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Enactment Date	6/26/19 er



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for United for Success Academy

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 and 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 with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for United for Success Academy



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

Legislative File Id. No. 19-1343  
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By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** United for Success Academy  
**CDS Code:** 1612590112763  
**Principal:** Marcos Garcia  
**Date of this revision:** 5/16/2019

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

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

**Contact:** Marcos Garcia  
**Address:** 2101 35th Avenue  
Oakland, CA 94601

**Position:** Principal  
**Telephone:** 510-535-3880  
**Email:** marcos.garcia@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2019-2020 School Plan for Student Achievement Recommendations and Assurances**

School Site: United for Success Academy Site Number: 228

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant         |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)   | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: 5/14/19

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

- Flyers in students' home languages       Announcement at a public meeting       Other (notices, media announcements, etc.)

**Signatures:**

 Principal	 Marcos Garcia	 Signature	<u>5/14/19</u> Date
 SSC Chairperson		Signature	<u>5/14/19</u> Date
<u>Mark Triplett</u> Network Superintendent		 Signature	<u>5.16.19</u> Date
 Officer, State and Federal Programs		<u>Mildred Ofs</u> Signature	<u>5/21/19</u> Date

**2019-20 SPSA ENGAGEMENT TIMELINE****School Site:** United for Success Academy**Site Number:** 228

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
December	SSC	data meeting to inform SPSA discussion in January
January	SSC	feedback on the SPSA
January	Leadership Team	review feedback from SSC on SPSA and engage LT on SPSA
January	SELLs	Title 1 expenditures
February	SSC	present draft SPSA
February	SELLs	present draft SPSA
February	LT	reviews final draft of SPSA
March	SSC	approves final draft of SPSA
May	SSC	reviews and signs assurances

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$145,683.20
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$993,241.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$100,788.37	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$51,150.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,936.93	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$267,100.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$42,957.90	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$50,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$140,730.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$160,924.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$145,683.20</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$700,277.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$845,960.20</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

### 1A: ABOUT THE SCHOOL

**School:** United for Success Academy

**School ID:** 228

#### School Description

United for Success Academy is the premier middle school in the Fruitvale community. Our mission is to interrupt inequities in our community by ensuring that all students are academically and socially prepared for success in high school and beyond. In order to achieve this mission, we offer extraordinary programming and services to supplement our academic program including: a new computer sciences program complete with robots, a health clinic on site with free dental services, a wide range of electives, on-site mental health providers, an academic counselor, young men's and women's groups, 1:1 chromebook-to-student ratio in core classes, a family center that is open daily, parent education classes, and much more. We work together to create a vision in service of our mission: 1) Achieve Academically – students are strong readers and writers, algebra-ready, and technologically proficient. They learn and demonstrate their understanding in holistic and varied ways; 2) Uphold Community – students are engaged in positive, healthy relationships at school and in the greater Fruitvale community. Students celebrate and embrace their rich diversity of identities and experiences; 3) Create Solutions – students are critical thinkers who are intellectually curious, advocate for their own learning, apply their learning and engage in inquiry/problem-solving cycles; and 4) Unfold as Leaders – students are leaders who utilize their voice, talents, and creativity to advocate for themselves and others and to bring about positive social change in the school and community.

#### School Mission and Vision

Our mission is to interrupt the inequities in our community by ensuring that all students are academically and socially prepared to be successful in high school and beyond, and to make a positive impact on our school, in our community, and in the world. To achieve this, we believe in four core values: 1. Achieve Academically - students are strong readers and writers, algebra-ready, and technologically proficient. They learn and demonstrate their understanding in holistic and varied ways; 2. Uphold Community - students are engaged in positive, healthy relationships at school and in the greater Fruitvale community. Students celebrate and embrace their rich diversity of identities and experiences; 3. Create Solutions - students are critical thinkers who are intellectually curious, advocate for their own learning, apply their learning and engage in inquiry/ problem solving cycles; and 4. Unfold as Leaders - students are leaders who utilize their voice, talents, and creativity to advocate for themselves and others and to bring about positive social change in the school and community.

