

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for United For Success.

**Background:**

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

**Discussion:**

The SPSA builds on a premise that students are capable of learning with effective instruction 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21<sup>st</sup> Century After School Programs
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for United For Success.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** United for Success  
**CDS Code:** 1612590112763  
**Principal:** Nicole Pierce  
**Date of this revision:** 5/11/2016

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

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

**Contact:** Nicole Pierce  
**Address:** 2101 35th Avenue  
Oakland, CA 94601

**Position:** Principal  
**Telephone:** 510-535-3880  
nicole.pierce@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** United for Success

**Site Number:** 228

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

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

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

**Date(s) plan was approved:** 5/22/16

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

- Fliers in students' home languages
  Announcement at a public meeting
  Other (Notices, Media Announcements, etc.)

**Signatures:**

<u>Nicok Pierce</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>5/23/16</u> Date
<u>STANLEY LAKE</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/23/16</u> Date
<u>[Signature]</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>5/22/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>[Signature]</u> Signature	<u>6/2/16</u> Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**School Site:** United for Success

**Site Number:** 228

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/9/2016	SSC	Reviewed relevant data; conducted focus group to determine practices and utilization of resources that would be aligned to school goals.
5/12/2016	SSC	Shared rationale and overview of site plan
2/26/2016	Instructional Leadership Team	Conducted work session to flush out key areas for improvement.
5/6/2016	Instructional Leadership Team	Convened feedback session with ILT members, determined focal areas.
5/15/2016	Instructional Leadership Team	Convened feedback session with ILT members, flushed out ideas around theory of action.
4/27/2016	Teachers (6-8)	Shared overview and rationale for site plan.

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$83,250.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$197,208.45	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$22,529.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$129,172.23	TBD
<b>TOTAL:</b>	<b>\$432,159.68</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$75,315.17	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,930.63	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$88,198.80	TBD
<b>TOTAL:</b>	<b>\$165,444.60</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

United for Success Academy is a small, full-service middle school in the Fruitvale community that serves just under 400 students. Our mission is to interrupt inequities in our community by ensuring all students are academically and socially prepared for success in high school and beyond. In order to achieve our mission, we have partnered with the community to offer services to enhance our academic program. We offer an extensive afterschool program open to everyone, a health clinic on site with dental services, on-site mental health providers, a bilingual academic counselor, young men's and women's groups, a family resource center that is open daily, parent education classes, academic intervention and enrichment elective classes, a competitive boys and girls sports program, and much more.

### 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.

## MAJOR IMPROVEMENT PRIORITIES

<b><i>Major Improvement Priority #1:</i></b>	<b>Accountable Data driven collaboration: Teacher and staff teams use cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning from data together. Existing connection between performance on formative and summative assessments and academic grades can be tightened, as evidenced by the discrepancy between HS Readiness data and SBAC/SRI/SMI performance data.</b>
<b><i>Major Improvement Priority #2:</i></b>	<b>Multi-Tiered Systems of Support (MTSS) - Academic Acceleration: Tier 1, 2, and 3 systems are established for academic acceleration and are agreed upon and followed by all team-members.</b>
<b><i>Major Improvement Priority #3:</i></b>	<b>Culture and Climate - Culturally Relevant Practices: Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum and in our daily lives.</b>

**MAJOR IMPROVEMENT PRIORITY #1:**

**Accountable Data driven collaboration: Teacher and staff teams use cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning from data together. Existing connection between performance on formative and summative assessments and academic grades can be tightened, as evidenced by the discrepancy between HS Readiness data and SBAC/SRI/SMI performance data.**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #1**

Student Performance Strengths	Student Performance Challenges
High School Readiness Data shows is measured as a 4.75 on the SPF, with the following percentages showing indicators of being HS ready - 43% overall, 47% Latinos, 43% EL, and 44% Low-income.	SBAC Data is measured as a 1 on the SPF, with the following percentages showing proficient or above in ELA - 8% overall, 2% AA, 0% EL, 0% SWD, and 9% Low-income.
Culture and Climate Staff data is measured as a 4.75 on the SPF, with teachers meeting regularly in grade-level teams and department PLCs to support student learning, explore essential questions, and align instructional and cultural practices.	SBAC Data is measured as a 1 on the SPF, with the following percentages showing proficient or above in Mathematics - 4% overall, 2% AA, 1% EL, 0% SWD, and 4% Low-income.
ELA/History teachers scored 100% of student HWTs and noted that students were able to make clasims with supporting evidence (quotes, facts, etc.) use sentence starters, and stay on topic.	HWT analysis revealed that students need more help on understanding counter-argument, elaborating on reasoning/ evidence, and basic punctuation/sentence formation.

