OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for United For Success Academy.

Background:

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

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction 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
> ➢ After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for United For Success Academy.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2018-2019 Single Plan for Student Achievement (SPSA)

School:	**United for Success Academy**
CDS Code:	1612590112763
Principal:	Nicole Pierce-Davis
Date of this revision:	4/20/2018

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 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:	Nicole Pierce-Davis	**Position:**	Principal
Address:	2101 35th Avenue	**Telephone:**	510-535-3880
	Oakland, CA 94601	**Email:**	nicole.pierce@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

School Site: United for Success Academy   **Site Number:** 228

[X] Title I Schoolwide Program	[X] Local Control Funding Formula (LCFF) Base Grant
[ ] Title I Targeted Assistance Program	[X] LCFF Supplemental Grant [ ] 21st Century
[X] After School Education & Safety Program (ASES)	[X] LCFF Concentration Grant [ ] School Improvement Grant (SIG

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: 5/29/18

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

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

Signatures:

Nicole A. Pierce	Signature	5/29/18
Nicole Pierce-Davis, School Principal		Date
Tiana Woodridge	Signature	5/29/18
Print name of SSC Chairperson		Date
Mark Triplett	Signature	5/30/18
Mark Triplett, Network Superintendent		Date
Marla Williams	Signature	5/31/18
Marla Williams, Officer, State and Federal Programs		Date
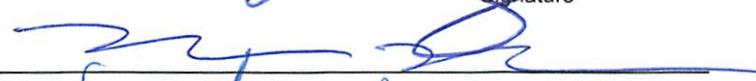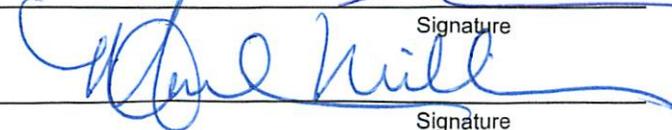
2018-19 SPSA ENGAGEMENT TIMELINE

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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2018	SSC	Conducted rubric analysis and feedback session to evaluate use of G1 funds aligned to school goals.
2/13/2018	SSC	Budget training and review budget summary including planned strategies & activities for 2018-2019, based on relevant school data covered so far in SSC. Documented feedback for ILT review. Determined use of Title I student and parent funds.
2/5/2018	Leadership Team	Conducted work session to review relevant school data & practices aligned to school goals.
2/6/2018	Instructional Leadership Team	Conducted work session to review relevant school data & practices aligned to school goals.
2/14/2018	Instructional Leadership Team	Conducted work session to review relevant school data & practices aligned to school goals, and to begin flushing out a comprehensive Theory of Action for 2018-19 SPSA.
2/272018	Leadership Team	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
3/12/2018	Instructional Leadership Team	Conducted ILT work session to flesh out a comprehensive theory of action with teacher, leadership, and organization practices aligned to school goals.
3/13/2018	SSC	Shared rationale and overview of plan.
3/19/2018	Leadership Team	Conducted ILT work session to review & further flesh out teacher, leadership, and organization practices aligned to school goals.

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Discretionary #0000**	$84,600.01	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$267,406.99	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$50,000.00	TBD
After School Education and Safety Program **… ASES #6010**	$140,691.59	TBD
TOTAL:	**$542,698.59**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$83,851.56	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$2,062.26	TBD
21st Century Community Learning Centers **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$85,913.82**	**$0.00**

2018-19 SINGLE 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 profeicient. 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, advocte for their own learning, apply their learning and engage in inquiry/problem solveing 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.

Family & Student Engagement

United For Success Academy views families as partners in our work to be a full-service community school with wrap around services. We have a full time Parent Coordinator on site and re-evaluate parent education, volunteer opportunities, and special events in partnership with our families and school needs.