### 1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Area	Priority Strengths	Root Causes of Strengths	Priority Challenges	Root Causes of Challenges
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LANGUAGE & LITERACY																				
	<p>- Continued fortifying complex language output across all content areas in professional development this year.</p> <p>- PLCs focused on language/communication collaboration structures and routines</p> <p>- SBAC ELA Data has improved every year since 2014-15 (8% proficient or advanced) as compared to 2017-18 (13.7% proficient or advanced.)</p> <p>- SRI scores show growth from the beginning of the year to mid-year overall. BOY data show 14.8% of 6th grade at met and above 12.6% of 7th grade at met and above 13.0% of 8th grade at met and above</p> <p>MOY data show 18.4% of 6th grade at met and above 16.6% of 7th grade at met and above 19.9% of 8th grade at met and above</p> <p>- Students in reading intervention demonstrated average SRI growth beyond what would generally</p>	<p>-Test conditions for SRI are a priority</p> <p>-Transparency with students about what their scores are</p> <p>- goal-setting with students on a regular basis</p> <p>- Teachers are implementing talk structures on a regular basis due to continued PD/PLC work on Fortifying Complex Output</p> <p>-Reading Intervention Classes</p> <p>-LLI</p>	<p>Overall growth from beginning to mid-year has increased (up 4.8% in proficient/advanced); 18.2% of students are reading at proficient and advanced levels.</p> <p>Looking more closely into the data, the majority of our students (68.8%) are reading multiple grade levels below grade level.</p> <p>- Within the data for multiple years behind the majority of 6th, 7th and 8th grade students are testing at 3rd, 4th or 5th grade levels: See below:</p> <p>SRI Reading Levels</p> <table border="1" data-bbox="1050 1023 1350 1331"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>6th graders (108)</td> <td>22%</td> <td>17%</td> <td>NA</td> </tr> <tr> <td>7th graders (110)</td> <td>28%</td> <td>13%</td> <td>21%</td> </tr> <tr> <td>8th graders (121)</td> <td>14%</td> <td>18%</td> <td>15%</td> </tr> </tbody> </table> <p>- Although we have improved our SBAC proficiency scores, 87% of our students are not meeting standard.</p> <p>44.6% of RFEP</p>		3rd	4th	5th	6th graders (108)	22%	17%	NA	7th graders (110)	28%	13%	21%	8th graders (121)	14%	18%	15%	<p>- Reading behaviors and text features at each level can begin to explain why readers are clustered between the 3-5th grade levels even at 8th grade. At 3rd grade level, students are still developing an understanding of genres, and knowing how to navigate more complex narratives with multiple characters while being introduced to expository text. At 4th grade level, students are reading a wide range of genres, problem solving multi-syllabic word, understanding different perspectives and text layouts. They are reading silently for the most part. At 5th grade level, students are able to read longer texts and remember details and connect ideas over several days of reading. They are able to understand more complex versions of literature, such as satire.</p> <p>Another root cause for the clustering at 3/4/5 is because when students get to middle school, teaching practices change from Reader's &amp; Writer's Workshop model where teachers are doing daily mini lessons on targeted literacy strategies to a teaching model where there is less differentiation and small group instruction.</p>
	3rd	4th	5th																	
6th graders (108)	22%	17%	NA																	
7th graders (110)	28%	13%	21%																	
8th graders (121)	14%	18%	15%																	



<p><b>STANDARDS-BASED INSTRUCTION</b> (including core content beyond language &amp; literacy)</p>	<ul style="list-style-type: none"> <li>- Math PLCs focused on standards trajectory for ratios and proportional reasoning, and expressions and equations. Analyzed IAB exams.</li> <li>- Walkthrough data shows that teachers are implementing grade-level, rigorous, and culturally relevant curriculum. All math classes are using district-adopted Open Up Resources curriculum.</li> <li>- SBAC Math Data has improved every year since 2014-15 (3% proficient or advanced) to 2016-17 (7.4% proficient or advanced) to 2017-2018 (9.8% proficient or advanced).</li> <li>- improved DF3 average from -140.5 on 2017 SBAC to -127.3 spring 2018.</li> <li>- 6th grade December Ratio and Proportional Relationships IAB: 21.4% advanced, another 29.1% near standard</li> <li>- 7th grade December Ratio and Proportional Relationships IAB: 6.3% advanced, another 40.9% near standard</li> <li>- 8th grade December Functions IAB: 7.3%</li> </ul>		<ul style="list-style-type: none"> <li>- 2016-17 SBAC Math end of year math scores show 93% of UFSA students are not meeting math standards.</li> <li>- See SBAC ELA data above.</li> <li>- 7th graders participating in Blueprint showed the following at MOY on the SMI: <ul style="list-style-type: none"> <li>13 (23%) lost 200 + points</li> <li>9 (16%) lost 100-200 points</li> <li>10 (18%) lost 5-100 points</li> <li>10 (18%) gained 35-100 points</li> <li>13 (23%) gained 100-500 points</li> </ul> </li> <li>- SMI is phasing out, other students did not take the SMI making mid-year summative assessments difficult to track. Mid-year exams covered topics that had been taught, resulting in a wide variance of pacing through curriculum. Student data indicates that students need support with ratios.</li> <li>- Science NGSS assessment will not provide data until 2017-18 implementation.</li> <li>- Walkthrough data indicates that although content is grade-level, the "heavy lifting" of</li> </ul>	<ul style="list-style-type: none"> <li>- ELs are having difficulty accessing a more language rich common core curriculum and SBAC assessment.</li> <li>- Although math intervention classes varied widely, data showed last year that they were successful. However, this year, the same results weren't achieved in our Blueprint program, which indicates that fellow capacity is critical to success.</li> <li>- Students need support in accessing the higher rigor and concepts of common core, especially when engaged in groupwork (e.g. what are the pre-conditions of effective communication and collaboration, how to match strategic and intentional structures/protocols to fortify student language output and conceptual understanding, etc.)</li> <li>- Students need more practice with SBAC level questions, through IABs in ELA and Mathematics and teachers need support with pacing.</li> <li>- This year's NGSS assessment should be analyzed for next steps at the start of 2017-18.</li> </ul>
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<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b></p> <p><b>(Culture &amp; Climate, including Measure G1)</b></p>	<p>- Data shows that we have dropped the percent of students suspended from 8.9% (2015-16) to 5.4% (2016-17), however in 2017-18 suspensions increased to 7.1 and this year (2018-19) at day 108 we are already at 8.9%, so suspensions have continued to increase.</p> <p>- Although African American students still show disproportionate suspension outcomes, we have lessened the equity gap considerably from 23.5% AA students suspended in 2015-16; 19.8% in 2016-17; 15.2% (2017-18.), however in 2018-19 it looks to have increased again as the percentage has risen to 19.7% at day 108.</p> <p>- PD around culture and climate for the 2018-19 school year maintained a focus on classroom management and RJ. This has resulted in a decrease in the number of classroom referrals from 544 (January 2017-18) to 257 (January 2018-19). Although we have been successful in reducing classroom URFs, we have a</p>	<p>- COST yearly evaluates PD around referrals has h Classroom management t</p>	<p>- African American students are suspended more than other populations 9.1% versus Latino students 5.2% in 2015-16, 0.8% in 2016-17, and 3.5% so far in 2017-18.</p> <p>- Although overall chronic absence rate is lower than last year 17.3% (week 25 of 2017-18) as compared to 18.5% (week 25 of 2016-17), the chronic absence rate is considerably higher than our growth goal of reducing to 10% or lower.</p> <p>- There remains room for growth on the identified CHKS measures previously mentioned.</p>	<p>- Although discipline disproportionality continues and there is still room for growth in student engagement, investments in multi-tiered systems of support across all initiatives (e.g. Positive Behavioral Interventions &amp; Supports, Restorative Justice, Project Based Learning, affinity groups, professional development on implicit bias, culturally relevant curriculum development, etc.) have increased student engagement in school and decreased the disproportionality in discipline for AA students.</p> <p>- Attendance team has begun to meet regularly and analyze strategies and their effectiveness on school data, resulting in slight improvement.</p>
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

