

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for United for Success Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I
- 21st Century After School Programs
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for United for Success Academy.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Legislative File ID No.: 15-1296
Introduction Date: 6/24/15
Enactment No.: 15-1035
Enactment Date: 6/24/15

2015-2016 Single Plan for Student Achievement (SPSA)

School: United for Success
CDS Code: 1612590112763
Principal: Elia Bustamante
Date of this revision: 6/10/2015

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

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

Contact Person:	Elia Bustamante	Position:	Principal
Address:	2101 35th Avenue Oakland, CA 94601	Telephone Number:	510-535-3880
		Email Address:	elia.bustamante@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: United for Success

Site Number: 228

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 6/2/15

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|--|--|---|

Signatures:

Jose Ruben Olivares

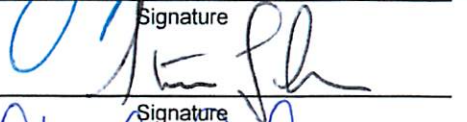
Print name of School Principal


Signature

6/2/15
Date

Stan Lake

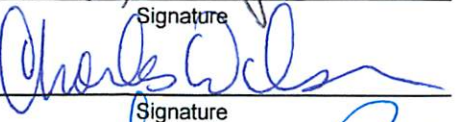
Print name of SSC Chairperson


Signature

6/2/15
Date

Charles Wilson / Ron Smith

Print name of Network Superintendent


Signature

6/5/15
Date

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs


Signature

6/5/15
Date

2015-2016 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$86,625.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$162,213.15	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$129,172.23	TBD
TOTAL:	\$403,010.38	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$76,472.29	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,909.40	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$78,381.69	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: Academic Portfolios

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- Main Goal: ACADEMIC PORTFOLIOS- Students create physical and digital portfolios to document their growth/progress towards mastering and applying their learning. Students are engaged in the process of continuous learning and reflection through student-led conferences with their families and advisors. 100% of students present achievement and progress at 2 SLCs.
- Related Goal: Reading: 30% of students reading at or above grade level as measured SRI, 80% of students meet SRI growth goal, 90% of students have 4 or 5 on CELDT Reading or move up one level
- Related Goal: Writing: 30% of students writing at or above grade level as measured by 4 strands on 6+1 wrting rubric, 80% of students meet growth goal
- Related Goal: Math: 30% of students performing at or above grade level as measured by SMI or teacher generated common assessments, 80% of students make growth goals, 100% of students master Math Certifications
- Related Goal: Speaking/Presenting: 30% of students performing at or above grade level as measured by teacher generated common rubric, 80% of students make growth goals at EXPO presentation, 100% of students present achievement and progress at 2 SLCs
- Related Goal: 10% of students engage in Extension Activities: Oratorical Fest,

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	% of students schoolwide who are at or above grade level	13%	28%	30% proficient + 80% meet growth goal
6+1 Writing Rubric	TBD	TBD	TBD	TBD

CELDT level	% of students schoolwide who score Intermediate, Early Advanced, or Advanced	TBD	TBD	30% proficient + 80% meet growth goal
SMI	School Generated Common Assessments			TBD
Other	Math Basic Skills			100%
Other	Attendance Rate at each SLC + Portfolio completion rate			100%

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
High percentage of students are taking the SRI test.	Mid-year, we dropped one percentage point on SRI (currently at 12%)
65% of students participated in 2 SLC's to date.	Poor SRI student interface and limited student access to computers
% of students with SRI growth	Students entering UFSA are multiple grade levels below
	Have not performed enough outreach

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Reading is not occurring on a regular basis, whether it be at school and/or at home.

Students have limited access to computers and internet at home.

SLC's are part of our core mission.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Leveled libraries are practically non-existent and lack of library with a funded librarian.

Students have to wait for computer carts, we do not have enough.

The majority of our students are low SES and don't have these resources at home.

Not all teachers are sure what the purpose of SLC's are and communication to families is truncated.