**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

- Although department PLCs and grade level teams meet weekly, current formative assessments are not accurately predicting student achievement on annual assessments such as the SBAC. - Long-term and short-term planning varies widely, which leads to discordant outcomes for students. - Current intervention program is not sufficient to overcome the diverse challenges of our student body and reverse the existing achievement gap.

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

- New common core standards demand students to demonstrate higher depth of knowledge and critical thinking skills within interdisciplinary frameworks, changing curriculum presents a challenge when considering alignment (vertically, horizontally, and interdisciplinary.) - Lack of accountblilty structures and common pedagogical structures restricts access to curriculum and limits understanding and performance on formative assessments. - Intervention structures require expansion and coordination.

### STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Percent proficient and above on SBAC ELA.	SBAC ELA	All Students	8%	15%	20%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Percent proficient and above on SBAC Mathematics.	SBAC Math	All Students	4%	9%	13%	2: Students are proficient in state academic standards.
Academic	Percent proficient and above on the History Writing Task.	History Writing Task	All Students	Trends analyzed.	30%	50%	1: Graduates are college and career ready.
Climate & Culture	Reduce percent of students who have cut or stayed home from school 1 or more days because they were "bored."	Culture/ Climate: Student	All Students	41%	20%	5%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

<b>Major Improvement Strategy for this priority:</b>	<b><i>We will restructure current collaboration structures and engage in regular collaborative planning data-driven COIs to vertically and horizontally align curriculum, assessment, and engagement strategies. We we also engage with each other to provide cricital feedback through accountable collaboration reflection structures, peer observations, etc.</i></b>
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### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Engage in professional development on data-driven collaboration and planning COIs, with embedded site-based/team accountability structures.	Provide/facilitate targeted professional development on data-driven collaboration and planning, with embedded site-based accountability structures.	Prioritize time for weekly department PLCs and release time for teachers to plan, execute, and reflect on data-driven collaborative planning for the following: vertical and horizontal intructional alignment, EXPO/PBL planning, etc.
Develop common formative assessments, engage in regular data-driven unit/lesson planning, collaborate on reteaching/re-engagement lessons and intervention practices, etc.	Provide differentiated professional development opportunities throughout the year e.g. Buck Insittute, National Equity Project, Site-developed PD, etc..	Create and maintain ILT, SSC, FC, etc.) team to coordinate, analyze, maintain, and reflect on academic program, the adopted curriculum, and the outcomes for students.



Align department curriculum (essential questions, formative assessments, etc.) vertically and horizontally, especially in the Humanities Department.	Adopt aligned intervention and technology supports including but not limited to English 3D, No Red Ink, Achieve 3,000, and MangaHigh, etc.	Prioritize ILT time to create rubrics and self-assessment structures to support alignment of school-wide practices e.g. PBL, Advisory, backwards planning, etc.
Continue to align school-wide practices involving instructional practices including but not limited to BBC, CLOs, DOK, PBL, and EXPO.	Prioritize time for teachers to engage in and collaborate around newly adopted ELA, LTEL, and reading intervention curriculum.	Core Humanities 6-8th grade and increase instructional minutes provided to increase relational trust, decrease student contacts, and increase period time for common core aligned instruction.
Engage in regular reflection and self-analysis regarding the success of both team and individual work, and shift practices accordingly.	Provide instructional and team coaching that supports high-quality collaboration and output.	
Engage completely in TGDS (when applicable) and participate in peer observations/feedback cycles at least 3 times a year.	Allocate funds for stip substitute to support with peer observation, TGDS, etc.	