**(SELLS Needs Assessment)**

- Mid-year reclassification rates for UFSA are at 8.6% with 12 students reclassifying. With over 100 students completing the ELPAC this year, it is likely that more students will reclassify and our percentage will match or surpass last year's reclassification rate.

- UFSA has effectively partnered with the ELLMA office to further professional development on fortifying language complex output across all content areas.

- Walkthrough data shows that teachers are implementing grade-level and culturally relevant curriculum (project based learning, strategic supplements to district adopted curriculum, anchor charts, etc.) and some are beginning to write and plan for content language objectives, that directly and explicitly teach language.

- Walkthrough data also showed that most teachers regularly implement checks for understanding (fist to five, exit slips, etc.)

Assessment shift from CELDT to ELPAC makes comparing data from previous years a challenge. Initial ELPAC data will give us benchmark for upcoming years.

Reclassification Rates for UFSA

2014-15	11.4%	-
N=21	Total = 185	
2015-16	14.4%	-
N=20	Total = 139	
2016-17	11.3%	-
N=14	Total = 124	

- While UFSA reclassification rates are on par with District overall rates, they require significant improvement. 67% of UFSA students are ELs or RFEP. Although we show significant need for language supports, ELD classes were often under-enrolled due to other intervention (math or reading) opportunities.

- Walkthrough data shows that teachers are inconsistently implementing cultural and linguistic responsive practices (e.g. backwards planning for language demands of text/task with Content Language Objectives,

- Language development practices must be implemented in all content areas. "Every teacher is a language teacher. Every student is a language learner."

- This year we strategically implemented ELD courses in our master schedule, however the following preconditions were not met

1. ELD teachers needed frontloaded & continuous professional development in order to effectively implement the ELD curriculum, English 3D, and
2. ELD students were given priority in reading/math intervention classes, rather than identifying actual language needs on CELDT and identifying the most targeted support. Therefore, students with high listening & speaking scores, but with low reading scores, will continue to be placed in reading intervention. However, students who are struggling with listening & speaking will have priority in ELD classes to address their language needs more directly.

- Professional development (with ELLMA partnership) has resulted in more explicit language instruction across all contents. Continued work on fortifying language output through strategic and intentional communication and collaboration stuctures/protocols is needed to continue to improve integrated ELD practices.

<p><b>ARTS, MUSIC &amp; WORLD LANGUAGES</b></p> <p><b>(Measure G1)</b></p>	<p>- G1 Rubrics demonstrated overall site growth. Music scored an overall score of 2 as compared to 0.3 in 2016-17. Visual Art scored 2 as compared to 1.9 in 2016-17. Theater/Drama scored 1 as compared to 0.5 in 2016-17.</p> <p>- Increased enrichment electives (non-intervention) from 10 in 2015-16 to 15 in 2016-17 to 20 in 2017-18.</p> <p>- Joven Noble increased services to include advisory and enrichment elective. Students who participated raised GPA 0.3 points and decreased total referrals (188 to 76) overall as compared to before they entered program.</p>		<p>- TGDS is not implemented in OUSD this year, making it difficult to compare data regarding high-quality teaching practices.</p> <p>- Identifying students who are qualified for orchestra was a challenge, given that it is being re-established as a new program and minimal incoming 6th grade data.</p> <p>- Prioritizing funding to enhance current programs and general available space remains a ongoing challenge.</p> <p>- In Joven Noble, 14 of 23 students have 96% or higher attendance as required for HS Readiness.</p>	<p>- Increasing enrichment classes taught by a dedicated, credentialed teacher (vs. single course electives taught by core teachers) has raised rigor and participation.</p> <p>- Initiating a PLC group for elective teachers has supported with whole school alignment around utilizing communication/collaboration structures to fortify language output across all contents.</p> <p>- Tracking for attendance in Joven Noble was a new requirement in 2017-18 and may need further coaching support in this area.</p>
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1C: 19-20 STUDENT GOALS & TARGETS					
<i>District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 &amp; 6)</i>					
<b>School Goal:</b>		<b>All students build relationships to feel connected and engaged in learning.</b>			
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	59.77%	64.77%	69.77%

Suspensions	African-American Students	-2pp	15.19%	13.19%	11.19%
Suspensions	Students with Disabilities	-2pp	14.75%	12.75%	10.75%
Chronic Absence	African-American Students	-2pp	32.84%	30.84%	28.84%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	<b>All students continuously grow towards meeting or exceeding standards in English Language Arts.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-89.8	-74.8	-59.8
ELA SBAC	Students with Disabilities	+20 points DF3	-153.2	-133.2	-113.2
ELA SBAC	African-American Students	+20 points DF3	-113	-93	-73