1B: 18-19 NEEDS ASSESSMENT			
Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	- Continued fortifying complex language output across all content areas in professional development this year. - SBAC ELA Data has improved every year since 2014-15 (8% proficient or advanced) as compared to 2016-17 (12.8% proficient or advanced.) - History Writing Task is being fully implemented across 6-8 grades. Teachers are analyzing trends and determining next steps as part of weekly PLCs. - SRI scores show growth from the beginning of the year to mid-year overall. BOY data show 5.6 % of 6th grade at proficient and above 14.6% of 7th grade at proficient and above 13.7% of 8th grade at proficient and above MOY data show 9.9% of 6th grade at proficient and above 14.2% of 7th grade at proficient and above 18.8% of 8th grade at proficient and above - Students in reading intervention demonstrated average SRI growth beyond what would generally be expected (mid-year 50pts growth expected.) Students in enrolled in reading intervention classes grew an average of 87pts on the mid-year SRI.	- Overall growth from beginning to mid-year has increased; however, we still show Overall growth from beginning to mid-year has increased (up 3% in proficient/advanced); however, we still show that only 13.3% of students are reading at proficient and advanced levels. Looking more closely into the data, the majority of our students (74%) are reading multiple grade levels below grade level. - Within the data for multiple years behind the majority of 6th, 7th and 8th grade students are testing at 3rd, 4th or 5th grade levels: See below: SRI Reading Levels 3rd 4th 5th 6th graders 24% 15% 13% 7th graders 28% 13% 21% 8th graders 14% 18% 15% - Although we have improved our SBAC proficiency scores, the 87% of our students are not meeting standard.	- The data shows that 6th and 8th graders showed more growth than 7th graders which may be due to the fact that most 7th graders are in math intervention (Blueprint) and not in Reading Intervention. - Reading behaviors and text features at each level can begin to explain why readers are clustered between the 3-5th grade levels even at 8th grade. At 3rd grade level, students are still developing an understanding of genres, and knowing how to navigate more complex narratives with multiple characters while being introduced to expository text. At 4th grade level, students are reading a wide range of genres, problem solving multi-syllabic word, understaning different perspectives and text layouts. They are reading silently for the most part. At 5th grade level, students are able to read longer texts and remember details and connect ideas over several days of reading. They are able to understand more complex verstions of literature, such as satire.

LANGUAGE & LITERACY			To move into 6th grade levels and beyond a student must be able to read and process texts that include: • wide range of challenging themes that build social awareness and reveal insights into the human condition • multiple themes that may be understood in many layers • heroic or larger-than-life characters who represent the symbolic struggle between good and evil • long stretches of descriptive language that are important to understanding setting and characters • Full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language) • Some switching from setting to setting, including time change (often unsignaled, or signaled only by dialogue) • Some very long sentences (more than thirty words) F & P Text Gradient Levels Fountas & Pinnell 9-20-11