MAJOR IMPROVEMENT STRATEGY #1

We will implement academic portfolios schoolwide to support student ownership of learning, meaningful reflection, and celebration of academic growth and achievement.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Teachers will implement academic portfolios schoolwide to support student ownership of learning, meaningful reflection, and celebration of academic growth and achievement. Teachers will guide students in the creation of a physical portfolio in which students will track projects, rubrics, and essays to present to their parents in their SLC1 and SLC2.	We will seek access to acquire more Achieve 3000 and Accelerated Reader licenses and computers to improve our ratio of student to computers until we are close to a 1 to 1 ratio. One to one computer access for students at school would help alleviate the challenge of students having to wait on computer cart availability.	Weekly department PLCs and release time for teachers to plan, execute and reflect on the creation of the physical portfolios.
Teachers will provide students with sustained silent reading time to help build a culture of reading.	Continue to employ TSA to provide reading intervention and lead school pd around reading improvement strategies.	Provide leveled readers for the reading intervention classroom so that students have access to books at the appropriate reading level.
	Leadership will convene Instructional Leadership Team to plan and execute professional development and to ensure the FAP's are implemented with fidelity.	Purchase maintenance license for copier machine.



MAJOR IMPROVEMENT PRIORITY #2:	College & Career Readiness
---------------------------------------	---------------------------------------

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- Main Goal: CULMINATING PROJECTS- Students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community, 100% of students present at 2 Expos.
- Related Goal: Speaking/Presenting: 30% of students performing at or above grade level as measured by teacher generated common rubric, 80% of students make growth goals at EXPO presentation
- Related Goal: Culminating Projects: 80% of students pass culminating project presentations (2 per class)
- Related Goal: 10% of students engage in Extension Activities (ie- Science Fair, World Savvy Fair)
- Related Goal: Speaking/Presenting: 30% of students performing at or above grade level as measured by teacher generated common rubric, 80% of students make growth goals at EXPO presentation
- Related Goal: Culminating Projects: 80% of students pass culminating project presentations (2 per class)

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Students are not consistently engaged in meaningful tasks that require that they utilize and apply the skills they have learned.

MAJOR IMPROVEMENT STRATEGY #2

Students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community, 100% of students present at 2 Expos.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Take students on field trips in which they can apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.	Organizing data nights to focus on parent education around Common Core State Standards.	Minimum Days
Teachers will use Achieve3000 to supplement their reading curriculum and will also investigate in splitting the cost with Accelerated Reader.	Provide licenses for computers in Parent Center to help parents acquire basic English skills to be able to communicate with staff to ensure they are advocating for their children.	Focusing Parent Engagement data nights on literacy for scholars to read at least an hour at home and send home weekly correspondence of student progress.
		Have a surplus in supplies to aide in lesson delivery and student outcomes.

MAJOR IMPROVEMENT PRIORITY #3: Social-Emotional Learning

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Main Goal: CARING COMMUNITY- Students care about, learn from, and stick up for each other and utilize restorative practices (perspective, empathy, listening) to nurture positive relationships and resolve conflicts. Students celebrate and appreciate one another and have sensitivity and respect for differences.
- Related Goal: Reduce chronic tardiness by 25% at the beginning of school and between passing periods.

- Related Goal: Reduce suspension rate by 25% and employ RJ practices to assist students in repairing harm and to learn how to resolve conflicts in a positive manner.
- Related Goal: 10% of students engage in Extension Activities: Peer Mediation, Student Leadership, RJ Circle Holders
- Related Goal: Reduce chronic tardiness by 25% at the beginning of school and between passing periods.
- Related Goal: Reduce suspension rate by 25% and employ RJ practices to assist students in repairing harm and to learn how to resolve conflicts in a positive manner.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	Student Survey: 6 times per year	#N/A	#N/A	#N/A
Other	RJ Data			
Suspension	Referral Data			
Chronic Absence	SART/SARB			
Other	Tardy, Out of class without permission data			

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
Restorative Justice coordinator has been with UFSA for last 4 years.	SART/SARB process has not been up to par. Not enough push on administrators part to reduce chronic absenteeism and tardiness.
UFSA has lowered its suspension rates this school year compared to last year.	

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

There seems to be a disconnect between restorative justice practices and school-wide discipline.

Students are using Room 9A as a space to cool off, and also to get away from learning.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Restorative Justice coordinator needs to have the space and time to conduct circles and conflict mediation in order for RJ to be effective.

Too many of the same students are using 9A as a space to gather.

Lack of clear consistent behavior system impacts the number of referrals increasing.