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	<b>All students continuously grow towards meeting or exceeding standards in math.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-127.3	-112	-97
Math SBAC	Students with Disabilities	+20 points DF3	-210.4	-190.4	-170.4
Math SBAC	African-American Students	+20 points DF3	-176.3	-156.3	-136.3

***District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)***

<b>School Goal:</b>	<b>English Learner students continuously develop their language, reaching English fluency in six years or less.</b>				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	15.56%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	16.13%	25.00%	25.00%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

<b>School Goal:</b>		<b>All students grow a year or more in reading each year.</b>			
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
SRI Growth of One Year or More	All Students	+5pp	37.37%	42.37%	46.37%
SRI Multiple Years Below Grade Level	All Students	-5pp	72.30%	67.30%	62.30%

**1D: IDENTIFIED NEED**

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>School:</b> United for Success Academy		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Language &amp; Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		Improve by fifteen percentage points the number of students meeting or exceeding standard on the SBAC ELA exam. Reduce by thirty points the distance from met on SBAC ELA exam.			
<b>Theory of Change for Language &amp; Literacy:</b>		If we develop teacher capacity to use structured/intentional communication & collaboration protocols across all content areas, then we will fortify student language output. If we provide students with strategic reading interventions & designated ELD acceleration courses, more students will get appropriate differentiated instruction and meet standard on SBAC ELA and ELPAC respectively.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		All Students		-71.5	-89.8
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
<b>What evidence do you see that your practices are effective?</b>					
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Standards-Based Instruction</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		Improve by fifteen percentage points the number of students meeting or exceeding standard on the SBAC Mathematics exam. Reduce by thirty points the distance from met on SBAC Mathematics exam.			
<b>Theory of Change for Standards-Based Instruction:</b>		If we develop teacher capacity to implement intentional communication and collaboration structures, then students will engage in the "heavy lifting" of common core/ NGSS level content. If we provide students with strategic interventions & acceleration courses (ELD, Mathematics, & Reading) more students will get appropriate differentiated instruction and meet standard on SBAC and ELPAC.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math		All Students		-108.4	-127.3
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					



<b>What evidence do you see that your practices are effective?</b>			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Conditions for Learning</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	Reduce chronic absence to 10% or lower. Lower percentage of African American students being suspended by 5%.		
<b>Theory of Change for Conditions for Student &amp; Adult Learning:</b>	If we continue to develop more culturally relevant practices such as restorative justice, advisory (including community building, goal setting, family contact & academic mentoring), project based learning, and communication and collaboration practices, students will feel more "connected" to school and reduce behaviors that results in out-of-class time. If we implement targeted-universalism with our African American students, AA students will demonstrate higher achievement in all engagement measures.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	All Students	16.0%	16.12%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
<b>What evidence do you see that your practices are effective?</b>			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
<b>18-19 Conditions for English Language Learners Priority:</b>	<b>Long-Term English Learner Support</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	Reclassify 20% or more of our Long-Term English language learners.		
<b>Theory of Change for Conditions for English Language Learners:</b>	If we develop teacher capacity to implement designated and integrated ELD practices/strategies, then we will move students into Academic English Language proficiency. If we provide students with strategic, designated ELD instruction if they demonstrate need in listening and/or speaking as measured by the ELPAC, more students will reclassify.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>

Long-Term English Learner Reclassification	All Students	12.0%	15.60%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
<b>What evidence do you see that your practices are effective?</b>			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
<b>18-19 Arts, Music &amp; World Languages Priority:</b>	<b>Robust Elective Program</b>		
<b>June 2021 Arts, Music &amp; World Languages Goal:</b>	Continue 2017-18 SPSA plan to maintain and/or increase elective options and streamline the amount and the rigor of enrichment and intervention electives offered as measured by TGDS & the Arts Learning Anchor Initiative Development Rubric in Music, Visual Arts, Computer Science, Drama, Journalism, reading/math intervention, etc.		
<b>Theory of Change for Arts, Music &amp; World Languages:</b>	If we invest G1 funds into high quality enrichment programs, students will have greater access to STEAM, be more engaged in school and attend school more regularly. If we integrate practices aimed at fortifying language output through highly engaging PBL/STEAM curriculum, students language development will simultaneously accelerate.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Number of Electives Offered	All Students	20	n/a
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
<b>What evidence do you see that your practices are effective?</b>			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
<b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b>			
<b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b>			

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** United for Success Academy

**School ID:** 228

**3: SCHOOL STRATEGIES & PRACTICES**

[Click here for guidance on SPSA practices](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

<b>School Priority:</b>	Conditions for Learning
<b>School Theory of Change:</b>	If we continue to develop more culturally relevant practices such as restorative justice, advisory (including community building, goal setting, family contact & academic mentoring), project based learning, and communication and collaboration practices, students will feel more "connected" to school and reduce behaviors that results in out-of-class time. If we implement targeted-universalism with our African American students, Latinx, EL, AA students will demonstrate higher achievement in all engagement measures.
<b>Related School Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be Served by these Practices</b>	All students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Plan and develop communication and collaboration structures and protocols for instruction.	Engage staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration. Utilize ILT and PLC structures to promote learning and access student outcomes.	Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.
1-2	Implement Advisory and PBIS program to support all students through a multi-tiered systems of support lens and to support with students transitioning from 5th to 6th grades.	Continue to develop program (structures, content, parent outreach, goals, grading policies, etc.) Consider advisory needs when developing master schedule and academic calendar (e.g. orientation week, extended advisory days, etc.)	Classroom observations, master schedule, annual calendar, PBIS walkthroughs, student led conference attendance data
1-3	Implement and integrate Restorative Justice processes as part of instructional program.	Engage staff in regular professional development on restorative practices. Employ full time restorative justice coordinator to review current practices with ILT and COST regularly.	Classroom observations, RJ data tracker showing balance of community/ conflict/ reentry circles, PBIS walkthroughs

