

Board Office Use: Legislative File Info.	
File ID Number	23-1639
Introduction Date	8/9/23
Enactment Number	23-1420
Enactment Date	8/9/2023 er



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for United for Success Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for United for Success Academy



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

2023-2024 School Plan for Student Achievement (SPSA)

School: United for Success Academy
CDS Code: 1612590112763
Principal: Sara Allen
Date of this revision: 5/22/20

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: Sara Allen	Position: Principal
Address: 2101 35th Avenue Oakland, CA 94601	Telephone: 510-535-3880 Email: sara.allen@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/22/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 | <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 checked="" type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/22/2023

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

Sara Allen

Principal

Sheila Matias

SSC Chairperson

Clifford Hong

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

Sara Allen

Signature

Sheila Matias

Signature

Clifford Hong

Signature

Lisa Spielman

Signature

5/22/2023

Date

5/22/2023

Date

05/22/2023

Date

5/24/23

Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/8/2022	SSC	SSC Discussion of CCSP grant and Title 1 funding
1/10/2023	Instructional Leadership Team	Introduction to SPSA and overview of site plan.
1/10/2023	SSC	Discussed and approved T1 and T4 budget
2/7/2023	Instructional Leadership Team	ILT work session on teacher practices aligned to school goals
3/7/2023	Instructional Leadership Team	ILT work session on teacher practices aligned to school goals
3/21/2023	Instructional Leadership Team	ILT work session on teacher practices aligned to school goals
3/15/2023	SSC	SSC discussion and approved LCAP 1, 3, and G1
4/11/2023	ILT	Updates based on feedback from central
4/19/2023	SSC	Engagement around SPSA in it's entirety

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$145,550.00
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	\$846,684.58

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)	\$133,125	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$26,250	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,550	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$269,255	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,875	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$230,634	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$145,550	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$701,135	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$846,685
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
55.9%	44.1%	54.6%	9.4%	6.5%	0.3%	96.9%	18.5%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
12.8%	0.8%	76.0%	4.2%	0.3%	3.1%	0.8%	0.8%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: UFSA will provide intervention classes in Math, reading and ELD to ensure students that are below thier grade level targets will have opportunity to catch up. UFSA will provide AVID elective classes for students, and provide AVID training for teachers for schoolwide AVID practices.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-85.8	n/a	-86.6	<i>not available until Fall 2023</i>	-70.8
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	27.6%	35.9%	<i>not available until Fall 2023</i>	37.6%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-127.2	n/a	-147.1	<i>not available until Fall 2023</i>	-107.2
CAST (Science) at or above Standard	All Students	5.0%	n/a	5.9%	<i>not available until Fall 2023</i>	15.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: UFSA will provide intervention classes in Math, reading, ELD and study skills for SPED/RSP students to ensure students that are below their grade level targets will have opportunity to catch up and that their supports are in place for IEPS

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-157.3	n/a	-147.5	<i>not available until Fall 2023</i>	-127.3
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-131.2	n/a	-121.0	<i>not available until Fall 2023</i>	-111.2
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	51.6%	71.8%	<i>not available until Fall 2023</i>	41.6%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-207.6	n/a	-186.1	<i>not available until Fall 2023</i>	-180.6
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-178.3	n/a	-183.1	<i>not available until Fall 2023</i>	-158.3

Reclassification Measures & Annual Targets

**Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2022-23 Target
ELL Reclassification	English Learners	4.6%	2.1%	12.1%	<i>not available until Fall 2023</i>	9.6%
LTEL Reclassification	Long-Term English Learners	6.1%	3.2%	14.7%	<i>not available until Fall 2023</i>	11.1%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: UFSA will continue to have EXPO SLCs, and Home Visits, coffee with principal, but we will have more events planned to bring families back into the school