**MAJOR IMPROVEMENT PRIORITY #2: Multi-Tiered Systems of Support (MTSS) - Academic Acceleration: Tier 1, 2, and 3 systems are established for academic acceleration and are agreed upon and followed by all team-members.**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Mid-year (January) SRI scores this 2015-16 school year showed 21% students reading at/above grade level according to SRI, which surpassed last year's end of year mark of 19.4%, this year's end of year data will be available by June 2016.	Mid-year SRI scores show that 71% students reading multiple years below grade level according to SRI, by mid-year January of 2015-16.
LTEL Reclassification Data shows is measured as a 3.5 for status and 6 for growth on the SPF with 17% of LTELs being reclassified by mid-year, which is a 14% increase over last year.	Mid-year SMI scores show that 82% students are performing multiple years below grade level according to SMI, by mid-year of 2015-16.
100% of students referred to COST have been offered Tier II or III services. Restorative Justice practices are implemented school-wide as an additional Tier 1 support.	Approximately 800 incidents resulting in URFs have been documented between August 24, 2015 and March 17, 2016. SEL data is measured as a 2.25 on the SPF.

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Students are entering 6th grade multiple years behind in reading and mathematics. - Current intervention program supports individual students, but is not sufficient to make dramatic change across the school site as a whole. - Students require SEL skills to address these challenges within the classroom setting. - LTEL students are supported with reading, but lack language supports to support in reclassification. - Students need to see learning translated into real-world experiences.

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

Students require strategic, programmatic, and early intervention opportunities in reading, language, and mathematics. - SEL will need to be taught simultaneously in order to maximize growth. - Students require access to high-quality expeditionary learning experiences e.g. PBL, field trips, etc.

### STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Percent of students at/above grade level in reading	SRI	All Students	18%	34%	45%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Percent of students at/above grade level in Mathematics.	SMI	All Students	n/a	9%	13%	1: Graduates are college and career ready.
Academic	Percent of students reclassified	EL Reclassification	English Learners	14%	20%	33%	4: English learners are reaching English fluency.
Academic	School Performance Framework	SEL	All Students	2.25	3	4	1: Graduates are college and career ready.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:**

*We will develop strategic intervention and enrichment opportunities for Reading, Language Development, and Mathematics from an equity and growth mindset that support student growth on both district and site-based formative assessments. We will use the following methods: Targeted intervention electives (LLI, Reading certifications, ELD/English 3D, Math Fellows Program, AVID, etc.), technology integration/ differentiation/ small group instruction in core classes (No Red Ink, Achieve 3,000, workshop model, etc.), and the new formation of a Reading PLC Team.*

### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>

Engage students in expeditionary learning experiences (e.g. Engage NY Humanities curriculum, field trips and PBL in which students can apply their learning in the context of creating solutions to real world problems and presenting back to the larger community, field trips that ground EXPO projects into real-life experiences, etc.)	Budget for expeditionary learning experiences e.g. PBL, field trips, access to technology (Achieve 3000, NoRedInk, etc.), etc.	Increase instructional minutes for all students.
Incorporate high-quality language pedagogy to support all students in acquiring academic language and vocabulary.	Proritize time for teachers to engage in and collaborate around newly adopted ELA, LTEL, Math, and reading intervention curriculum, and share best practices.	Maintain ILT to coordinate, analyze, maintain, and reflect on intervention programs, adopted curriculum, and their outcome on student achievement based on district and site-based formative assessments (e.g. English 3D, Math Fellows, etc.) s
Utilize COST, academic planning platforms and projects, HS Readiness Data, and other resources/data streams to support students in setting long-term and short-term goals and developing personalized plans to meet them.	Create a bell/master schedule that allows for school-wide adoption of intervention models e.g. Math Fellows Program, English 3D, AVID, Achieve 3,000, and NoRedInk.	Team together COST with Academic Counselor to create opportunities that allow the general student population, students needing intervention, students with special needs, and GATE students to maximize their learning and provide them with instructional time to apply their learning.
Regularly consider students for COST when needed and implement classroom structures and supports when COST recommends.	Use 2015-16 end of year data (SRI, SMI, etc.) and COST to ensure that students are accurately matched with available resources and needed resources are identified.	Offer an afterschool program in coordination with Safe Passages to provide intervention, enrichment, and extended learning opportunities for students.
Utilize technology to differentiate instruction and monitor student progress.	Ensure that parents also have access to differentiated learning experiences to support their students e.g. Rosetta stone, parent academies, etc.	Form Reading Intervention PLC to analyze, maintain, and reflect on reading intervention program, adopted curriculum (LLI, certifications, Achieve 3,000) and it's outcome on student achievement based on district and site-based formative assessments.
	Determine timeline and strategic partnerships (e.g. Safe Passages, Univision, OTX West, Blueprint Fellowships, etc.) to provide annual field trips, learning experiences, enrichment opportunities, etc. directly associated with classroom learning.	