1-4	Implement program to provide targeted support to our African American males and females.	Engage relevant stakeholders in re-developing current programs that serve African American students. Utilize ILT and PLC structures to access student outcomes, provide priority placement for students in foster care.	Classroom observations, attendance data, suspension data, URF data, HS Readiness data
1-5	Utilize COST to support ALL students, <u>including students with disabilities</u> , who are at risk of not meeting their academic potential due to mitigating circumstances.	Continue to improve COST via weekly meetings and coaching/reflection. Fund CSM and utilize COST structures to ensure we meet the needs of our neediest students.	COST meeting agendas, attendance data, CHKS, HS Readiness data, suspension data, URF data
1-6	Integrate attendance goals into advisory.	Provide teachers with tools to track attendance and parent outreach. Designate SART/SARB coordinator. Utilize CSM and COST to develop school-wide process for advisory classes and parent outreach.	Attendance data, student led conference observations
1-7	Integrate attendance into the criteria for success with all school partners.	Require partners to measure/track attendance as part of their criteria for success. Utilize COST to engage partners in data-tracking for attendance. Engage leadership team to determine continued partnerships based on resulting data.	Attendance data, COST data tracker
1-8	Promote and celebrate attendance when appropriate (e.g. status and growth.) Identify students who are at risk of being chronically absent or who are chronically absent.	Use data resources to identify students who are attending school regularly or are chronically absent or at risk of being chronically absent. Utilize PBIS to include attendance as a factor for celebration/goal setting. Utilize COST to caseload support at risk students and/or chronically absent students.	Attendance data, attendance team meeting agendas, attendance parent engagement tracker
1-9	Promote attendance as part of HS readiness criteria.	Designate parent outreach goals with CSM and parent liaison. Utilize COST (e.g. CSM, academic counselor, parent liaison, etc.) to engage parents in the importance of attendance.	HS Readiness data, GPAs, attendance data, suspension data, academic counselor and attendance team meeting agendas

1-10	Implement culturally relevant practices within curriculum.	Fund and engage staff in professional development that promotes expeditionary learning experiences (e.g. project based learning, real-world application of content, field trips, etc.) Utilize ILT and PLC structures to promote learning and access student outcomes.	Annual calendar, PD/PLC agendas, grade-level team agendas, classroom observations, learning walks
1-11	Utilize Parent Resource Center to support parent engagement in student outcomes.	Fund CSM & Parent Engagement Coordinator to facilitate parents and families support of student achievement, prioritizing homeless students and families.	Parent Engagement Sign-in, COST agendas, event calendar
1-12	Implement program to provide targeted support to our economically disadvantaged students..	Engage relevant stakeholders in re-developing current programs that serve all of our economically disadvantaged students. Utilize ILT and PLC structures to access student outcomes, provide priority placement for students in foster care.	Classroom observations, attendance data, suspension data, URF data, HS Readiness data
1-13	Implement afterschool and summer learning programs to provide intervention support to students to assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects and build a school to home bridge.	Designate an afterschool liaison to provide continuity with the school day program afterschool. Implement summer learning program, prioritizing students that are not meeting state academic standards in core subjects.	Afterschool program and implement summer learning program.

<b>District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION</b>			
<b>School Priority:</b>	Standards-Based Instruction		
<b>School Theory of Change:</b>	If we develop teacher capacity to implement intentional communication and collaboration structures, then students will engage in the "heavy lifting" of common core/ NGSS level content. If we provide students with strategic interventions & acceleration courses (ELD, Mathematics, & Reading) more students will get appropriate differentiated instruction and meet standard on SBAC and ELPAC.		
<b>Related School Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in math.		
<b>Students to be Served by these Practices</b>	All students		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>

2-1	Plan and develop communication and collaboration structures and protocols for instruction across all content areas.	Engage all staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration and scaffold grade level tasks. Utilize CCTL and PLC structures to promote learning and access student outcomes.	Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.
2-2	Use technology to differentiate instruction and strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize funds to purchase ST Mathematics, Achieve 3000 to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.. Consider extended learning opportunities in the master schedule to increase implementation of ST Math.	Classroom observations, lesson plans, learning walks
2-3	Offer Algebra course to algebra-ready 8th graders, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in Mathematics.	Identify algebra-ready students using SMI, SBAC, grades, and teacher recommendations. Prioritize algebra-ready math students' needs when considering master schedule (e.g. Blueprint, 6th, 7th, and 8th grade intervention exploratory courses, etc.)	Classroom observations, master schedule
2-4	Create year plans to ensure all grade-level focal standards are taught, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize PLC structure and CCTL coaching meetings to regularly review progress on year plan and analyze IAB and unit assessments.	IAB completion, PLC agendas, classroom observations
2-5	Implement intervention courses in Math and Reading to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize ILT to review successful intervention instructional practices and implement across all grade levels/courses. In selecting students for exploratory and Blueprint courses, particular attention will be paid to economically disadvantaged students.	Master schedule, classroom walkthroughs, PD/PLC agendas



2-6	Continue Science PLC that addresses scientific modeling and argumentation strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in Science.	Science PLC will support teachers to utilize communication and collaboration structures that strengthen student modeling and scientific argumentation, 2 of 8 NGSS Science and Engineering Practices.	PLC agendas, learning walks, student work
2-7	See language and literacy actions articulated above.	See language and literacy actions articulated above.	See language and literacy evidence articulated above.