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	53.1%	69.0%	57.7%	<i>not available until Fall 2023</i>	79.0%
Out-of-School Suspensions	All Students	7.7%	n/a	3.9%	<i>not available until Fall 2023</i>	5.0%
Out-of-School Suspensions	African American Students	24.6%	n/a	3.9%	<i>not available until Fall 2023</i>	14.6%
Out-of-School Suspensions	Special Education Students	12.3%	n/a	3.9%	<i>not available until Fall 2023</i>	7.3%
Chronic Absenteeism	All Students	17.3%	19.5%	57.1%	<i>not available until Fall 2023</i>	14.3%
Chronic Absenteeism	African American Students	32.7%	35.2%	65.9%	<i>not available until Fall 2023</i>	25.2%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	79.2%	71.2%	71.0%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	100% of students have access to Intervention courses. Additionally our AVID electives support college and career readiness. Academic counselor, and Extended Contracts for teachers and classified staff.	We have robust intervention offerings and all students in need of intervention are assigned to ELD, Reading, or Blueprint Math Lab. One and possibly two AVID elective courses promote college readiness. Additionally, we have a team that attended AVID training last summer to support growing AVID to be school-wide. Our Academic Counselor ensures that students are on track academically throughout the year. He creates the master schedule and ensures that students are placed in the interventions that they need and the electives of their choice. Using money to pay teachers and classified staff to plan, attend trainings, and professional Development tutoring/office hours.
<i>LCAP Goal 2: Focal Student Group Supports</i>	newcomer sheltered content courses for targets support of focal students.	Master schedule team prioritized newcomer scheduling and created sheltered content courses with smaller class sizes. We also prioritized all ELD students having ELD classes.

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>School-wide advisory program supports family-school connection, RJ, CSM and Academic Counselor. Consultant (PIQE)</p>	<p>We started the year with a week of community-building in advisory. Families were able to meet advisors during home visits in the fall. In November, advisors helped students prepare for and facilitated student led conferences. Advisors continue to be a bridge between UFSA and families Throughout the Year. Our Restorative Justice facilitator works with students and families throughout the year as he helps to solve various needs and conflicts with students and adults. Our academic counselor maintains contact with families throughout the year around academics and holds the SST process. Our community schools manager is a constant point of contact for students and families for various needs such as mental health and stability. Documents are sent home in multiple languages and oral translation is provided by bilingual members of our staff. With PIQE we can provide even more outreach to families through classes tailored for the needs of our families throughout the year, such as english classes, and classes around renters rights.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>All teachers receive ongoing ELD training.</p>	<p>Our fall professional learning cycle focused our partnership with QTEL to continue to develop capacity for teaching ELs. Additionally, we use faculty meetings to work with SpritWurx on developing staff around antiracist teaching practices.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>UFSA continues to have a majority of students reading below grade level.</p>	<p>We have many students that qualify for various interventions and not enough time in the day to provide all students with all interventions. ELD and reading are often in conflict because the student needs to be reading at a certain level in order to reclassify. We would like to integrate more reading into our ELD classes.</p>

<i>LCAP Goal 2: Focal Student Group Supports</i>	engaging AA families and students	Hard to engage our AA students and families during 21-22 distance learning. Wellness checks did not lead to more engagement in academics.
<i>LCAP Goal 3: Student & Family Engagement</i>	Since the return to school after the pandemic we have continued to struggle with family engagement and participation.	Fear as a result of physical and emotional safety because of the pandemic. Attendance has also suffered off and on as many students and families have had COVID and missed school.
<i>LCAP Goal 4: Staff Supports</i>	We have many things that we would like to and/or need to work on and not as much time as we need to address them.	We have historically picked too many things to work on throughout the year. Although we have shifted to focus on less things, we are still finding it is too much.

1D: IDENTIFIED NEED

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

Yes, in the 2020-21 school year UFSA will have the comprehensive support school improvement grant which will allow for UFSA to provide targeted support to ELLs. However, we know we need more direct services to students than we are able to provide. So we hope to increase additional staffing of a school psychologist from .5 to .8 to provide individual and group counseling services, we also plan to recruit a case manager for tier 2 and 3 students to support academically and behaviorally. Due to budget shortfalls in discretionary funds we will prioritize staffing from supplemental funds to ensure a comprehensive program that includes electives (art) and interventions (ELD).

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: United for Success Academy

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have designated ELD courses for al ELs and did foundation training on language development for all teachers. We have hired an additional 1.0 in the 2022-23 school year and will keep the position in 2023-24

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

We have successfully scheduled students into targeted support (ELD, Reading, or Blueprint Math Lab).

