST and looking forward to common core standards</li> <li>• District benchmarks taken seriously and evaluated through data conferences</li> <li>• Data is visible in the classroom</li> <li>• Daily exit tickets, use of clickers</li> </ul>						

What aspects need improvement, and what action is being taken?

- Student involvement in tracking progress. This will be the focus of a PLC group this year. Teachers from this group will share learning with other groups.
- Teachers need time to provide meaningful and timely feedback. Communicating feedback to students is also the focus of a PLC group.
- Assessment for higher order thinking in math particularly justifying reasoning and creative problem solving. We are starting to focus on this at a district level with short and long answer questions on the benchmark exams
- Need to include more ways to assess deeper level thinking in math and humanities
- Don't have school-wide or district wide science assessments.

**7 Identify at least one student group on which you have a strategic focus. How effective is the school right now in diagnosing and addressing the learning needs of this group?**

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			

**Student group 1: English Language Learners, particularly Intermediate level ELs (CELDT Level 3)**

**Student group 2: African-American Males**

**Student group 3: 8<sup>th</sup> Grade**

How do you know?

**Student group 1: ELs**

Beginner ELD students- 67% moved up at least one CELDT level between '09-10 to '10-11

Early Intermediate ELD students- 71% moved up at least one CELDT level between '09-10 to '10-11

Intermediate ELD students- 56% moved up at least one CELDT level between '09-10 to '10-11

**Student group 2: African American Males**

50% African American males proficient or advanced in 2010-11 English CST (10% growth)

Significant drop in number of African American males suspended or referred to Main Office for discipline reasons (number is now proportionate to school population)

**Student group 3: 8<sup>th</sup> Grade**

10% decrease in number of students FBB/BB in 2010-11 Math CST

5% increase in number of students Prof/Adv in 2010-11 Math CST

Which are the school's strongest features, and why?

ELD Boost Program addresses the needs of Intermediate ELD students. The ELD Boost cohort is outgrowing their grade level cohort by almost double (in all but 8<sup>th</sup> grade).

Math Boost Program is addressing the needs of students FBB and BB in math. This includes African American males who are FBB and BB. The Math Boost cohort has shown dramatic results, particularly in 7<sup>th</sup> grade.

New 8<sup>th</sup> grade team has put in place many new structures and systems to ensure student academic success, including interventions, Crew curriculum, and cohesive expectations for student behavior.

What most needs improvement, and what action is being taken?

**Student Group 1: ELs**

In years past, students in 8<sup>th</sup> grade EL Boost have not shown same growth as their peers in 6<sup>th</sup> and 7<sup>th</sup>.

As students move out of intermediate level, need for school to develop specific plan to address needs of newly designated

Early Advanced English Language Learners.

Actions Being Taken-

8<sup>th</sup> grade Boost curriculum being more directly adhered to as it was intended.

School will continue to revise and improve the Boost curriculum according to the needs of the students in the program.

**Student Group 2: African American Males**

22% African American males proficient or advanced in 2010-11 Math CST- this number is still significantly below the percentage of non-African American males proficient or advanced in math at UPA (40% Latino males prof/adv, 56% Asian Amer males prof/adv)

Actions Being Taken-

Students identified for socio-emotional support (from new health partners).

Students identified for academic intervention in 8<sup>th</sup> grade.

Peer tutoring in math on a weekly basis.

\*Other ways of specifically supporting our African American students, both academically and culturally, need to be developed.

**Student Group 3: 8<sup>th</sup> Grade**

20% 8<sup>th</sup> Grade Prof/Adv in 2010-11 Algebra CST (over 20% less than school average)

35% 8<sup>th</sup> Grade Prof/Adv in 2010-11 ELA CST (14% lower than other two grades)

Actions Being Taken-

Reconfiguration of 8<sup>th</sup> grade teacher team for 2011-12 school year

Extensive 8<sup>th</sup> grade team summer planning and alignment

WILD 8<sup>th</sup> grade camping trip to build culture and student leadership

Cross-content collaboration in 8<sup>th</sup> grade

**8 How effective are the strategies and services that you have put in place to support the physical, emotional, and social needs of your diverse students?**

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			

How do you know?