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority:</b>	Language & Literacy
<b>School Theory of Change:</b>	If we develop teacher capacity to use structured/intentional communication & collaboration protocols across all content areas, then we will fortify student language output. If we provide students with strategic reading interventions & designated ELD acceleration courses, more students will get appropriate differentiated instruction and meet standard on SBAC ELA and ELPAC respectively.
<b>Related School Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in English Language Arts. All students grow a year or more in reading each year.
<b>Students to be Served by these Practices</b>	All students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Plan and develop intentional communication and collaboration structures and protocols (e.g. from Zwiers, Kagan, etc.) to support fortifying complex language output.	Engage all staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration. Utilize ILT and PLC structures to promote learning and access student outcomes.	Classroom walkthroughs, PD/PLC agendas, lesson plans, student work

3-2	<p>Explicit teaching of reading behaviors (accuracy, fluency, comprehension &amp; expanding vocabulary) utilizing the Fountas and Pinnell literacy continuum.</p> <p>The literacy framework in the classroom will include: independent reading at students' independent reading level, small group instruction, literacy centers and whole-class texts (within EL curriculum and others).</p> <p>Additionally, teachers will teach reading engagement where students build focus, enjoyment, and stamina in reading.</p>	<p>Engage humanities/reading teachers on reading strategies and how to implement a literacy framework in their classrooms where students are engaging in independent as well as instructional level texts.</p>	<p>Classroom walkthroughs, PD/PLC agendas, lesson plans</p>
3-3	<p>Implement 3 units of the adopted EL curriculum, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in ELA.</p>	<p>Engage all ELA/History teachers in professional development focusing on:</p> <ul style="list-style-type: none"> <li>- Engaging all students in lessons that require critical thinking about complex, ideas, texts, and issues.</li> <li>- Connecting students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning.</li> </ul> <p>That will result in students:</p> <ul style="list-style-type: none"> <li>- Communicating clearly &amp; effectively through writing, speaking, and presenting ideas within and across disciplines</li> <li>- Complex oral and written output that demonstrates higher-order thinking and depth of knowledge.</li> </ul>	<p>Classroom walkthroughs, PD/PLC agendas, lesson plans</p>
3-4	<p>Utilize library as a resource to enhance culture of reading and language.</p>	<p>Advocate for Meagure G Library funds to be used to hire teacher librarian and other library resources. Utilize ILT to engage staff in professional development on how to use library effectively.</p>	<p>Classroom walkthroughs, PD/PLC agendas, lesson plans, library calendar and survey results</p>

3-5	Fully implement the HWT twice yearly. Couple HWT with on-demand writing prompts aligned to SBAC or IABs and analyze data to support all students in improving their writing, including GATE students.	PD on integrating academic discussion protocols within the HWT to improve complex output on the writing task. PLC collaborative data analysis of writing tasks (instructional and on-demand) to determine instructional next steps.	Classroom walkthroughs, PD/PLC agendas, lesson plans
3-6	Teach 5 periods of beginning and intermediate ELD acceleration courses, utilizing district curriculum and coaching support.	Prioritize English Language Learner students for ELD classes when developing master schedule.	Classroom walkthroughs, PD/PLC agendas, master schedule

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority:</b>	Long-Term English Learner Support
<b>School Theory of Change:</b>	If we develop teacher capacity to implement designated and integrated ELD practices/strategies, then we will move students into Academic English Language proficiency. If we provide students with strategic, designated ELD instruction if they demonstrate need in listening and/or speaking as measured by the ELPAC, more students will reclassify.
<b>Related School Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be Served by these Practices</b>	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Plan and develop communication and collaboration structures and protocols for instruction.	Engage all staff in fortifying complex language output in professional development to build repertoire of practices and protocols.	Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.
4-2	CLOs contain a language component and is being explicitly taught in lesson plans.	Provide professional development on CLOs, intentional instruction related to CLOs, and data analysis of student work.	Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.
4-3	Implement designated ELD courses.	Ensure training for teachers of designated ELD courses. Prioritize ELD needs when considering master schedule. Disaggregate data (Newcomers, LTELs who require reading support, and LTELs who require language support (e.g. listening, speaking, and reading)) and schedule students for appropriate classes based on need.	Master schedule, lesson plans, PD/PLC agendas, learning walkthroughs etc.

4-4	Implement reading intervention courses with integrated ELD component.	Ensuring training for teachers of designated ELD courses. Prioritize low-performing student needs when considering master schedule (e.g. Reading Intervention.)	Master schedule, lesson plans, PD/PLC agendas, learning walkthroughs etc.
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## ARTS, MUSIC & WORLD LANGUAGES