STANDARDS-BASED INSTRUCTION *(including core content beyond language & literacy)*	- SBAC Math Data has improved every year since 2014-15 (3% proficient or advanced) as compared to 2016-17 (7.4% proficient or advanced.) - See improved SBAC ELA data above. - Continued 3 sections of teacher-led math intervention courses and added 1 additional Blueprint fellow to our Blueprint Math Program (3 fellows total, serving 74 students with 4:1 ratio total.) - Walkthrough data shows that teachers are implementing grade-level, rigorous, and culturally relevant curriculum. - Mid-year exams indicate that students perform well on problems involving unit rate at all levels.	- 2016-17 SBAC Math end of year math scores show 93% of UFSA students are not meeting math standards. - See SBAC ELA data above. - 7th graders partipating in Blueprint showed the following at MOY on the SMI: 13 (23%) lost 200 + points 9 (16%) lost 100-200 points 10 (18%) lost 5-100 points 10 (18%) gained 35-100 points 13 (23%) gained 100-500 points - SMI is phasing out, other students did not take the SMI making mid-year summative assessments difficult to track. Mid-year exams covered topics that had been taught, resulting in a wide variance of pacing through curriculum. Student data indicates that students need support with ratios. - Science NGSS assessment will not provide data until 2017-18 implementation. - Walkthrough data indicates that although content is grade-level, the "heavy lifting" of common core should shift from teacher to student.	- ELs are having difficulty accessing a more language rich common core curriculum and SBAC assessment. - Although math intervention classes varied widely, data showed last year that they were successful. However, this year, the same results weren't achieved in our Blueprint program, which indicates that fellow capacity is critical to success. - Students need support in accessing the higher rigor and concepts of common core, especially when engaged in groupwork (e.g. what are the pre-conditions of effective communication and colloboration, how to match strategic and intentional stuctures/protocols to fortify student language output and consceptional understanding, etc.) - Students need more practice with SBAC level questions, through IABs in ELA and Mathematics and teachers need support with pacing. - This year's NGSS assessment should be analyzed for next steps at the start of 2017-18.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT *(Culture & Climate, including Measure G1)*	- Data shows that we have dropped the percent of students suspended from 8.9% (2015-16) to 5.4% (2016-17) and are on track to be similar this year with 4.4% so far in 2017-18 (February.) - Although African American students still show disporptional suspension outcomes, we have lessened the equity gap considerably from 23.5% AA students suspended in 2015-16 and 19.8% in 2016-17 to 9.1% so far this year (2017-18.) - Week long BOY orientation with integrated PBIS, RJ, and other community building structures, supported in a positive school year launch. - PBIS meets regularly and addresses both preventative measures and responsive stuctures into strategic extended advisory days (5 per year.) - UFSA attendance team reduced chronic absence rates from 16% to 7% in October. - Although enrollment increased by over 25 students, chronic absence rate has dropped. - In 2015, 34% of our students believed that things we do in school make a difference which is up 43% when asked again in 2017. Similarly, in 2015, 50% of students thought we did interesting activities at school, and now it is at 58%. Finally, today, 68% have never missed a day of school due to boredom, compared to 58% two years ago. (California Healthy Kid Survey - CHKS)	- African American students are suspended more than other populations 9.1% versus Latino students 5.2% in 2015-16, 0.8% in 2016-17, and 3.5% so far in 2017-18. - Although overall chronic absence rate is lower than last year 17.3% (week 25 of 2017-18) as compared to 18.5% (week 25 of 2016-17), the chornic absence rate is considerably higher than our growth goal of reducing to 10% or lower. - There remains room for growth on the identified CHKS measures previously mentioned.	- Although discipline disporportionality continues and there is still room for growth in student engagement, investments in multi-tiered stysems of support across all intiatives (e.g. Positive Behavioral Interventions & Supports, Restorative Justice, Project Based Learning, affinity groups, professional development on implicit bias, cutlurally relevant curriculum development, etc.) have increased student engagement in school and decreased the disporportionality in discipline for AA students. - Attendance team has begun to meet regularly and analyze stategies and their effectiveness on school data, resulting in slight improvement.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS *(SELLS Needs Assessment)*	- Mid-year reclassification rates for UFSA are at 8.6% with 12 students reclassifying. With over 100 students completing the ELPAC this year, it is likely that more students will reclassify and our percentage will match or surpass last year's reclassification rate. - UFSA has effectively partnered with the ELLMA office to further professional development on fortyfing language complex output across all content areas. - Walkthough data shows that teachers are implementing grade-level and culturally relevant curriculum (project based learning, strategic supplements to district adopted curriculum, anchor charts, etc.) and some are beginning to write and plan for content langauge objectives, that directly and explicitly teach language. - Walkthrough data also showed that most teachers regularly implement checks for understanding (fist to five, exit slips, etc.)	Assessment shift from CELDT to ELPAC makes comparing data from previous years a challenge. Initial ELPAC data will give us benchmark for upcoming years. Reclassification Rates for UFSA 2014-15 11.4% - N=21 Total = 185 2015-16 14.4% - N=20 Total = 139 2016-17 11.3% - N=14 Total = 124 - While UFSA reclassification rates are on par with District overall rates, they require significant improvement. 67% of UFSA students are ELs or RFEP. Although we show significant need for language supports, ELD classes were often under-enrolled due to other intervention (math or reading) opportunities. - Walkthrough data shows that teachers are inconsistently implementing cultural and linguistic responsive practices (e.g. backwards planning for language demands of text/task with Content Language Objectives, structures/protocols tht support intentional student talk, activating prior knoweldge, etc.) and 7/8 classrooms students did not have opportunities to fortify complex output.	- Language development practices must be implemented in all content areas. "Every teacher is a language teacher. Every student is a language learner." - This year we strategically implemented ELD courses in our master schedule, however the following preconditions were not met 1. ELD teachers needed frontloaded & continuous professional development in order to effectively implement the ELD curriculum, English 3D, and 2. ELD students were given priority in reading/math intervention classes, rather than idenitifying actual language needs on CELDT and identifying the most targeted support. Therefore, students with high listening & speaking scores, but with low reading scores, will continue to be placed in reading intervention. However, students who are struggling with listening & speaking will have priority in ELD classes to address their language needs more directly. - Professional development (with ELLMA partnership) has resulted in more explicit language instruction across all contents. Continued work on fortifying language output through strategic and intentional communication and collaboration stuctures/protocols is needed to continue to improve integrated ELD practices.
ARTS, MUSIC & WORLD LANGUAGES *(Measure G1)*	- G1 Rubrics demonstrated overall site growth. Music scored an overall score of 2 as compared to 0.3 in 2016-17. Visual Art scored 2 as compared to 1.9 in 2016-17. Theater/Drama scored 1 as compared to 0.5 in 2016-17. - Increased enrichment electives (non-intervention) from 10 in 2015-16 to 15 in 2016-17 to 20 in 2017-18. - Joven Noble increased services to include advisory and enrichment elective. Students who participated raised GPA 0.3 points and decreased total referrals (188 to 76) overall as compared to before they entered program.	- TGDS is not implemented in OUSD this year, making it difficult to compare data regarding high-quality teaching practices. - Identifying students who are qualified for orchestra was a challenge, given that it is being re-established as a new program and minimal incoming 6th grade data. - Prioritizing funding to enhance current programs and general available space remains a ongoing challenge. - In Joven Noble, 14 of 23 students have 96% or higher attendance as required for HS Readiness.	- Increasing enrichment classes taught by a dedicated, credentialed teacher (vs. single course electives taught by core teachers) has raised rigor and participation. - Initiating a PLC group for elective teachers has supported with whole school alignment around utilzing communication/collaboration structures to fortify language output across all contents. - Tracking for attendance in Joven Noble was a new requirement in 2017-18 and may need further coaching support in this area.