We know that we are creating effective strategies that support the physical needs of our students through the following programs:

- We were the first middle school that reported that the entire student body 100% TDAP compliance
- We are running a “Glasses are Cool” Campaign in an effort to encourage students to wear and to create access to free glasses to students that can’t afford them
- Four times a week students have access to a salad bar with fresh fruits and vegetables
- Students with chronic medical conditions such as seizures have been identified by the school nurse, teachers and staff have been given information on their conditions
- School nurse is in communication with the front office to contact doctors of students who have excessive absences
- Vision and hearing tests are administered by the school nurse before any SST so that we rule out those issues before we make accommodations
- After school programs that focus on offering physically rigorous programs that encourage students to develop their physical health. These classes include: Martial Arts, Hip Hop Dance, soccer leagues, Fresh Fit and Fabulous,

### Basketball and the Outdoor Club

- Peer Health Education Program, run through the La Clinica school based health center partnership, provides information and leadership development training to students where the curriculum is developed by the students themselves
- Health Education one-on-one appointments are provided through the school based health center to address questions around sexual and reproductive health, nutrition and physical needs through goal setting and STI and pregnancy tests

We know that we are creating effective strategies that support the **emotional needs** of our students through the following programs:

- We provide both individual and group counseling for students through our school counselor, the Wright institute, and the counselor through our La Clinica School Based Health Center
- When we can't provide services on campus we make referrals to outside agencies to improve access
- The school counselor helps provide conflict resolution sessions for all conflicts on site for students and their families.
- The school facilitates several SSTs and SARTs throughout the year
- There is a Student Focus Team (SFT) that meets weekly to discuss students of concern and develop action plans for these students.
- The SFT does data collecting and analysis in order to predict and prevent negative student trends with positive student motivators.
- Every 6<sup>th</sup> grade student is mandated to attend the Early Start program in August. This program allows them to experience the daily life at UPA and can help to alleviate the anxiety of transitioning onto middle school.
- Academic and Behavioral goal setting occurs in student led family conferences 3 times a year
- We provide mental health and communication family education classes
- Any sixth grade or seventh grade student who does not pass the school year must attend an intensive four-week summer program called Second Chance. In this program students learn study skills, anger management, goal-setting, prioritizing, etc. Support for these students then continues throughout the year, including a special small Crew.

We know that we are creating effective strategies that support the **social needs** of our students through the following programs:

- Peer educators meet with every six grade student and teach them lessons such as, "Gang violence prevention," "Sexual harassment," "Smoking drug and alcohol prevention," and "Addressing Homophobia"
- All three grade levels attend overnight Wilderness Independence Leadership Development (WILD) trips which not only addresses physical needs but helps to create a community environment
- We provide students with an academic planner which serves as an essential communication tool between family, teacher and student
- All students start their day with a morning crew, where the class size is under 20 and the crew leader follows up on conflict resolutions, ensures that the students are prepared for their day, and acts as the primary contact person for family communication.
- Each grade has a specific Crew curriculum that helps to address social issues and topics ranging from: goal setting, bullying, character development, community building, as well as a college bound curriculum that includes field trips to visit campuses.

All of these areas are supported through the strategy sessions taking place at our weekly Coordination Of Services Team meetings.

What are the strongest features of support structures for a diverse student population?

- Small community: We have the personnel and the programs to support every child. We have a small inclusive community of staff and parents that allows us to identify students of need quickly.
- Family resource center: We have a very popular family resource center that provides a place where parents and family members can access resources. As many of our families come from immigrant backgrounds, the school

## Urban Promise Academy: Self-Reflection

provides translation in an effort to improve communication and family involvement.

- Family member volunteers, our school nurse, and the health educator from our school based health center were on hand at registration to ensure that families have access to health care and additional resources as needed.
- Student survey data tells us that our school counselor is a valuable resource and that students feel safe to visit at any moment. Some student comments include:
  - “Ms. Bayardo, our counselor, helps us out a lot with conflicts before they become a bigger issue and turn into something physical.”
  - “Our counselor Ms. Bayardo helps us the most. She helps us stay calm and share how we feel. She also does more than that, she helps us get along or try to get along with kids who we don't usually talk to or like. We can tell her everything and it will be kept confidential.”
  - “Ms. Bayardo helps me with my conflicts and she makes me realize that life is a beautiful thing, and that it has its ups and downs.”

What aspects need improvement, and what action is being taken?

- We need to improve our 7<sup>th</sup> grade culture as we noticed a decline in behavior. Seventh grade teachers are piloting more restorative justice approaches to discipline in an effort to address this issue.
- We need to better engage the community of students that are not Latino. The after school program director will be running workshops about racially oppressive language.
- Homophobic comments by the students have led us to begin developing a plan to address the need for education through sexuality education and the creation of a GSA.

### 9 How effective are the professional development opportunities provided to teachers?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			

How do you know?

- 72% of staff responded Above Average or Excellent to this question on survey
- Teachers implementing what they learn in PD in their classrooms
- Teachers provided multiple opportunities to learn from each other and apply what they learn in their class

Which are the strongest features of professional development, and why?