<b>School Priority:</b>	Robust Elective Program
<b>School Theory of Change:</b>	If we invest G1 funds into high quality enrichment programs, students will have greater access to STEAM, be more engaged in school and attend school more regularly. If we integrate practices aimed at fortifying language output through highly engaging PBL/STEAM curriculum, students language development will simultaneously accelerate.
<b>Related School Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be Served by these Practices</b>	All students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1	Provide high-quality instruction in Art, Drama, Music, and Computer Science.	Continue to use funds to hire additional elective FTE and supplement the equipment/materials to support program needs. Review and analysis of developing STEAM programs using arts rubrics, TGDS, CHKS, and learning walks.	Master Schedule, chronic absence data, CHKS, Arts Learning Anchor Initiative Development Rubric Scores, class enrollment numbers, site based EOY assessments, learning walks, classroom observations.
5-2	Implement Joven Noble elective class and increase case management goals.	Distribute funds to supplement existing program from advisory program to advisory + elective and case management program. Consider master schedule when planning for new Joven Noble elective class. (Must include both 7th and 8th grades.)	Master schedule; Joven Noble caseload progress monitoring tool (including data on GPA, attendance, URFs, and suspensions) before and after program support.
5-3	Integrate language development and acceleration into electives courses (e.g. Drama, Journalism, etc.)	Provide professional development to all staff on communication and collaboration strategies designed to fortify student language output.	Classroom observations, learning walks, lesson plans, PD/ PLC agendas and participation

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$42,958.00	21st Century Community Learning Centers	Fund afterschool program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Implement afterschool and summer learning programs to provide intervention support to students to assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects and build a school to home bridge.	228-1
\$140,730.00	After School Education & Safety (ASES)	Fund afterschool program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Implement afterschool and summer learning programs to provide intervention support to students to assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects and build a school to home bridge.	228-2
\$4,216.00	General Purpose Discretionary	classified et/ot (\$3,200 IN 2225)	Goal 2: Students are proficient in state academic standards.	2225	Classified Support Salaries: Overtime		n/a		Promote attendance as part of HS readiness criteria.	228-3
\$31,734.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	228-4
\$8,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	228-5
\$8,000.00	General Purpose Discretionary	Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Utilize funds to purchase ST Mathematics, Achieve 3000 to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.. Consider extended learning opportunities in the master schedule to increase implementation of ST Math.	228-6

\$1,000.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Designate parent outreach goals with CSM and parent liaison. Utilize COST (e.g. CSM, academic counselor, parent liaison, etc.) to engage parents in the importance of attendance.	228-7
\$50,000.00	LCFF Concentration	RJ Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		Implement and integrate Restorative Justice processes as part of instructional program.	228-8
\$11,892.00	LCFF Supplemental	.2 Attendance Specialist - Lomeli	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	1299	Administrative Assistant I, Bilingual	0.20	Promote attendance as part of HS readiness criteria.	228-9
\$14,168.00	LCFF Supplemental	.2 FTE Humanities (Woolridge)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6490	Teacher, Structured English Immersion	0.20	Engage humanities/reading teachers on reading strategies and how to implement a literacy framework in their classrooms where students are engaging in independent as well as instructional level texts.	228-10
\$14,231.00	LCFF Supplemental	.21 Science teacher - Antony-Levine (.79 BASE)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4564	Teacher, Structured English Immersion	0.21	Science PLC will support teachers to utilize communication and collaboration structures that strengthen student modeling and scientific argumentation, 2 of 8 NGSS Science and Engineering Practices.	228-11
\$35,711.00	LCFF Supplemental	STIP SUB .8 FTE - Woolridge	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2297	STIP Teacher	0.80	Engage staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration. Utilize ILT and PLC structures to promote learning and access student outcomes.	228-12
\$58,874.00	LCFF Supplemental	1.0 Math - Mafnas	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4261	Teacher, Structured English Immersion	1.00	Identify algebra-ready students using SMI, SBAC, grades, and teacher recommendations. Prioritize algebra-ready math students' needs when considering master schedule (e.g. Blueprint, 6th, 7th, and 8th grade intervention exploratory courses, etc.)	228-13



\$67,352.00	LCFF Supplemental	1.0 Science (Scott)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4928	Teacher, Structured English Immersion	1.00	Continue Science PLC that addresses scientific modeling and argumentation strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in Science.	228-14
\$1,795.00	LCFF Supplemental	extended contracts (1450 + 10,400 incl PIF)	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Engage staff in regular professional development on restorative practices. Employ full time restorative justice coordinator to review current practices with ILT and COST regularly.	228-15
\$25,318.00	LCFF Supplemental	.28 Teacher Librarian	Goal 3: Students are reading at or above grade level.	1205	Certificated Pupil Support Salaries		n/a	0.28	Utilize library as a resource to enhance culture of reading and language.	228-16
\$9,314.00	LCFF Supplemental	5% salary increases for FTE	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		Utilize library as a resource to enhance culture of reading and language.	228-17
\$7,000.00	LCFF Supplemental	AVID PD/Conferences	Goal 2: Students are proficient in state academic standards.	5220	Conference Expense		n/a		Use technology to differentiate instruction and strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-18
\$11,426.00	LCFF Supplemental	RJ	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		Implement and integrate Restorative Justice processes as part of instructional program.	228-19
\$2,500.00	LCFF Supplemental	AVID license	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Use technology to differentiate instruction and strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-20
\$19,893.00	Measure G	.22 Teacher Librarian - Solomon, Samantha	Goal 3: Students are reading at or above grade level.	1205	Certificated Pupil Support Salaries		n/a	0.22	Utilize library as a resource to enhance culture of reading and language.	228-21
\$389.00	Measure G	salary increase	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		Utilize library as a resource to enhance culture of reading and language.	228-22