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be shifting towards Standards/Mastery based grading

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Counselor	College/Career Readiness	scheduling, academic counseling, high school readiness programming	There is a team working on master schedule and getting feedback from teachers. Based on our teacher surveys 95% of teachers feel that our Master schedule is satisfactory or better, and 90% of teachers are satisfied with the process that we use to create the master schedule.	continue to use funds for 1.0 counselor
Extended Contracts	Staff Satisfaction with Professional Development	enables payment to teachers for work outside the contract hours including collaborative planning and family contact	Based on our teacher surveys, this helped with teacher satisfaction- 100% of teachers responded that being paid for their extra work time increases thier job satisfaction.	continued to have funds available for extended contracts

<p>Librarian</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>Gives student access to the library on a regular basis</p>	<p>The librarian works with students and teachers on a regular basis and inculcates lessons that pertain to what the students are already learning. All UFSA students visit the library on at least a monthly basis and some visit more. All advisory classes visit the library on a rotating schedule. As well has ELA classes. The Library remains open during lunch as well and students often visit to read and relax.</p>	<p>Continue to fund this position. Title 1 funds will not be needed for this next year.</p>
<p>Parent Education Programs</p>	<p>Student Connectedness to School</p>	<p>Parent education and programming.</p>	<p>Parents are attending Thursday morning workshops. This has provided support with platforms such as Aeries, Google Classroom, and Parent Square. Based on attendance sheets parent participation has increased by 5% this year.</p>	<p>We will need to continue to have money for parent workshops and education for better connectedness to school.</p>
<p>Restorative Justice Facilitator</p>	<p>Student Connectedness to School</p>	<p>case management, check in- check outs, restorative circles (full class and small group)</p>	<p>RJ provides strong relationships with students. We need a peer RJ started at our school, and better flow of what goes to discipline and what goes to RJ and what needs both. 90% of teachers feel that RJ at UFSA is needed for students to have stable and progressive SEL. According to student surveys, 75% of students have positive experiences with RJ in some capacity at our school.</p>	<p>continue RJ work, add additional case manager to target tier 2 and tier 3 students</p>

Technology	College/Career Readiness	replaced and renew any needed technology	Teachers and students need upgraded and working technology including chromebooks, projectors and promithian boards. This enables teachers to pepare lessons that are engaging students in mutliple ways, and gives all of our students acces to technology at school and home. According to teacher surveys 100% of teachers feel that the technology is useful when teaching students. Based on student surveys 75% are satisfied with the technology availble to them at school.	We will need to continue to have money for technology upgrades.
Title I to be allocated in Fall 2022.	Student Connectedness to School	n/a	n/a	n/a

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: United for Success Academy

School ID: 228

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Language & Literacy

School Theory of Change:

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.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	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.	walkthroughs, coaching evaluations	UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.	Tier 1 and 2

<p>1-2</p>	<p>The literacy framework in the classroom will include: independent reading at independent reading level, small group instruction, literacy centers and whole-class texts (within EL curriculum and others). Additionally, teachers will teach reading engagement where students build focus, enjoyment, and stamina in reading. Students engage in literacy across content areas via standards aligned tasks from EL Ed, IM, Foss, and HWTs.</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>walkthroughs, coaching evaluations</p>	<p>UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.</p>	<p>Tier 1 and 2</p>
------------	--	--	---	--	---------------------

<p>1-3</p>	<p>Implement standards based curriculum using the adopted EL curriculum and other resources, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in ELA. Continue to use district-adopted IM Math Curriculum.</p>	<p>Engage all ELA/History teachers in professional development focusing on:</p> <ul style="list-style-type: none"> - Engaging all students in lessons that require critical thinking about complex, ideas, texts, and issues. - Connecting students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning. <p>That will result in students:</p> <ul style="list-style-type: none"> - Communicating clearly & effectively through writing, speaking, and presenting ideas within and across disciplines - Complex oral and written output that demonstrates higher-order thinking and depth of knowledge. 		<p>UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.</p>	<p>Tier 1</p>
<p>1-4</p>	<p>Utilize library as a resource to enhance culture of reading and language.</p>	<p>Allocate Measure 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>teacher surveys, walkthroughs, student surveys</p>		<p>Tier 1</p>