MAJOR IMPROVEMENT STRATEGY #3

Students will care about, learn from, and stick up for each other and utilize restorative practices (perspective, empathy, listening) to nurture positive relationships and resolve conflicts.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will collaborate with after school personnel and plan a seamless transition from school day to extended day program.	Leadership will provide teachers with ample opportunities to collaborate with extended day personnel to ensure there is continuity from student day schedule to after schedule.	Offer an afterschool program in coordination with Safe Passages to provide enrichment and extended learning opportunities for students.
Teachers will have students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.	Hire Restorative Justice coordinator to plan and implement restorative justice practices.	
Teachers will have students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.		
Academic Counselor will create opportunities and schedules that allow the general student population to maximize their learning and provide them with instructional time to apply their learning.		
Academic Counselor will create opportunities and schedules that allow the GATE student population to maximize their learning and provide them with instructional time to apply their learning.		

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: United for Success												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Academic Portfolios)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will implement academic portfolios schoolwide to support student ownership of learning, meaningful reflection, and celebration of academic growth and achievement. Teachers will guide students in the creation of a physical portfolio in which students will track projects, rubrics, and essays to present to their parents in their SLC1 and SLC2.	Other	Low-Income Students	Teacher Salary	LCFF Supplemental	1105	K12TCH1355		0.65	\$26,934.22	228-1A		A2.1: Implementation of CCSS & NGSS
Teachers will provide students with sustained silent reading time to help build a culture of reading.	SRI	English Language Learners	Reading Intervention Specialist	LCFF Supplemental	1119	R11TSA999		0.55	\$41,909.14	228-1B		A3.2: Reading Intervention
Teachers will provide students with sustained silent reading time to help build a culture of reading.	SRI	African American Students	Reading Intervention Specialist	LCFF Concentration	1119	R11TSA999		0.2	\$15,239.69	228-1C		A3.2: Reading Intervention
Teachers will provide students with sustained silent reading time to help build a culture of reading.	SRI	Low-Income Students	Reading Intervention Specialist	Title I Basic	1119	R11TSA999		0.25	\$19,049.61	228-1D		A3.2: Reading Intervention
Teachers will implement academic portfolios schoolwide to support student ownership of learning, meaningful reflection, and celebration of academic growth and achievement. Teachers will guide students in the creation of a physical portfolio in which students will track projects, rubrics, and essays to present to their parents in their SLC1 and SLC2.	Other	African American Students	Partial Funding for Administrative Assistant I	LCFF Supplemental	2405				\$5,503.57	228-1E		A5.1: School Culture & Climate (Safe & Supportive Schools)
We will seek access to acquire more Achieve 3000 and Accelerated Reader licenses and computers to improve our ratio of student to computers until we are close to a 1 to 1 ratio. One to one computer access for students at school would help alleviate the challenge of students having to wait on computer cart availability.	SRI	African American Students	Software Licenses	General Purpose Discretionary	5846				\$10,000.00	228-1F		A3.1: Blended Learning
Continue to employ TSA to provide reading intervention and lead school pd around reading improvement strategies.										228-1G		
Leadership will convene Instructional Leadership Team to plan and execute professional development and to ensure the FAP's are implemented with fidelity.	SRI	English Language Learners	Instructional Leadership Stipends	LCFF Supplemental	1120				\$10,000.00	228-1H		A2.5: Teacher Professional Development for CCSS & NGSS
Weekly department PLCs and release time for teachers to plan, execute and reflect on the creation of the physical portfolios.	Other	African American Students	Release Time	General Purpose Discretionary	1350				\$5,100.00	228-1I		A2.5: Teacher Professional Development for CCSS & NGSS
Provide leveled readers for the reading intervention classroom so that students have access to books at the appropriate reading level.	SRI	English Language Learners	Purchase leveled readers	General Purpose Discretionary	4200				\$2,000.00	228-1J		A2.3: Standards-Aligned Learning Materials
Purchase maintenance license for copier machine.	Other	Low-Income Students	Copier Maintenance	General Purpose Discretionary	5610				\$12,000.00	228-1K		A2.3: Standards-Aligned Learning Materials
Staff benefits			To cover staff overage in benefits (surplus)	Title I Basic	4399				\$6,048.26	228-1L		A2.1: Implementation of CCSS & NGSS

Staff benefits			To cover staff overage in benefits	LCFF Concentration	4399				\$4,323.97	228-1M		A2.1: Implementation of CCSS & NGSS
Staff benefits			To cover staff overage in benefits	LCFF Supplemental	4399				\$4,265.19	228-1N		A2.1: Implementation of CCSS & NGSS