\$10,091.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		Utilize library as a resource to enhance culture of reading and language.	228-23
\$81,949.00	Measure G1	Music teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	4586	Teacher, Structured English Immersion	1.00	Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-24
\$10,477.00	Measure G1	supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-25
\$4,098.00	Measure G1	5% Salary increase	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-26
\$10,000.00	Measure G1	equipment (music, art, drama)	Goal 5: Students are engaged in school every day.	4410	Equipment < \$5,000		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-27
\$31,000.00	Measure G1	curtains, kiln, storage	Goal 5: Students are engaged in school every day.	4410	Equipment < \$5,000		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-28
\$0.00	Measure G1	computers for music recording	Goal 5: Students are engaged in school every day.	4420	Computer < \$5,000		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-29
\$400.00	Measure G1	furniture chairs and stands	Goal 5: Students are engaged in school every day.	4432	Furniture < \$5,000		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-30
\$10,000.00	Measure G1	Consultant - Joven Noble	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Implement Joven Noble elective class and increase case management goals.	228-31
\$2,000.00	Measure G1	transportation Buses - music	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-32
\$2,000.00	Measure G1	guest artists, instrument repairs	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-33
\$6,000.00	Measure G1	admissions (drama)	Goal 5: Students are engaged in school every day.	5829	Admission Fees		n/a		Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-34
\$3,000.00	Measure G1	licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Use technology to differentiate instruction and strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-35

\$20,000.00	Principal Innovation Fund	CS Teacher .25 FTE (OUSD)	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	0.25	Provide high-quality instruction in Art, Drama, Music, and Computer Science.	228-36
\$13,000.00	Principal Innovation Fund	extended contracts (OUSD)	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Engage all staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration. Utilize ILT and PLC structures to promote learning and access student outcomes.	228-37
\$3,000.00	Principal Innovation Fund	Math curriculum license	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Use technology to differentiate instruction and strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-38
\$3,000.00	Principal Innovation Fund	technology upgrades and repair	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Use technology to differentiate instruction and strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-39
\$4,000.00	Principal Innovation Fund	STEM related incentives and celebrations	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Implement intervention courses in Math and Reading to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-40
\$6,000.00	Principal Innovation Fund	PBL/STEM curriculum	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Implement intervention courses in Math and Reading to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-41

\$10,000.00	Principal Innovation Fund	Field trips/Transportation	Goal 5: Students are engaged in school every day.		n/a		n/a		Fund and engage staff in professional development that promotes expeditionary learning experiences (e. g. project based learning, real-world application of content, field trips, etc.) Utilize ILT and PLC structures to promote learning and access student outcomes.	228-42
\$40,000.00	Principal Innovation Fund	Family Engagement Coordinator	Goal 6: Parents and families are engaged in school activities.		n/a		n/a		Fund CSM & Parent Engagement Coordinator to facilitate parents and families support of student achievement, prioritizing homeless students and families.	228-43
\$54,000.00	Principal Innovation Fund	Blueprint Fellows	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Identify algebra-ready students using SMI, SBAC, grades, and teacher recommendations. Prioritize algebra-ready math students' needs when considering master schedule (e.g. Blueprint, 6th, 7th, and 8th grade intervention exploratory courses, etc.)	228-44
\$65,000.00	Title I: Basic	.5 Community Schools Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.50	Fund CSM & Parent Engagement Coordinator to facilitate parents and families support of student achievement, prioritizing homeless students and families.	228-45
\$35,788.00	Title I: Basic	1.0 RJ Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a	1.00	Implement and integrate Restorative Justice processes as part of instructional program.	228-46
\$1,937.00	Title I: Parent Participation	Postage for family engagement letters	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Fund CSM & Parent Engagement Coordinator to facilitate parents and families support of student achievement, prioritizing homeless students and families.	228-47

## **Title I School Parental Involvement Policy 2018-2019**

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

*United for Success Academy 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:** Parent 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 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. These meetings are advertised through flyers brought home by students, mailed home, posted around the school, families are called individually and via an auto dialer. 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 academic content standards
  - The State of California's student academic achievement standards
  - The State of California and Oakland Unified School District's academic assessments, including alternate assessments
  - The requirements of Title I
  - 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, 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 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 Resources 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 Professionals Development meetings at which staff learn about the importance of engaging with families, calling home and what this looks like and sounds like when done well. Staff is expected to call home and communicate with families about student success and concerns. Additionally, at SSC 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 encouraged to attend our school with their child, both scheduled and unscheduled. Families are also invited to attend field trips as chaperones, including overnight 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 I
- The requirements of Title I
- Their right to participate in the development of the District's Title I Plan
- About their school's participation in Title I

### **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, and agreed on with, parents of children participate in Title I, 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 March 19, 2019 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The United for Success'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.

  
(Principal's Signature)

**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 2018-2019 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 Common Core 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.*

*Progress reports will be sent home with students every 2 weeks and be 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.*

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**Parents 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

**Students responsibilities-**

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

- *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



**2018-2019**

**School Site Council Membership Roster – Middle School**

School Name: United for Success Academy

<b>Chairperson :</b> Yolanda Garcia
<b>Vice Chairperson:</b> Ronald McSwain
<b>Secretary:</b> Devon Mattingly- Scott

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Marcos Garcia	X				
Eva (Edwiges) Lomeli			X		
Trina Woodridge				X	
Yolanda Garcia				X	
Kenya Reynor				X	
Valery Peralta					X
Emily Naranjo Martinez					X
Crystal Cadena					X
Ronald McSwain		X			
Judy Greenspan		X			
Devon Mattingly-Scott		X			
Candice Fukumoto		X			

Meeting Schedule (day/month/time)	<b>Second Tuesday at 4:30pm</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**AND**  
6-Parent/Community  
**Or**  
3-Parent /Community  
3-Students