1-5	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,	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.		UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will work towards standards based grading.	Tier 1
1-6	Teach beginning and intermediate ELD acceleration courses, utilizing district curriculum and coaching support. Implement AVID excel, an acceleration course for LTELLs. Employ 2 full-time ELD teachers.	Prioritize English Lanugage Learner students for ELD classes when developing master schedule.		UFSA will provide intervention classes in Math, reading and ELD to ensure students that are below thier grade level targets will have opportunity to catch up. UFSA will provide AVID elective classes for students, and provide AVID training for teachers for schoolwide AVID practices.	Tier 2

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Student academic growth towards grade level standards
School Theory of Change:	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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
---	------------------	--------------------	----------------------------	--	--

2-1	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.	Teachers planning documents	UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.	Tier 1
2-2	Implement intervention courses in ELD, 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.	Master schedule, walkkthorgh	UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.	Tier 1
2-3	Stratigically use PLC time to look at and analyze student work to determine focal students and determine which skills and standards need to be retaught and/or strengthened.	PLC Leads will support teachers in identifying focal students, and focal standards.	Teacher surveys, walkthroughs	UFSA will provide intervention classes in Math, reading, ELD and study skills for SPED/RSP students to ensure students that are below thier grade level targets will have opportunity to catch up and that thier supports are in place for IEPS	Tier 2

2-4	Utilize COST to support ALL students, including students with disabilities, 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 notes attendance, students served via COST	UFSA will provide intervention classes in Math, reading, ELD and study skills for SPED/RSP students to ensure students that are below thier grade level targets will have opportunity to catch up and that thier supports are in place for IEPS	Tier 3
-----	--	--	---	---	--------

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:		Conditions for Student Learning			
School Theory of Change:		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.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers support students to engage wth families in Student Led Conferences	Weekly family engagement through Coffee with Berto / Principal. Monthly Family Newsletter sent by Principal Soillicit feedback from families in different ways throught the year.	attendance, surveys	UFSA will continue to have EXPO SLCs, and Home Visits, coffee with principal, but we will have more events planned to bring families back into the school	Tier 1

3-2	Pro-actively creating positive working adult relationships across difference. All adults taking responsibility for interrupting problematic adult behaviors, interactions, relationships, and groupings. We are warm demanders for one-another.				
-----	---	--	--	--	--

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Priority:	Conditions for Learning (conditions for centering equity in our work?)
School Theory of Change:	If we develop professional learning communities centered on academic and social-emotional learning teachers will use data and shared practices to reflect and improve their instructional practices.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Pro-actively creating positive working adult relationships across difference. All adults taking responsibility for interrupting problematic adult behaviors, interactions, relationships, and groupings. We are warm demanders for one-another.	Creating a welcoming committee to bring new members into our community. Regular community building-professional and personal insights. Ensuring the hiring committee reflects the diversity of our current community sight, insight, foresight.	surveys, attendance	UFSA will continue to have EXPO SLCs, and Home Visits, coffee with principal, but we will have more events planned to bring families back into the school	Tier 1

4-2	<p>Teachers participate in regularly scheduled professional learning with emphasis on identity and teaching practices that are anti-racist, restorative and culturally responsive.</p> <p>Teachers then implement their classroom practice the emphasis presented in PL.</p>	<p>Partner with Spearitwux to plan and facilitate professional learning based off of staff needs and feedback. Mentor/coach to uplift practices from this PL.</p>	surveys, attendance	<p>UFSA will provide intervention classes in Math, reading and ELD to ensure students that are below their grade level targets will have opportunity to catch up. UFSA will provide AVID elective classes for students, and provide AVID training for teachers for schoolwide AVID practices.</p>	Tier 1
4-3	Regularly scheduled and aligned PLCs	<p>Time allocated for weekly departmental PLCs, PLC facilitators plan for meaningful and equitable adult engagement using the principles of adult learning.</p>	implement plc	<p>UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.</p>	Tier 1
4-4	<p>Attending, optional and mandatory professional learning opportunities to continue to grow our practice</p>	<p>Providing site PD and informing teachers and staff of relevant PD opportunities</p>	implement pd	<p>UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.</p>	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Safe and Sense of Belonging
School Theory of Change:	Target universalism- supporting our AA students will support all students
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Implement advisory/elective affinity space programming to provide targeted support to our African American males and females.	Engage relevant stakeholders in re-developing programs that serve African American students, possibly partnering with AAMA and AAFA. Could be advisory and/or elective Plan for starting the year, not creating a group mid-year	attendance	UFSA will provide intervention classes in Math, reading and ELD to ensure students that are below their grade level targets will have opportunity to catch up. UFSA will provide AVID elective classes for students, and provide AVID training for teachers for schoolwide AVID practices.	Tier 1