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)		
School: United for Success Academy		**School ID:** 228

2: SCHOOL PRIORITIES, GOALS & PRACTICES

	Priority ("Big Rock"):	JUNE 2021 GOAL			
LANGUAGE & LITERACY	Language & Literacy	Improve by fifteen percentage points the number of students meeting or exceeding standard on the SBAC ELA exam. Reduce by thirty points the distance from met on SBAC ELA exam.			
	Student Performance Indicator:	**Student Group:**	**16-17 Baseline:**	**17-18 Target:**	**18-19 Target:**
	SBAC ELA	All Students	-101.5	-71.5	-86.5
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI, IABs, F&P running records, HWT, Achieve 3000, English 3D embedded assessments, etc.				
Theory of Action for Language & Literacy Priority:	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.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
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.	*Classroom walkthroughs, PD/PLC agendas, lesson plans, student work*

1-2	Explicit teaching of reading behaviors (accuracy, fluency, comprehension & expanding vocabulary) utilzing the Fountas and Pinnell literacy continuum. The literacy framework in the classroom will include: independent reading at students' independent reading level, small group instruction, literacy centers and whole-class texts (within EL curriculum and others). Additionally, teachers will teach reading engagement where students build focus, enjoyment, and stamina in reading.	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.	*Classroom walkthroughs, PD/PLC agendas, lesson plans*
1-3	Implement 3 units of the adopted EL curriculum, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in ELA.	Engage all ELA/History teachers in professional development focusing on: - 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. That will result in students: - 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.	*Classroom walkthroughs, PD/PLC agendas, lesson plans*
1-4	Utilize library as a resource to enhance culture of reading and language.	Advocate for Meagure G Library funds to be used to hire teacher librarian and other library resources. Utilize ILT to engage staff in professional development on how to use library effectively.	*Classroom walkthroughs, PD/PLC agendas, lesson plans, library calendar and survey results*

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, including GATE students.	PD on integrating academic discussion protocols within the HWT to improve complex output on the writing task. PLC collaborative data analysis of writting tasks (instructional and on-demand) to determine instructional next steps.	*Classroom walkthroughs, PD/PLC agendas, lesson plans*
1-6	Teach 5 periods of beginning and intermediate ELD acceleration courses, utilizing district curriculum and coaching support.	Priortize English Lanugage Learner students for ELD classes when developing master schedule.	*Classroom walkthroughs, PD/PLC agendas, master schedule*