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (College & Career Readiness)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Take students on field trips in which they can apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.	Other	Low-Income Students	Field Trip Transportation	General Purpose Discretionary	5826				\$2,000.00	228-2A		A2.1: Implementation of CCSS & NGSS
Take students on field trips in which they can apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.	Other	English Language Learners	Field Trip Admissions	General Purpose Discretionary	5829				\$3,000.00	228-2B		A2.1: Implementation of CCSS & NGSS
Organizing data nights to focus on parent education around Common Core State Standards.										228-2C		
Provide licenses for computers in Parent Center to help parents acquire basic English skills to be able to communicate with staff to ensure they are advocating for their children.	Other	English Language Learners	Purchase Rosetta Stone Language Learning	Title I Parent	4310				\$1,909.40	228-2D		A3.1: Blended Learning
Minimum Days										228-2E		
Focusing Parent Engagement data nights on literacy for scholars to read at least an hour at home and send home weekly correspondence of student progress.	Other	English Language Learners	Postage	General Purpose Discretionary	5724				\$500.00	228-2F		A6.5: Academic Parent-Teacher Communication & Workshops
Have a surplus in supplies to aide in lesson delivery and student outcomes.	Other	Low-Income Students	Supplies	General Purpose Discretionary	4310				\$22,000.00	228-2G		A2.3: Standards-Aligned Learning Materials

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Social-Emotional Learning)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will collaborate with after school personnel and plan a seamless transition from school day to extended day program.										228-3A		
Teachers will have students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.										228-3B		
Teachers will have students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.										228-3C		
Academic Counselor will create opportunities and schedules that allow the general student population to maximize their learning and provide them with instructional time to apply their learning.	Other	Low-Income Students	School Academic Counselor	Title I Basic	5732			0.5	\$44,579.00	228-3D		A5.1: School Culture & Climate (Safe & Supportive Schools)

Academic Counselor will create opportunities and schedules that allow the general student population to maximize their learning and provide them with instructional time to apply their learning.	Other	Foster Youth	School Academic Counselor	LCFF Supplemental	5732			0.5	\$44,579.00	228-3E		
Academic Counselor will create opportunities and schedules that allow the GATE student population to maximize their learning and provide them with instructional time to apply their learning.			School Academic Counselor							228-3F		
Leadership will provide teachers with ample opportunities to collaborate with extended day personnel to ensure there is continuity from student day schedule to after schedule.	Other	Low-Income Students	Administrative/Supervisory Substitutes	General Purpose Discretionary	1350					228-3G		
Hire Restorative Justice coordinator to plan and implement restorative justice practices.	Suspension	African American Students	Restorative Justice Coordinator	General Purpose Discretionary	5825				\$29,124.85	228-3H		A5.1: School Culture & Climate (Safe & Supportive Schools)
Offer an afterschool program in coordination with Safe Passages to provide enrichment and extended learning opportunities for students.			Contract with Safe Passages to provide afterschool program.	After School Education & Safety (ASES)					\$129,172.23	228-3I		A1.6: After School Programs
Offer an afterschool program in coordination with Safe Passages to provide enrichment and extended learning opportunities for students.			Contract with Safe Passages to provide afterschool program.	21st Century					\$167,733.94	228-3J		
Staff benefits				General Purpose Discretionary	3000				\$900.15	228-3K		A2.1: Implementation of CCSS & NGSS
Staff benefits				LCFF Supplemental	3000				\$29,022.03	228-3L		A2.1: Implementation of CCSS & NGSS
Staff benefits				LCFF Concentration	3000				\$5,436.34	228-3M		A2.1: Implementation of CCSS & NGSS

PRIORITY SCHOOL IMPROVEMENT PRIORITY: ACADEMIC STRATEGY

Your school goals, targets, and key practices will be filled in automatically based on what you entered in your Improvement Priority #1 tab. To complete your Priority School plan, you will need to add your 2016-17 and 2017-18 targets and any related Central practices.