5-2	Help recruit students for and support them to attend BSU Club	Support Ms. Nixon, Ms. Georgia, and Mr. Wesley to facilitate monthly BSU meetings	attendance	UFSA will provide intervention classes in Math, reading and ELD to ensure students that are below thier grade level targets will have opportunity to catch up. UFSA will provide AVID elective classes for students, and provide AVID training for teachers for schoolwide AVID practices.	Tier 1
5-3	Teachers prioritize family outreach with our AA families	night of elegance home visits- attention to meeting with AA families BTS kick-off: get feedback from AA parents and students	attendance, participation	UFSA will provide intervention classes in Math, reading and ELD to ensure students that are below thier grade level targets will have opportunity to catch up. UFSA will provide AVID elective classes for students, and provide AVID training for teachers for schoolwide AVID practices.	Tier 1

5-4	Teachers engage in anti-racist teaching training with Spearitwurx. Implement LSCI, dynamic mindfulness (Nairoga) learning to support mental health of SS students	Partner with Spearitwurx, ongoing implementation feedback and support	surveys, attendance	UFSA will continue coaching staff around QTEL practices (ELD practices) and antiracist teaching practices. We will to work towards standards based grading.	Tier 1
-----	---	---	---------------------	---	--------

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Designated ELD focus
School Theory of Change:	If we develop teacher capacity to implement designated ELD practices/strategies, then we will move students into Academic English Language proficiency. If we provide students with strategic, designated ELD instruction, more students will reclassify. If we support integrated ELD teachers who also teach designated ELD they will better be able to understand and support the needs of their ELLs in integrated spaces.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Plan and develop communication and collaboration structures and protocols that support students to fortify complex language output.	Provide (QTEL) PD and coaching support to teachers to implement these structures and protocols. Monitor implementation and provide supportive feedback to teachers.	lesson plans	UFSA will provide intervention classes in Math, reading, ELD and study skills for SPED/RSP students to ensure students that are below thier grade level targets will have opportunity to catch up and that thier supports are in place for IEPS	Tier 1

6-2	Teachers draft what students will say or write during the lesson (task analysis) to generate CLOs where language component is being explicitly taught.	Provide PD and coaching support on task analysis CLOs, intentional instruction related to CLOs, data analysis of student work, and formal formative assessment. Monitor implementation and provide supportive feedback to teachers.	lesson plans	UFSA will continue to have EXPO SLCs, and Home Visits, coffee with principal, but we will have more events planned to bring families back into the school	Tier 1
6-3	Ensure all ELLs have designated ELD courses including how our students with IEPs get ELD support in Study Skills.	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	UFSA will provide intervention classes in Math, reading, ELD and study skills for SPED/RSP students to ensure students that are below their grade level targets will have opportunity to catch up and that their supports are in place for IEPs	Tier 3
6-4	Implement reading intervention within designated ELD courses.	Ensuring literacy/reading instruction training for teachers of designated ELD courses. Prioritize student needs when considering master schedule (e.g. IEP, EL status, SRI levels.)	master schedule	UFSA will provide intervention classes in Math, reading, ELD and study skills for SPED/RSP students to ensure students that are below their grade level targets will have opportunity to catch up and that their supports are in place for IEPs	Tier 3

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	
School Theory of Change:	
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Provide high-quality instruction in Art, Music, and Computer Science.				
7-2	Implement Joven Noble elective class and increase case management goals.				
7-3	Integrate language development and acceleration into electives courses.				
7-4					