- Overwhelming teacher response in support of **Professional Learning Communities (PLCs)**. Responses from last year teacher reflections include:
  - “Small with specific achievable focus”
  - “Not a one size fits all helps me feel invested”
  - “Small group allows for differentiation and individualized attention”
  - “Time to explore new ideas”
  - “Safe space to get feedback”
- Distributive leadership model
  - PD led by various individuals including: Instructional Facilitator, School Leadership Team (including teachers), principal, arts coach, SPED teacher, etc.
  - Empowers teachers and encourages leadership opportunities
  - Teacher input is valued in determining PD focus. PD meets teachers’ needs.
- UPA’s school wide PD focus includes/ed:
  - Project based learning and cross content collaboration
  - Student interaction structures that support academic English language development
  - Formative Assessment
  - Thinking Maps
  - Systematic ELD—Constructing Meaning

What aspects of professional development most need improvement, and what action is being taken?

- Survey results indicate teachers would like more professional development in SPED, differentiation, arts integration, and content-specific.

Action being taken:

- Part of two Buy Back days this year will be devoted to SPED PD and focus on differentiation strategies for SPED students
- In-house arts coach (UPA teacher) available to support teachers with arts integration
- Artist-in-residence from By Any Means Necessary attends grade-level meetings once a month to offer support to teachers with arts integration
- Content addressed in department PD, and district PD this year
- During department PD (Humanities and Math/Science) Physical Movement teacher is supported by Assistant Principal

**10 How effective is the leadership and management of the school?**

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			X			

How do you know?

- 77% of staff responded Above Average or Excellent to this question on survey
- 84% of staff Agree or Strongly Agree that leadership supports teachers on TELL OUSD survey
- 71% of staff responded Agree or Strongly Agree to the statement, “The administration communicates clear expectations to students, parents, faculty and staff” in a 2010-2011 UPA survey (in School Outcomes tab of data and documentation binder)
- 92% of students responded that the Principal and Administrative staff is usually or always fair.

Which are the strongest features of leadership and management, and why?

- Distributive leadership model where Principal and leadership team strive to engage *all* stakeholders in decision making process.
- Leadership communicates openly and effectively with staff.
- Leadership is responsive to staff needs, available, solution-minded, and willing to listen.
- Principal demonstrates exceptional leadership qualities including:
  - articulating a clear vision and direction for the school
  - grant writing skills to secure outside funds
  - involving many stakeholders in decision making
  - strong hiring practices (supported by hiring team made up of teachers, students, parents)
- Multiple leadership opportunities exist for teachers and staff including: SLT, SSC, Arts coach, Crew Coordinator
- Leadership has strong and positive relationships with students, families, staff, and community.
- Student survey results indicate the majority of students feel respected and listened to by leadership, in particular the Principal.
  - “Mr. Triplett always hears what people have to say and tries to do the right thing by what seems right for everybody.”

What aspects of leadership and management most need improvement, and what action is being taken?

- Continued recognition of current workload that teachers have. Continued support for teachers who feel overwhelmed in order to avoid teacher burn out.

Action being taken:

- Staff socials to strengthen community
- Release days that allow teachers to take a full day to plan with a partner off campus

- Staff who are not involved in leadership groups sometimes feel their voices are not fully represented

Action being taken:

- Open invitation to weekly SLT meeting to all staff. Agenda sent out ahead of time so individuals can plan

- to attend.
  - Staff, family surveys to receive input from school wide community
- Improved diversity among leadership team
 

Actions being taken:

  - Cognoscente of diversity in hiring practices
  - Continue to involve various stakeholders who represent diverse backgrounds and perspectives

<b>11 How effectively does the school meaningfully engage with parents &amp; students?</b>						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
	<b>X</b>					
<p>How do you know?</p> <ul style="list-style-type: none"> <li>• Family survey shows that 99% of families feel that UPA is effectively involving them in school activities</li> <li>• Survey shows that 95% of staff feel that the school is above average or excellent at engaging families</li> <li>• Survey shows that 80% of staff believe that UPA does an above average or excellent job at serving students' diverse needs</li> <li>• Family and students involvement in hiring committees (hiring new teachers)</li> <li>• EXPO nights designed to engage all 316 families through means of students teaching families</li> <li>• Back to school night to engage families</li> <li>• Two student led family conferences through the year allow for time and space to set goals and reflect on goals and next steps. Also keep family informed about student's progress. Family conference attendance is very high, usually around 95% school-wide.</li> <li>• SSC and ELAC monthly meetings, both planning meetings and general family meetings. These allow for family to take leadership in school wide decisions and/or give input in school decisions, including allocation of budget.</li> <li>• UPA provides holistic education for families, such as computer classes, ESL classes, Zumba classes led by families, and wellness initiative classes.</li> <li>• Various family led programs to holistically support UPA students, such as: family run salad bar and gardening committee.</li> <li>• UPA engages families in partnership with outside service providers to better address their childrens' emotional needs and physical well-being. This is done through bi-monthly workshops and ongoing support groups.</li> <li>• Families are involved in translation needs at the school</li> <li>• Families are provided translation in Spanish, Vietnamese, and Arabic.</li> <li>• UPA provides individualized behavior plans and contracts that involve family members, which serve as a proactive means for SSTs and SARTs.</li> <li>• Families are involved in school field trips as chaperones and help as needed.</li> <li>• Family volunteers make daily phone calls to inform families of attendance and school related events.</li> <li>• UPA has a strong family resource center coordinator and a physical office space.</li> <li>• Family center provides daily child care support to UPA parents so that they can take part in educational and professional resources provided at UPA.</li> </ul> <p>Which are the strongest features, and why?</p> <p>Multiple opportunities for education of families</p> <ul style="list-style-type: none"> <li>○ It cultivates leadership among families at UPA that has a positive effect throughout the entire community. For example, educational and leadership opportunities have inspired families to become more effective advocates for our school and the outer community through things like DLAC (District Language Acquisition Committee), DAC (District Advisory Committee) and political organizing meetings.</li> </ul> <ul style="list-style-type: none"> <li>• Student led family conferences           <ul style="list-style-type: none"> <li>○ Average 95% attendance school wide</li> <li>○ Families leave conferences feeling very informed on how to support their child</li> </ul> </li> </ul>						