SCHOOL GOAL	<i>This section will automatically populate with your entries in the Improvement Priority #1 tab; please make any changes there.</i>
Main Goal: ACADEMIC PORTFOLIOS- Students create physical and digital portfolios to document their growth/progress towards mastering and applying their learning. Students are engaged in the process of continuous learning and reflection through student-led conferences with their families and advisors. 100% of students present achievement and progress at 2 SLCs.	
Related Goal: Reading: 30% of students reading at or above grade level as measured SRI, 80% of students meet SRI growth goal, 90% of students have 4 or 5 on CELDT Reading or move up one level	
Related Goal: Writing: 30% of students writing at or above grade level as measured by 4 strands on 6+1 writing rubric, 80% of students meet growth goal	
Related Goal: Math: 30% of students performing at or above grade level as measured by SMI or teacher generated common assessments, 80% of students make growth goals, 100% of students master Math Certifications	
Related Goal: Speaking/Presenting: 30% of students performing at or above grade level as measured by teacher generated common rubric, 80% of students make growth goals at EXPO presentation, 100% of students present achievement and progress at 2 SLCs	
Related Goal: 10% of students engage in Extension Activities: Oratorical Fest,	

SCHOOL GOAL TARGET(S):	<i>This section will automatically populate with your entries in the Improvement Priority #1 tab; please make any changes there. Note that you will need to add the 2016-17 target below, as this is not included in your SPSA.</i>				
Indicators for School Goal(s)	Indicator Description (Proficiency, Growth and Gap)	Fall 2014 Baseline	2014-15 Target	2015-16 Target	2016-2017 Target
SRI	% of students schoolwide who are at or above grade level	13%	28%	30% proficient + 80% meet growth goal	
6+1 Writing Rubric	TBD	TBD	TBD	TBD	
CELDT level	% of students schoolwide who score Intermediate, Early Advanced, or Advanced			30% proficient + 80% meet growth goal	
SMI	School Generated Common Assessments	TBD	TBD	TBD	
Other	Math Basic Skills			100%	
Other	Attendance Rate at each SLC + Portfolio completion rate			100%	

MAJOR ACADEMIC IMPROVEMENT STRATEGY
We will implement academic portfolios schoolwide to support student ownership of learning, meaningful reflection, and celebration of academic growth and achievement.

14-15 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY								14-15 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY (continued)							
TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
				We will seek access to acquire more Achieve 3000 and Accelerated Reader licenses and computers to improve our ratio of student to computers until we are close to a 1 to 1 ratio. One to one computer access for students at school would help alleviate the challenge of students having to wait on computer cart availability.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	1. Not Started	Weekly department PLCs and release time for teachers to plan, execute and reflect on the creation of the physical portfolios.	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	1. Not Started	Monthly Network Superintendent/Deputy walkthroughs	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	2. Off Track Implementation
Teachers will provide students with sustained silent reading time to help build a culture of reading.	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	2. Off Track Implementation	Continue to employ TSA to provide reading intervention and lead school pd around reading improvement strategies.	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	4. On Track	Provide leveled readers for the reading intervention classroom so that students have access to books at the appropriate reading level.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	1. Not Started	Twice Monthly Principal Professional Learning sessions	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	2. Off Track Implementation
				Leadership will convene Instructional Leadership Team to plan and execute professional development and to ensure the FAP's are implemented with fidelity.	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	2. Off Track Implementation	Purchase maintenance license for copier machine.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Extended Site Visits feedback 2-3 times per year	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	3. Off Track Effectiveness
												Leader Growth and Development System training and support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	3. Off Track Effectiveness
												Twice yearly Instructional Rounds feedback	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	3. Off Track Effectiveness

													School Improvement Partner and Data Assessment Partner Support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
													Attendance monitoring system and supports	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	5. Sustaining/Completed
													Data Summits--data inquiry and planning	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	2. Off Track Implementation

15-16 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY **15-16 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY (continued)**

TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Teachers will implement academic portfolios schoolwide to support student ownership of learning, meaningful reflection, and celebration of academic growth and achievement. Teachers will guide students in the creation of a physical portfolio in which students will track projects, rubrics, and essays to present to their parents in their SLC1 and SLC2.	2. Ensure delivery of effective instruction for all students by all teachers	2a. Teacher Cycles of Inquiry		We will seek access to acquire more Achieve 3000 and Accelerated Reader licenses and computers to improve our ratio of student to computers until we are close to a 1 to 1 ratio. One to one computer access for students at school would help alleviate the challenge of students having to wait on computer cart availability.	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		Weekly department PLCs and release time for teachers to plan, execute and reflect on the creation of the physical portfolios.	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5b. ILT to develop short-term plans and implement and monitor		Monthly Network Superintendent/Deputy walkthroughs	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
Teachers will provide students with sustained silent reading time to help build a culture of reading.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Continue to employ TSA to provide reading intervention and lead school pd around reading improvement strategies.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development		Provide leveled readers for the reading intervention classroom so that students have access to books at the appropriate reading level.	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		Twice Monthly Principal Professional Learning sessions	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	
				Leadership will convene Instructional Leadership Team to plan and execute professional development and to ensure the FAP's are implemented with fidelity.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development		Purchase maintenance license for copier machine.	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5a. Short-term action plans to achieve improvement goals		Extended Site Visits feedback 2-3 times per year	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												Leader Growth and Development System training and support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												Twice yearly Instructional Rounds feedback	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												School Improvement Partner and Data Assessment Partner Support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												Attendance monitoring system and supports	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												Data Summits--data inquiry and planning	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	
												Pairing school intervention	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5a. Short-term action plans to achieve improvement goals	

16-17 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY **16-17 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY (continued)**

TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Teachers will implement academic portfolios schoolwide to support student ownership of learning, meaningful reflection, and celebration of academic growth and achievement. Teachers will guide students in the creation of a physical portfolio in which students will track projects, rubrics, and essays to present to their parents in their SLC1 and SLC2.	2. Ensure delivery of effective instruction for all students by all teachers	2a. Teacher Cycles of Inquiry		We will seek access to acquire more Achieve 3000 and Accelerated Reader licenses and computers to improve our ratio of student to computers until we are close to a 1 to 1 ratio. One to one computer access for students at school would help alleviate the challenge of students having to wait on computer cart availability.	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		Weekly department PLCs and release time for teachers to plan, execute and reflect on the creation of the physical portfolios.	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5b. ILT to develop short-term plans and implement and monitor					

Teachers will provide students with sustained silent reading time to help build a culture of reading.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Continue to employ TSA to provide reading intervention and lead school pd around reading improvement strategies.	1. Ensure strong school leadership to lead turnaround	3a. Plan to maximize instructional time in core subjects		Provide leveled readers for the reading intervention classroom so that students have access to books at the appropriate reading level.	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects					
				Leadership will convene Instructional Leadership Team to plan and execute professional development and to ensure the FAP's are implemented with fidelity.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development		Purchase maintenance license for copier machine.	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5a. Short-term action plans to achieve improvement goals					

PRIORITY SCHOOL IMPROVEMENT PRIORITY: SCHOOL CULTURE

Your school goals, targets, and key practices will be filled in automatically based on what you entered in your Improvement Priority #2 tab. To complete your Priority School plan, you will need to add your 2016-17 targets, any related Central practices and complete the tables below for each practice.

SCHOOL GOAL	<i>This section will automatically populate with your entries in the Improvement Priority #2 tab; please make any changes there.</i>
Main Goal: CARING COMMUNITY: Students care about, learn from, and stick up for each other and utilize restorative practices (perspective, empathy, listening) to nurture positive relationships and resolve conflicts. Students celebrate and appreciate one another and have sensitivity and respect for differences.	
Related Goal: Reduce chronic tardiness by 25% at the beginning of school and between passing periods.	
Related Goal: Reduce suspension rate by 25% and employ RJ practices to assist students in repairing harm and to learn how to resolve conflicts in a postcive manner.	
Related Goal: 10% of students engage in Extension Activities: Peer Mediation, Student Leadership, RJ Circle Holders	

SCHOOL GOAL TARGET(S):	<i>This section will automatically populate with your entries in the Improvement Priority #2 tab; please make any changes there. Note that you will need to add the 2016-17 target below, as this is not included in your SPSA.</i>				
Indicators for School Goal(s)	Indicator Description (Proficiency, Growth and Gap)	Fall 2014 Baseline	2014-15 Target	2015-16 Target	2016-2017 Target
Other	Student Survey: 6 times per year				
Other	RJ Data				
Suspension	Referral Data				
Chronic Absence	SART/SARB				
Other	Tardy, Out of class without permission data				

MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY
Students will care about, learn from, and stick up for each other and utilize restorative practices (perspective, empathy, listening) to nurture positive relationships and resolve conflicts.