**MAJOR IMPROVEMENT PRIORITY #3:**

**Culture and Climate - Culturally Relevant Practices: Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum and in our daily lives.**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #3**

Student Performance Strengths	Student Performance Challenges
2% of Latino students have been suspended this academic year (as of 1/8/16).	24% of students suspended are African American Male students, although they make up 8% of the total student body. 55% of all URFs are issued to African American students, although they make up 19% of the total student body.
There have been significant reduction of suspensions overall. (20 suspension incidents as of week 17 for 2015-16 as compared to 49 at this same time last year 2014-15.) There have been significant reduction of students suspended overall. (4% of students at the school have been suspended as of week 17 for 2015-16 as compared to 7.6% of students at this same time last year 2014-15.)	Although the SPF measures chronic absenteeism as a 6 for growth indicators due to reduction of 3% for all students, 11% for AA, 3% ELs, 3% SWD, and 8% low-income. Chronic absenteeism remains at 8-9% as of week 17 from last year (2014-15) to this year (2015-16,) and is scored as a 1 for current status for our AA and SWD students.
Restorative Justice circles are offered daily as a method for avoiding escalation of conflict and/or healing after conflict has occurred. (Data for frequency of use will be available for the 2016-17 school year.)	57% in 2014-15 of students were not High School ready (2.5%GPA or higher, No D/F, 96% attendance or higher, No suspensions in 8th Grade); 23% by term 2 of 2015-16 (35% of AAMs and 30% of LMs) were showing early warning drop-out indicators (D/F in ELA/Math, less than 80% attendance rate, 2 or more suspensions)

**ROOT CAUSE ANALYSIS for Priority #3**

<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
Tightening/ refining RJ and discipline structures has resulted in a decrease of suspendable incidents on site and a decrease in the percentage of students suspended on site, due to students taking advantage of conflict mediation opportunities and teachers/staff utilizing RJ structures/conversations to support students' SEL growth. - Joven Nobles continues to be an affective tool at supporting our you Latino boys.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
The smaller support program offered through, Concerned Black Men, has not altered concerning data related to AAMs, and requires expansion/adjustment. - Students overall are unaware of what it means to be "HS Ready," which demonstrates a need for students to be more self-aware of their own performance/ achievement data relating to academic assessments, attendance, behavior, etc.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Increase percent of students that are High School ready.	Culture/ Climate: Student	All Students	43% students HS Ready	80% students HS Ready	95% of students HS Ready	1: Graduates are college and career ready.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	Reduce percent of African American male students suspended.	Suspensions	African- American Students	32.4% of AAMs suspended	20% of AAMs suspended	10% of AAMs suspended	5: Students are engaged in school everyday.
Climate & Culture	Reduce percent of chronic absenteeism.	Chronic Absence	Low- Income Students	11% Chronic absenteeism	7% or less chronic absenteeism	5% or less chronic absenteeism	5: Students are engaged in school everyday.
Climate & Culture	Reduce number of URFs for African American students per year.	Culture/ Climate: Student	African- American Males	n/a	50%	30%	1: Graduates are college and career ready.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *We will refine the implementation of Restorative Justice, PBIS, and Advisory school-wide. We will approach professional development and coaching feedback with a lens on equity and culturally relevant practices. We will focus efforts and resources to support with engaging our African American students specifically.*

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Use aligned data sources, rubric guides, and/or standards-based mastery charts to support students' development of self-awareness.	Ensure that equity drives decision-making at every level.	Offer an afterschool program in coordination with Safe Passages to provide intervention, enrichment, and extended learning opportunities for students.
Use data to help students understand current academic and behavioral performance levels, set goals with a growth mindset, identify/advocate for resources that will support said goals, and reflect on progress periodically.	Align and budget resources to include advisory, intervention, and enrichment opportunities at every grade level, and use relevant data to inform enrollment.	Core Humanities (ELA & History) 6th - 8th grade in order to enhance teacher/student relationships, decrease teacher/student contacts, improve teacher to student feedback, provide more access/ time to critical thinking and depth of knowledge required by the common core, etc.
Teachers and RJ Coordinator will support implementation of Restorative Justice practices (e.g. conflict mediation, restorative conversations, classroom/school discipline policies, etc.) school-wide to support students' development of SEL standard self-awareness.	Provide continuous refinement training for teachers and staff on restorative justice, trauma-informed practices, and social emotion learning, etc. Provide reflection opportunities on how teachers and staff members draw on personal experiences that influence instructional facilitation moves and behavioral practices.	Maintain Coordination of Services Team to identify, manage, provide, and assign Tier II and III supports to students in need, including our homeless and foster students.