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL		
	Standards-Based Instruction	Improve by fifteen percentage points the number of students meeting or exceeding standard on the SBAC Mathematics exam. Reduce by thirty points the distance from met on SBAC Matematics exam.		
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-138.4	-108.4	-118.4

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	IABs, Mid-year Mathematics exams, curriculum embedded unit assessments and performance tasks, learning walkthrough (classroom observation) data.
Theory of Action for Standards-Based Instruction Priority:	If we develop teacher capacity to implement intentional communication and collaboration structures, then students will engage in the "heavy lifting" of common core/ NGSS level content. If we provide students with strategic interventions & acceleration courses (ELD, Mathematics, & Reading) more students will get appropriate differentiated instruction and meet standard on SBAC and ELPAC.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Plan and develop communication and collaboration structures and protocols for instruction across all content areas.	Engage all staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration and scaffold grade level tasks. Utilize CCTL and PLC structures to promote learning and access student outcomes.	*Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.*

2-2	Use technology to differentiate instruction and strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize funds to purchase ST Mathematics, Achieve 3000 to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.. Consider extended learning opportunities in the master schedule to increase implementation of ST Math.	*Classroom observations, lesson plans, learning walks*
2-3	Offer Algebra course to algebra-ready 8th graders, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in Mathematics.	Identify algebra-ready students using SMI, SBAC, grades, and teacher recommendations. Prioritize algebra-ready math students' needs when considering master schedule (e.g. Blueprint, 6th, 7th, and 8th grade intervention exploratory courses, etc.)	*Classroom observations, master schedule*
2-4	Create year plans to ensure all grade-level focal standards are taught, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize PLC structure and CCTL coaching meetings to regularly review progress on year plan and analyze IAB and unit assessments.	*IAB completion, PLC agendas, classroom observations*
2-5	Implement intervention courses in Math and Reading to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize ILT to review successful intervention instructional practices and implement across all grade levels/courses. In selecting students for exploratory and Blueprint courses, particular attention will be paid to economically disadvantaged students.	*Master schedule, classroom walkthroughs, PD/PLC agendas*
2-6	Continue Science PLC that addresses scientific modeling and argumentation strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in Science.	Science PLC will support teachers to utilize communication and collaboration structures that strengthen student modeling and scientific argumentation, 2 of 8 NGSS Science and Engineering Practices.	*PLC agendas, learning walks, student work*
2-7	See language and literacy actions articulated above.	See language and literacy actions articulated above.	*See language and literacy evidence articulated above.*

CONDITIONS FOR STUDENT & ADULT LEARNING *(including Measure G1)*	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Conditions for Learning	Reduce chronic absence to 10% or lower. Lower percentage of African American students being suspended by 5%.			
	Performance Indicator:	Student Group *(if relevant)*:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	19.23%	16.0%	14.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Attendance data, chronic absence data, California Healthy Kid Survey, suspension incident data, percentage of subgroups suspended data, HS Readiness data
Theory of Action for Conditions for Student & Adult Learning Priority:	If we continue to develop more culturally relevant practices such as restorative justice, advisory (including community building, goal setting, family contact & academic mentoring), project based learning, and communication and collaboration practices, students will feel more "connected" to school and reduce behaviors that results in out-of-class time. If we implement targeted-universalism with our African American students, AA students will demonstrate higher achievement in all engagement measures.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Plan and develop communication and collaboration structures and protocols for instruction.	Engage staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration. Utilize ILT and PLC structures to promote learning and access student outcomes.	*Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.*
3-2	Implement Advisory and PBIS program to support all students through a multi-tiered systems of support lens and to support with students transitioning from 5th to 6th grades.	Continue to develop program (structures, content, parent outreach, goals, grading policies, etc.) Consider advisory needs when developing master schedule and academic calendar (e.g. orientation week, extended advisory days, etc.)	*Classroom observations, master schedule, annual calendar, PBIS walkthroughs, student led conference attendance data*
3-3	Implement and integrate Restorative Justice processes as part of instructional program.	Engage staff in regular professional development on restorative practices. Employ full time restorative justice coodiator to review current practices with ILT and COST regularly.	*Classroom observations, RJ data tracker showing balance of community/ conflict/ reentry circles, PBIS walkthroughs*
3-4	Implement program to provide targeted support to our African American males and females.	Engage relevant stakeholders in re-developing current programs that serve African American students. Utilize ILT and PLC structures to access student outcomes, provide priority placement for students in foster care.	*Classroom observations, attendance data, suspension data, URF data, HS Readiness data*