14-15 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY								14-15 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY (continued)							
TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Teachers will collaborate with after school personnel and plan a seamless transition from school day to extended day program.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning	2. Off Track Implementation	Leadership will provide teachers with ample opportunities to collaborate with extended day personnel to ensure there is continuity from student day schedule to after schedule.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning	1. Not Started	Offer an afterschool program in coordination with Safe Passages to provide enrichment and extended learning opportunities for students.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive	3. Off Track Effectiveness	Monthly Network Superintendent/Deputy walkthroughs	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	2. Off Track Implementation
Teachers will have students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6a. Shared mission and vision	1. Not Started	Hire Restorative Justice coordinator to plan and implement restorative justice practices.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive	4. On Track					Twice Monthly Principal Professional Learning sessions	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	4. On Track
Teachers will have students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6a. Shared mission and vision	1. Not Started									Extended Site Visits feedback 2-3 times per year	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	3. Off Track Effectiveness

Academic Counselor will create opportunities and schedules that allow the general student population to maximize their learning and provide them with instructional time to apply their learning.	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	1. Not Started										Leader Growth and Development System training and support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	1. Not Started
Academic Counselor will create opportunities and schedules that allow the GATE student population to maximize their learning and provide them with instructional time to apply their learning.													Twice yearly Instructional Rounds feedback	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	3. Off Track Effectiveness
													School Improvement Partner and Data Assessment Partner Support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	2. Off Track Implementation
													Attendance monitoring system and supports	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	2. Off Track Implementation
													Data Summits--data inquiry and planning	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	2. Off Track Implementation

15-16 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY								15-16 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY (continued)							
TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Teachers will collaborate with after school personnel and plan a seamless transition from school day to extended day program.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		Leadership will provide opportunities to collaborate with extended day personnel to ensure there is continuity from student day schedule to after schedule.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		Offer an afterschool program in coordination with Safe Passages to provide enrichment and extended learning opportunities for students.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive		Monthly Network Superintendent/Deputy walkthroughs	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
Teachers will have students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6a. Shared mission and vision		Hire Restorative Justice coordinator to plan and implement restorative justice practices.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive						Twice Monthly Principal Professional Learning sessions	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	
Teachers will have students apply their learning in the context of creating solutions to real world problems and presenting back to the larger community.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6a. Shared mission and vision										Extended Site Visits feedback 2-3 times per year	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
Academic Counselor will create opportunities and schedules that allow the general student population to maximize their learning and provide them with instructional time to apply their learning.	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction										Leader Growth and Development System training and support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
Academic Counselor will create opportunities and schedules that allow the GATE student population to maximize their learning and provide them with instructional time to apply their learning.												Twice yearly Instructional Rounds feedback	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												School Improvement Partner and Data Assessment Partner Support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												Attendance monitoring system and supports	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												Data Summits--data inquiry and planning	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	
												Pairing school intervention	1. Ensure strong school leadership to lead turnaround	1d. Principal granted operational flexibility	

Title I School Parental Involvement Policy 2014-2015

Involvement of Parents and Building Their Capacity in the Title I Program

United for Success Academy agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- Accessibility: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students. Schools will work to build capacity for parent involvement through the following:
 1. The school offers a flexible number of meetings for parents, and involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title IA programs and the Title I Parental Involvement policy.

Parents can attend monthly School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings. These meetings are advertised through flyers brought home by students, mailed home, posted around school, families are called individually and via an autodialer. Additionally, this Spring, our school has initiated a series of family and community meetings to specifically address the state and District's School Improvement Grant process.

2. Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following,

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

Twice every school year, each student has a Student Led Conference, during which they explain to their family about their academic progress at school. Students are supported by their teachers to know what standards they are learning, their own level of mastery based on CST and District Benchmark

exams and Progress Writing Assessments, and what they need in order to improve. Students reflect out loud about their progress, set goals and ask for specific support from their teachers and families. Additionally, teachers meet with families during Student Success Team (SST) meetings, which are set up as needed to address specific behavior and academic concerns for students.

3. Provide materials and training to help Title I Parents work with their children to improve their children's achievement.

Parents are invited to learn at Student Led Conferences about the academic work their child is learning. Families learn about content material, as well as support services provided by the school and community. These resources include Extended Day during which students get academic help and homework support, as well as enrichment classes. Through our Coordination of Services Team (COST), families learn of direct health and mental health services available for their student. Through our Family Resource Center (FRC), families get direct services, such as Gang Awareness trainings.