<p>Continue to revise current curriculum with culturally relevant content and instructional practices, project-based learning, and real-life applications.</p>	<p>Provide sufficient professional development time to review relevant data and plan instruction accordingly.</p>	<p>Design master schedule to include advisory, intervention, and enrichment periods throughout the day across grade levels, including targeted affinity grouping to support our young men and AA populations.</p>
<p>Reflect on how personal biases can affect both teaching styles and student learning for sub-groups within the classroom.</p>	<p>Maintain Restorative Justice program (RJ coordinator, advisory curriculum, community circles, school-wide conflict mediation, etc.)</p>	<p>Continue PBIS and parent engagement efforts to celebrate and align school events, activities, and practices with school vision around equity and culture.</p>
<p>Implement school-wide advisory curriculum with fidelity, including commitments regarding family outreach and involvement.</p>	<p>Ensure all professional development maintains a lens on equity and SEL. Coach where support is needed, and establish accountability frameworks so that colleagues can support each other in the work.</p>	<p>Ritualize advisory school-wide to focus on the following 3 elements: circles, community activators, and academic/ social emotional counseling. Protect time during PD to reflect, adjust, coach around advisory implementation.</p>
<p>Incorporate culturally relevant curriculum and SEL practices into daily instruction.</p>	<p>Allocate resources towards creating affinity groups that target and support African American males and females, while maintaining current highly-functioning group for Latino Males.</p>	<p>Implement CA Colleges and other goal-setting and future planning structures school wide, as part of a coordinated Advisory effort.</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$88,198.80	21st Century	Afterschool Program	Offer an afterschool program in coordination with Safe Passages to provide intervention, enrichment, and extended learning opportunities for students.	A1.6: After School Programs	5825	n/a	n/a	n/a	228-1	228
\$129,172.23	After School Education & Safety (ASES)	Afterschool Program	Offer an afterschool program in coordination with Safe Passages to provide intervention, enrichment, and extended learning opportunities for students.	A1.6: After School Programs	5825	n/a	n/a	n/a	228-2	228
\$3,000.00	General Purpose Discretionary	Admission Fees - field trips	Budget for expeditional learning experiences e.g. PBL, field trips, access to technology (Achieve 3000, NoRedInk, etc.), etc.	A2.3: Standards-Aligned Learning Materials	5829	n/a	n/a	n/a	228-3	228
\$4,000.00	General Purpose Discretionary	Books besides textbooks to enhance, supplement curriculum and engage students in reading.	Continue to align school-wide practices involving instructional practices including but not limited to BBC, CLOs, DOK, PBL, and EXPO.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4420	n/a	n/a	n/a	228-4	228
\$6,000.00	General Purpose Discretionary	Copier maintenance	Align department curriculum (essential questions, formative assessments, etc.) vertically and horizontally, especially in the Humanities Department.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610	n/a	n/a	n/a	228-5	228
\$6,000.00	General Purpose Discretionary	Maintenance Work Orders	Ensure that equity drives decision-making at every level.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5720	n/a	n/a	n/a	228-6	228
\$2,000.00	General Purpose Discretionary	Internal mailroom.	Continue PBIS and parent engagement efforts to celebrate and align school events, activities, and practices with school vision around equity and culture.	A6.5: Academic Parent-Teacher Communication & Workshops	5724	n/a	n/a	n/a	228-7	228
\$21,250.00	General Purpose Discretionary	Consultants	Team together COST with Academic Counselor to create opportunities that allow the general student population, students needing intervention, students with special needs, and GATE students to maximize their learning and provide them with instructional time to apply their learning.	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	228-8	228
\$5,000.00	General Purpose Discretionary	External contracts that enhance learning environment e.g. field trip buses, technology supports, etc.	Engage in professional development on data-driven collaboration and planning COIs, with embedded site-based/team accountability structures.	A2.10: Extended Time for Teachers	5826	n/a	n/a	n/a	228-9	228
\$33,000.00	General Purpose Discretionary	Supplies	Align department curriculum (essential questions, formative assessments, etc.) vertically and horizontally, especially in the Humanities Department.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	228-10	228
\$3,000.00	General Purpose Discretionary	Refreshments for professional development.	Engage in professional development on data-driven collaboration and planning COIs, with embedded site-based/team accountability structures.	A3.4: Teacher Professional Development focused on Literacy	4311	n/a	n/a	n/a	228-11	228
\$7,327.25	LCFF Concentration	Fund stip substitute to support with TGDS.	Allocate funds for stip substitute to support with peer observation, TGDS, etc.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.15	228-12	228
\$1,201.75	LCFF Concentration	Supplies	Budget for expeditional learning experiences e.g. PBL, field trips, access to technology (Achieve 3000, NoRedInk, etc.), etc.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	228-13	228
\$13,000.00	LCFF Concentration	Extended contracts	Align department curriculum (essential questions, formative assessments, etc.) vertically and horizontally, especially in the Humanities Department.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	228-14	228
\$1,000.00	LCFF Concentration	Clerical overtime	Continue PBIS and parent engagement efforts to celebrate and align school events, activities, and practices with school vision around equity and culture.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	2425	n/a	n/a	n/a	228-15	228
\$35,910.32	LCFF Supplemental	Reduce class size of PE classes to increase quality of instruction.	Increase instructional minutes for all students.	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1355	0.54	228-16	228
\$64,573.66	LCFF Supplemental	Increase sections of enrichment electives offered to students.	Increase instructional minutes for all students.	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2284	1	228-17	228
\$64,982.51	LCFF Supplemental	Fund reading intervention teacher.	Design master schedule to include advisory, intervention, and enrichment periods throughout the day across grade levels, including targeted affinity grouping to support our young men and AA populations.	A3.2: Reading Intervention	n/a	11MONTH READING SPECIALIST TSA	R11TSA0005	0.75	228-18	228
\$10,981.37	LCFF Supplemental	Fund full time bilingual attendance clerk to support with data collection, home/school communication, etc.	Continue PBIS and parent engagement efforts to celebrate and align school events, activities, and practices with school vision around equity and culture.	A5.4: Root Causes of Chronic Absence	n/a	SPECIALIST, ATTENDANCE BILINGU	SPATBL9999	0.2	228-19	228