3-5	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 meeting agendas, attendance data, CHKS, HS Readiness data, suspension data, URF data*
3-6	Integrate attendance goals into advisory.	Provide teachers with tools to track attendance and parent outreach. Designate SART/SARB coordinator. Utilize CSM and COST to devolop school-wide process for advisory classes and parent outreach.	*Attendance data, student led conference observations*
3-7	Integrate attendance into the criteria for success with all school partners.	Require partners to measure/track attendance as part of their criteria for success. Utilize COST to engage partners in data-tracking for attendance. Engage leadership team to determine continued partnerships based on resulting data.	*Attendance data, COST data tracker*
3-8	Promote and celebrate attendance when appropriate (e.g. status and growth.) Identify students who are at risk of being chronically absent or who are chronically absent.	Use data resrouces to identify students who are attending school regularly or are chronically absent or at risck of being chronically absent. Utilize PBIS to include attendance as a factor for celebration/goal setting. Utilize COST to caseload support at risk students and/or chronically absent students.	*Attendance data, attendance team meeting agendas, attendance parent engagement tracker*
3-9	Promote attendance as part of HS readiness criteria.	Designate parent outeach goals with CSM and parent liasion. Utilize COST (e.g. CSM, academic counselor, parent liasion, etc.) to engage parents in the importance of attendance.	*HS Readiness data, GPAs, attendance data, suspension data, academic counselor and attendance team meeting agendas*
3-10	Implement culturally relevant practices within curriculum.	Fund and engage staff in professional development that promotes expeditionary learning experiences (e.g. project based learning, real-world application of content, field trips, etc.) Utilize ILT and PLC structures to promote learning and access student outcomes.	*Annual calendar, PD/PLC agendas, grade-level team agendas, classroom observations, learning walks*

3-11	Utilize Parent Resource Center to support parent engagement in student outcomes.	Fund CSM & Parent Engagement Coordinator to facilitate parents and families support of student achievement, prioritizing homeless students and families.	*Parent Engagement Sign-in, COST agendas, event calendar*

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	**Priority ("Big Rock"):**	**JUNE 2021 GOAL**			
	Long-Term English Learner Support	Reclassify 20% or more of our Long-Term English language learners.			
	Student Performance Indicator:	**Student Group:**	**16-17 Baseline:**	**17-18 Target:**	**18-19 Target:**
	Long-Term English Learner Reclassification	All Students	9.1%	12.0%	15.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	ELPAC, SRI, Achieve 3000, English 3D embedded assessments, etc.
Theory of Action for English Language Learners Priority:	If we develop teacher capacity to implement designated and integrated ELD practices/strategies, then we will move students into Academic English Language proficiency. If we provide students with strategic, designated ELD instruction if they demonstrate need in listening and/or speaking as measured by the ELPAC, more students will reclassify.

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

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

ARTS, MUSIC & WORLD LANGUAGES *(Measure G1)*	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Robust Elective Program	Continue 2017-18 SPSA plan to maintain and/or increase elective options and streamline the amount and the rigor of enrichment and intervention electives offered as measured byTGDS & the Arts Learning Anchor Initiative Development Rubric in Music, Visual Arts, Computer Science, Drama, Journalism, reading/math intervention, etc.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Number of Electives Offered	All Students	15	20	21

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Classroom observations, Arts Learning Anchor Initiative Development Rubric, California Healthy Kid Survey, Chronic absence data
Theory of Action for Arts, Music & World Languages Priority:	If we invest G1 funds into high quality enrichment programs, students will have greater access to STEAM, be more engaged in school and attend school more regularly. If we integrate practices aimed at fortifying langue output through highly engaging PBL/STEAM curriculum, students language development will simultaneously accelerate.