4. Educate staff with the assistance of Title I parents of the value of parent contributions and how to work with parents as equal partners.

We have done a series of Professional Development meetings at which staff learn about the importance of engaging with families, calling home and what this looks and sounds like when done well. Staff is expected to call home and communicate with families about student success and concerns. Additionally, at SSC and ELAC meetings, staff and families work together to discuss school-wide issues/concerns and come up with solutions that work for all stakeholders.

5. Coordinate and integrate the Title I Parental Involvement program with other activities that encourage and support parents to more fully participate in the education of their children.

Our Family Engagement Director helps lead the efforts of our FRC in engaging all families and encouraging them to more fully participate in school activities. Families are reached-out to regarding attending our many family planning meetings. Families are encouraged to attend school with their child, both scheduled and unscheduled. Families are also invited to attend field trips as chaperones, including over-night camping trips.

6. Distribute to Title I parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Monthly parent newsletters are sent home in English and Spanish which highlight upcoming events, parent meetings and student activities. Also, 2 or 3 times a month, we use our auto dialer to call every family with key information, in both English and Spanish.

7. In regular meetings, provide support for parental activities requested by Title I parents.

During meetings, we provide food, translation and child care in order to help families stay and remain focused on the content of the meeting or event.

Annual Title I Meeting

- 1) *United for Success Academy* will convene an annual Title I meeting to inform parents of the following:
 - Review **Home School Compact**
 - Their child's school participates in Title 1
 - The requirements of Title 1
 - Their right to be involved
 - Their right to participate in the development of the District's Title 1 Plan
 - About their school's participation in Title 1

Accessibility

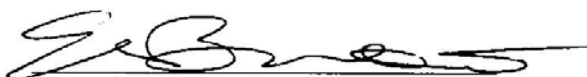
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

United for Success Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by School Site Council minutes.

This policy was adopted by the United for Success Academy's School Site Council on 5/8/2014 and will be in effect for the period of August 2014-June 2015. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before August 2014. It will be made available to the local community on or before August 2014.



(principal's signature)

6/3/2014

UNITED FOR SUCCESS ACADEMY

School – Parent Compact

School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2014-2015 school year.

School Responsibilities - School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

The school will provide high-quality curriculum and instruction, using California standards-aligned instructional materials within a supportive and effective learning environment.

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent-teacher conferences will be held twice during the school year and as needed.

3) Provide parents with frequent reports on their children's progress.

*Report cards will be sent four times a year and as needed.
Weekly progress reports will be sent home with the student and accessible online*

4) Provide parents reasonable access to staff.

School staff will be available for consultation with parents as needed.

5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents may volunteer, participate, and observe classroom activities.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

- *Monitoring attendance*
- *Make sure homework is completed*
- *Promoting positive use of child's out of school time*

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

UNITED FOR SUCCESS ACADEMY
School – Parent Compact

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*

Student Signature

Date

Parent Signature

Date

Principal Signature

Date

School Site Council Membership Roster – Middle School

School Name: United for Success Academy

School Year: 2014-15

Chairperson : Stan Lake	Vice Chairperson: Nancy Sanchez
Secretary: Rotating	*LCAP Parent Advisory Nominee: Vacant
*LCAP EL Parent Advisory Nominee: Nancy Sanchez	*LCAP Student Nominee: Vacant

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
J. Ruben Olivares	X				
Stan Lake		X			
Jesus Alvarez		X			
Zac Blum		X			
Ron McSwain		X			
Arnoldo Garcia			X		
Nancy Sanchez				X	
Maria Arana				X	
Llamilet Cruz				X	
Maria Reza				X	
Beatriz Gallegos				X	
Sandra Garcia				X	

Meeting Schedule (day/month/time)	Every 2nd Tuesday of the Month, 5:30 pm
---	---

SSC Legal Requirements: (Ed. Code 52852)

- 1 Members **MUST** be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 **Students are not required to be members of the Middle School SSC.**
- 5 Parent/community members cannot be OUSD employees at the site.

1-Principal
 4-Classroom Teachers
 1-Other Staff

 6-Parent /Community
Or
 3-Parent/Community
And 3-Students

(Once filled, this document can be placed on your school site's letterhead)

***Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.**