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
ASES contract over \$25K	\$149,995	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	After School Programming	228-1
ASES contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	After school programming	228-2
Restorative Justice Facilitator	\$98,898	California Community Schools Partnership Program	2205	Classified Support Salaries	7877	Restorative Justice Facilitator	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement and integrate Restorative Justice processes as part of instructional program.	228-3
Case Manager	\$95,014	California Community Schools Partnership Program	2405	Clerical Salaries	9058	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-4
Case Manager	\$116,897	California Community Schools Partnership Program	2405	Clerical Salaries	New	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-5
Consultant Contract	\$14,190	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	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.	228-6
Ed Effectiveness - Extended Contracts	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC Math Distance from Standard Met	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.	228-7

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
STIP Teacher	\$75,888	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	2297	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers participate in regularly scheduled professional learning with emphasis on identity and teaching practices that are anti-racist, restorative and culturally responsive. Teachers then implement their classroom practice the emphasis presented in PL.	228-8
Supplies	\$11,175	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide high-quality instruction in Art, Music, and Computer Science.	228-9
Copy Maintenance	\$8,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Plan and develop intentional communication and collaboration structures and protocols (e.g. from Zwiers, Kagan, etc.) to support fortifying complex language output.	228-10
Licenses	\$6,000	LCFF Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	228-11
Postage	\$1,075	LCFF Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Provide high-quality instruction in Art, Music, and Computer Science.	228-12
Teacher, Structured English Immersion	\$77,259	LCFF Supplemental	1105	Certificated Teachers' Salaries	2207	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Implement intervention courses in ELD, 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.	228-13

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Teacher, Structured English Immersion	\$91,696	LCFF Supplemental	1105	Certificated Teachers' Salaries	600	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Implement intervention courses in ELD, 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.	228-14
Teacher, Structured English Immersion	\$98,214	LCFF Supplemental	1105	Certificated Teachers' Salaries	4666	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Implement intervention courses in ELD, 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.	228-15
Supplies	\$2,086	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Provide high-quality instruction in Art, Music, and Computer Science.	228-16
Librarian	\$73,252	Measure G, Library Support	1205	Certificated Pupil Support Salaries	7874	Librarian	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Utilize library as a resource to enhance culture of reading and language.	228-17
Teacher, Structured English Immersion	\$52,004	Measure G1	1105	Certificated Teachers' Salaries	4248	Teacher, Structured English Immersion	0.39	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement intervention courses in ELD, 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.	228-18
Teacher, Structured English Immersion	\$95,654	Measure G1	1105	Certificated Teachers' Salaries	3130	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement intervention courses in ELD, 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.	228-19

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Case Manager	\$60,331	Measure G1	2405	Clerical Salaries	9040	Case Manager	0.70	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-20
Supplies	\$11,754	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide high-quality instruction in Art, Music, and Computer Science.	228-21
Consultant Contract	\$10,892	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	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.	228-22
Teacher, Structured English Immersion	\$54,671	Salesforce Middle School Computer Science Grant	1105	Certificated Teachers' Salaries	4248	Teacher, Structured English Immersion	0.41	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Implement intervention courses in ELD, 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.	228-23
11-Month Classroom Teacher on Special Assignment (TSA)	\$53,220	Salesforce Middle School Math Coach Grant	1119	Certificated Teachers on Special Assignment Salaries	4059	11-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement intervention courses in ELD, 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.	228-24
Teacher, Structured English Immersion	\$29,905	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4261	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Implement intervention courses in ELD, 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.	228-25

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
11-Month Classroom Teacher on Special Assignment (TSA)	\$13,305	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	4059	11-Month Classroom Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement intervention courses in ELD, 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.	228-26
Case Manager	\$25,856	Salesforce Principal Innovation Fund	2405	Clerical Salaries	9040	Case Manager	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-27
Case Manager	\$45,264	Salesforce Principal Innovation Fund	2405	Clerical Salaries	8774	Case Manager	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-28
PIQE - Consultant	\$3,550	Title I, Part A Parent & Family Engagement	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Weekly family engagement through Coffee with Berto / Principal. Monthly Family Newsletter sent by Principal. Solicit feedback from families in different ways throughout the year.	228-29
Extended Contracts	\$49,129	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	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.	228-30
Counselor	\$41,611	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4658	Counselor	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-31

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Restorative Justice Facilitator	\$42,385	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	7877	Restorative Justice Facilitator	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Implement and integrate Restorative Justice processes as part of instructional program.	228-32
AVID Supplies	\$8,875	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Use of AVID supplies and schoolwide strategies that support critical thinking, communication and collaboration and writing to learn. Inform AVID students of high schools where they can continue AVID, expose AVID students to local colleges via field trips.	228-33



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

United For Success Academy

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Offering Parent Workshops around gradebooks and tracking attendance

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Providing each child with an Advisory teacher, holding Student Led Conferences within Advisory and having Advisors submit documentation of family outreach at least once per grading period.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Holding Annual Title 1 meeting.