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

PROPOSED 2018-19 SCHOOL SITE BUDGET **Site Number:** 228 **School:** United for Success Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$140,691.59	After School Education & Safety (ASES)	Contract for afterschool provider	Conditions for Learning	A1.6 After School Programs	5825				228-1
$14,241.26	General Purpose Discretionary	Extended time for teachers	Language & Literacy	A2.10 Extended Time for Teachers	1120				228-2
$11,522.60	General Purpose Discretionary	Attendance Clerk	Conditions for Learning	A5.4 Root Causes of Chronic Absence	2205	SPECIALIST, ATTENDANCE BILINGU	SPATBL0012	0.20	228-3
$619.19	General Purpose Discretionary	Classified OT	Conditions for Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	2225				228-4
$1,238.37	General Purpose Discretionary	Other Classified OT	Conditions for Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	2925				228-5
$34,478.59	General Purpose Discretionary	Supplies	Language & Literacy	A2.3 Standards-Aligned Learning Materials	4310				228-6
$8,000.00	General Purpose Discretionary	Copier maintenance agreement	Conditions for Learning	A2.3 Standards-Aligned Learning Materials	5610				228-7
$3,500.00	General Purpose Discretionary	Maintenance work orders	Conditions for Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	5760				228-8
$10,000.00	General Purpose Discretionary	Licenses	Standards-Based Instruction	A2.3 Standards-Aligned Learning Materials	5846				228-9
$1,000.00	General Purpose Discretionary	Postage	Conditions for Learning	A3.3 Family Engagement focused on Literacy Development	5910				228-10
$5,000.00	LCFF Concentration	Books other than textbooks (e.g., leveled libraries for independent reading.)	Language & Literacy	A2.3 Standards-Aligned Learning Materials	4200				228-11

$28,648.44	LCFF Concentration	Community School Manager	Conditions for Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730				228-12
$10,000.00	LCFF Concentration	Consultants - Joven Noble program which supports boys (primarily, but not limited to Latino boys) to lesson the achievement gap in school performance and engagement.	Long-Term English Learner Support	A2.2 Social Emotional Learning	5825				228-13
$6,351.56	LCFF Concentration	Non Contract Svcs - Transportation (buses) for expeditionary, culturally responsive, and project-based learning opportunities.	Conditions for Learning	A2.1 Implementation of the CCSS & NGSS	5826				228-14
$46,667.23	LCFF Supplemental	Science Teacher to allow for master schedule with more intervention classes.	Standards-Based Instruction	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2284	0.71	228-15
$47,212.16	LCFF Supplemental	Stip substitute to release teachers for collaboration and professional development.	Standards-Based Instruction	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TEACHER STIP	TCSTIP0685	1.00	228-16
$989.60	LCFF Supplemental	Supplies to support with academic intervention and acceleration.	Conditions for Learning	A2.3 Standards-Aligned Learning Materials	4310				228-17
$172,538.00	LCFF Supplemental	Surplus (ITL)	Long-Term English Learner Support	A4.4 Teacher Professional Development focused on English Learners	4399				228-18
$73,610.42	Measure G1	Music Teacher	Robust Elective Program	A5.4 Root Causes of Chronic Absence	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2620	1.00	228-19
$5,229.53	Measure G1	Contract	Robust Elective Program	A5.4 Root Causes of Chronic Absence	5825				228-20
$50,000.00	Title I: Basic	Surplus, intended for RJ Facilitator	Conditions for Learning	A2.2 Social Emotional Learning	4399				228-21
$33,851.56	Title I: Basic	Community School Mgr	Conditions for Learning	A5.2 Health and Wellness (Mental & Physical Health)	5730				228-22

$2,062.26	Title I: Parent Participation	Supplies	Conditions for Learning	A6.4 Parent/Guardian Volunteer Support	4310				228-23

UNITED FOR SUCCESS ACADEMY

Title I School Parental Involvement Policy 2017-2018

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 to their teachers and families. Families and/or teachers can request additional conferences to discuss student progress if needed.