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$19,539.32	LCFF Supplemental	Fund stip substitute to support with TGDS.	Allocate funds for stip substitute to support with peer observation, TGDS, etc.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	TEACHER STIP	TCSTIP9999	0.4	228-20	228
\$1,221.27	LCFF Supplemental	Supplies	Continue to align school-wide practices involving instructional practices including but not limited to BBC, CLOs, DOK, PBL, and EXPO.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	228-21	228
\$11,000.00	Measure G (School Libraries)	Books besides textbooks to enhance, supplement curriculum and engage students in reading.	Align department curriculum (essential questions, formative assessments, etc.) vertically and horizontally, especially in the Humanities Department.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	228-22	228
\$10,000.00	Measure G (School Libraries)	Fund licenses to support with Tier 1 reading and language supports for both our low-performing readers and our LTELs.	Adopt aligned intervention and technology supports including but not limited to English 3D, No Red Ink, Achieve 3,000, and MangaHigh, etc.	A4.1: English Learner Reclassification	5846	n/a	n/a	n/a	228-23	228
\$21,981.74	Measure G (TGDS)	Fund stip substitute to support with TGDS.	Allocate funds for stip substitute to support with peer observation, TGDS, etc.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.45	228-24	228
\$1.15	Measure G (TGDS)	Fund stip substitute to support with TGDS.	Allocate funds for stip substitute to support with peer observation, TGDS, etc.	A2.6: Teacher Evaluation	4399	n/a	n/a	n/a	228-25	228
\$1,757.00	Measure G (TGDS)	Fund extended contracts to provide extended professional development/ coaching to teachers.	Ritualize advisory school-wide to focus on the following 3 elements: circles, community activators, and academic/ social emotional counseling. Protect time during PD to reflect, adjust, coach around advisory implementation.	A5.2: Health and Wellness (Mental & Physical Health)	1120	n/a	n/a	n/a	228-26	228
\$500.00	Program Investment	Conference Expense	Provide/facilitate targeted professional development on data-driven collaboration and planning, with embedded site-based accountability structures.	A4.4: Teacher Professional Development focused on English Learners	5220	n/a	n/a	n/a	228-27	228
\$2,193.00	Program Investment	Supplies	Continue to align school-wide practices involving instructional practices including but not limited to BBC, CLOs, DOK, PBL, and EXPO.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	228-28	228
\$22,457.00	Program Investment	AAMA	Allocate resources towards creating affinity groups that target and support African American males and females, while maintaining current highly-functioning group for Latino Males.	A2.2: Social Emotional Learning	5733	n/a	n/a	n/a	228-29	228
\$10,000.00	Program Investment	Restorative Justice Coordinator	Teachers and RJ Coordinator will support implementation of Restorative Justice practices (e.g. conflict mediation, restorative conversations, classroom/school discipline policies, etc.) school-wide to support students' development of SEL standard self-awareness.	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	228-30	228
\$21,660.84	Title I Basic	Fund reading intervention teacher.	Form Reading Intervention PLC to analyze, maintain, and reflect on reading intervention program, adopted curriculum (LLI, certifications, Achieve 3,000) and it's outcome on student achievement based on district and site-based formative assessments.	A3.2: Reading Intervention	n/a	11MONTH READING SPECIALIST TSA	R11TSA0005	0.25	228-31	228
\$6,832.33	Title I Basic	Surplus - Hold for SSC determination.	Create and maintain ILT, SSC, FC, etc.) team to coordinate, analyze, maintain, and reflect on academic program, the adopted curriculum, and the outcomes for students.	A6.3: Professional Learning for School Site Council Teams	4399	n/a	n/a	n/a	228-32	228
\$46,822.00	Title I Basic	Fund academic counselor position.	Utilize COST, academic planning platforms and projects, HS Readiness Data, and other resources/data streams to support students in setting long-term and short-term goals and developing personalized plans to meet them.	A2.8: Data & Assessment	5732	n/a	n/a	n/a	228-33	228
\$1,930.63	Title I Parent Participation	Fund Rosetta Stone for parent resource center.	Ensure that parents also have access to differentiated learning experiences to support their students e.g. Rosetta stone, parent academies, etc.	A3.2: Reading Intervention	4399	n/a	n/a	n/a	228-34	228