The school communicates to families about the school's Title I, Part A programs by:

- Holding Annual Title 1 meeting and identifying each program

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Family Newsletter
- Back to School Night
- Teacher Syllabus
- Family Workshops
- Student Led Conferences

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Family Newsletter
- Parent Square notifications

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Offering opportunities for volunteers to join classroom activities via each teacher

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Parent workshops (various)

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- SLC's
- Home visits

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Coffee with Principal
- Student led conferences
- Home visits

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Annual Title 1 meeting
- SSC
- Coffee with Principal
- Organized meetings as needed

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Coffee with principal bilingual
- Community schools manager outreach bilingual
- Use of language links for translation services

The school provides support for parent and family engagement activities requested by parents by:

- Offering Translation
- Having communication and documents in multiple languages
- Use of language Links
- Hiring bilingual staff

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Offering Workshops and support
 - Workshop- interacting with Parent Square

- Workshop- interacting with Aeries grade books and attendance
- Workshop- Reclassification
- Cafe/Coffee con/with Sara and Alberto
- Others TBD

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the UFSA on 8/31/2022 and will be in effect for the period 8/8/2022 through 5/25/2023.

Parents that attended suggested that they prefer to use in person translation over the use of language links and that they would like coffee with the principal to be at various times so that people that can not attend in the morning have the opportunity to attend in the evening sometimes.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal Sara Allen

Signature of Principal

Sara Allen

Date 8/31/2022

Please attach the School-Parent Compact to this document.



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

School-Parent-Student Compact

UFSA

2022-23

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022-23 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Use of OUSD Mandated Curriculum

Use of supplementary materials that create a learning environment that includes culturally responsive pedagogy

Teacher trainings in

Avid

EL Education

Desmos

Edulastic

Foss

Instructional coaches in both math and Humanities

- 2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Student Led Conferences

Home Visits

Academic Conferences as needed

- 3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Continuous access to progress reports and grades via Aeries

Contact home by teachers and advisors when students begin to show signs of failing

Student Led Conferences

- 4) **Provide parents reasonable access to staff.**

All staff are available to parents via parent square. All staff have office hours at least once a week for 30 min. Open to students and parents.

- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

All parents are encouraged to participate in classroom activities and are offered opportunities and information in various languages.

- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

UFSA provides various parent workshops around the improvement of academic achievement and how parents can assist.

All parents have access to each student's google classroom and to Aeries grade books and attendance.

- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

All staff members have been trained by OUSD in how to conduct home visits

All staff members receive various trainings throughout the year via our Wednesday PD around parent and family engagement, and partnerships with parents.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Bilingual Staff

Language Links

Hired Translators

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was jointly developed and adopted by UFSA on 8/31/2022, and will be in effect for the period of August 8, 2023 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 9/30/2022.

Signature of Principal *Sara Allen*

Date 8/31/2022



Strategic Resource Planning (SRP)

**(United For Success Academy)
School Site Council Membership Roster
2022-2023**

SSC - Officers

Chairperson:	Sheila [REDACTED]
Vice Chairperson:	Ronald McSwain
Secretary:	Sara Allen

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Sara Allen	X					N/A
Shartresa Nixon*		X				2
Ronald McSwain*		x				2
Georgia Pendelton*		X				1
Edwin Solis-Lopez			X			2
Rosalba Paniagua				X		1
Maria Cordova				X		1
Roger Fierro				X		1
Carolina [REDACTED]					X	1
Sheila [REDACTED]					X	1
*Highlighted teachers are Aeries verified -SMT						

SSC Meeting Schedule: (Day/Month/Time)	Last friday of the month at 8:15am in the library
--	---

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