- Students take ownership of conferences by coming up with personal goals for each class and specific steps to accomplish those goals

What most needs improvement, and what action is being taken?

- Developing student leadership and empowerment
  - So far, actions being taken are a school wide leadership team that plans school dances. UPA also has a peer educators group that educates students about health issues and other social issues. UPA also has a peer-health educator group that addresses nutrition needs.
  - We feel like more action needs to be taken to develop student empowerment
- Engaging non-Latino/a families
  - So far, we have one non-Latina/o family leader
  - Stronger outreach to other diverse groups that make up the student body, such as African-American, Middle Eastern and Asian families.
  - UPA also needs to expand their translation services (both written and verbal) to include all languages of our students. District support may be needed for this. This includes indigenous languages, such as Mam.
  - Higher engagement of African American families
  - Would be nice to have a stronger male presence!
- Need to address issues of racism, homophobia, bullying and other social issues better by engaging students and families in conversations about these issues and workshops on to handle them.
- We need to expand opportunities for students to have their voices heard about student culture, as well as expand opportunities for student decision making.

## 12 What are the school's future plans?

Future plans include continuing to focus and build on:

- **Diverse family engagement** (particularly African American and Asian American families)
- **Project-based/Cross-content Learning**
- **Whole student-** socio-emotional development of youth (including habits of mind and leadership development/student empowerment)
- **Arts-** emphasis on appreciation and literacy in performing arts and music
- **Health and Wellness** (including environmental education and social justice)

Discuss the key challenges or risks that you see for your school going forward.

- **Interventions:** Continue to develop and improve interventions for students (academic and behavioral)
- **Retention:** Continue to retain and support highly effective teachers.
- **Budget:** Increasingly limited financial resources.

Describe what you are doing or plan to do to address each of the major challenges that you have identified. If applicable:

- **Interventions:** Leadership teams (including SLT, SFT, SSC, ELAC, ASP) continuing to improve measurements and evaluate intervention programs using relevant data. Using data to target support, and modify programs accordingly.
- **Retention:** Continue with coaching and professional development for teachers. SLT continue to build systems to improve work and task efficiency, including how we prioritize tasks and minimize interruptions to critical work for all staff.
- **Budget and Programs:** Year-long process of engaging all stakeholders in development of CSSS plan to inform next 4-5 years. This has started with the SQR engagement process and will continue with results from SQR report informing site plan and budget for upcoming year.

Describe any recent major revisions to your school plan and rationale.

- Major revisions to the school plan this year include our WILD program, and our expanded Health and Wellness

program.

**Please provide a brief description of the steps you took to complete this SQR Self-Reflection.**

September:

1. Principal introduced SQR and School Self-Reflection at staff meeting.
2. Staff participated in “chalk-talk” to brainstorm ideas/evidence for each question. During the chalk-talk, staff wrote their names next to two questions they were interested in answering with a team of delegates.

October/November:

3. Families completed paper survey during SSC and ELAC meetings.
4. Staff and entire student body completed online surveys on Survey Monkey.

November:

5. Delegate teams representing all staff (including teachers, Administration, after school program, custodial, Administrative Assistant, SSO, Nurse, Health Educator) met and analyzed survey data and responded to one question.
6. Delegate teams emailed their completed responses to Principal and Instructional Facilitator (IF), who compiled the responses into the School Self-Reflection document.
7. Draft of School-Self Reflection shared with the School Leadership Team (SLT) for final comments.