## **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 2015-2016 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 six times a year and as needed.*

*Progress reports will be sent home with students every 2 weeks, be accessible online when available, and be available within 48 hours of a request.*

- 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.*

**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*

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Student Signature

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Date

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Parent Signature

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Date

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Principal Signature

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Date

## **Title I School Parental Involvement Policy 20-15-2016**

### **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's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- The requirements of Title 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 CAASPP, 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 fieldtrips as chaperones, including over-night camping trips.*

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

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

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

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

### **Annual Title I Meeting**

- 1.) United for Success Academy will convene an annual Title I meeting to inform parents of the following:

- Review **Home School Compact**
- Their child's school participates in Title 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 5/8/2014 and will be in effect for the period of August 2015-June 2016. The school will distribute this policy to all parents of participating Title I, Part A, children on or before August 2015. It will be made available to the local community on or before August 2015.

 9/30/15

(Principal's Signature)



## School Site Council Membership Roster – Middle School

School Name: United for Success Academy

School Year: 2015-16

<b>Chairperson :</b> Stan Lake	<b>Vice Chairperson:</b> Beatriz Gallegos
<b>Secretary:</b> Rotating teacher member	<b>LCAP Parent Advisory Nominee:</b> Maria Araceli Padilla
<b>LCAP EL Parent Advisory Nominee:</b> Maria Arana	<b>LCAP Student Nominee:</b> n/a

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Nicole Pierce	x				
Stan Lake		x			
Beatriz Gallegos				x	
Ronals McSwain		x			
Maria Araceli Padilla				x	
Jesus Alvarez		x			
Maria Reza				x	
Antelma Juarez				x	
Maria Arana				x	
Zachary Blum		x			
Patricia Car				x	
Daniel Gallegos			x		

Meeting Schedule (day/month/time)	10/13/15 at 4:00pm
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**SSC Legal Requirements:**

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

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

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/2015