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 performing. Families learn about content material, as well as support enrichment classes. Through our Coordination of Services Team (COST), families learn of direct health and mental health services available for their student. 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. 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 Professional 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 Parent Liaison and Community Schools Manager 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. They highlight upcoming events, parent meetings and student activities. Also, 2 to 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 and translation services 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, and agreed on with, parents of children that 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 12/12/17 and will be in effect for the period of August 2017-June 2018. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November/December 2017. It will be made available to the local community on or before November/December 2017.
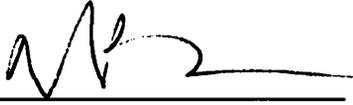
(Principal's Signature)   12/12/17

UNITED FOR SUCCESS ACADEMY
Política de Participatión Familial Título 2017-2018

Participación de los Padres y Fomentando su Capacidad en el Programa Título I

United for Success Academy acuerda implententar los signuientes requisites de estatuto:

- En conjunto con los padres y regularmente, la escuela desarrollaráun Política de Participación Familiar en un lenguaje y formato que los padres y la communidad pueden entender.
- La escuela adoptará un convenio entre Hogar-Escuela como component de su Política de Participación Familiar.
- Accesibilidad: Participación familiar significa participación regular de los padres en comunicación regular, bi-direccional y significativa en relación al aprndizaje académico del estudiante y otras actividades escolares. La misma debe incluir a los padres con proficiencia limitada en el inglés, a los padres con discapacidades y a los padres de estudiantes migrantes. Las escuelas deben trabajar para formentar la capacidad para la participación familiar de las siguientes maneras:

1.) La escuela debe ofrecer un número flexible de juntas para padres que nvolucre a los padres de estudiantes Título I, de manera organizada y a tiempo, en la planificación, revision y mejora de sus programas Título I y de la Política para la Participación Familiar.

Los padres pueden asistir en juntas mensuales del Concilio Escolar (SSC). Estas juntas se anuncian por medio de hojas enviadas a las casas por medio de los estudiantes volantes que se pegan en la pared de la escuela , por medio de llamadas individuales y por medio llamadas automáticas. Adicionalmente, la escuela inicio esta primavera una serie de juntas para la familia y comunidad con el fin de discutir en específico el proceso estatal y del distrito para la Concesión de Fondos de Mejoras a la Escuela.

2.) Apoyar a los padres Título I en entender los estándares de contenido académico y como monitorear y mejorar el aprovechmiento de sus niños.

   Con el apoyo del distrito, la escuela apoyará a los padres en entender temas tales como los siguientes,

- Los estándares de contenido académico del Estado de Calidornia
- Los estándares de aprovechamiento del Estado de California

- Las evaluaciones académicas del Estado de California, incluyendo las evaluaciones alternas
- Los requisites del Título 1
- Como monitorear el progreso académico de sus niños
- Como trabajar con los educadores

Dos veces al año, cada estudiante tiene una Conferencia Dirigida por el Estudiante, durante la cual él o ella explica a su familia su progreso académico en la escuela. Los estudiantes son apoyados por los maestros en entender los estándares que están aprendiendo, su nivel de aprovechamiento basado en CAASPP/ la Prueba del Estado y las Pruebas de Término del Distrito y las Evaluaciones del Progreso en el Escritura, al igual que lo que necesitan hacer para mejorar. Los estudiantes reflexionan en voz alta acerca de su progreso, como establecer metas y como pedir ayuda específica de sus maestros y familias. Familias y maestros pueden solicitor conferencias adicionales para discutir el progreso del estudiante si es necesario. Families and/or teachers can request additional conferences to discuss student progress if needed.

3.) Proveer materiales y entrenamiento para ayudar a los padres a trabajar con sus niños para mejorar el aprovechamiento de sus niños.

Se invita a los padres a aprender acerca de las Conferencias Dirigidas por los Estudiantes y acerca del trabajo académico que sus niños están aprendiendo. Las familias aprenden acerca del contenido académico, al igual los servicios de apoyo que ofrecen la escuela y la comunidad. Esos recursos incluyen el Día Extendido durante el cual los estudiantes reciben ayuda académica y con la tarea, al igual que clases de enriquecimiento. Por medio de nuestro Equipo de Coordinación de los Servicios (COST), las familias aprenden de servicios directos de salud y de salud mental disponibles para su estudiante. Adicionalmente, los maestros se reúnen con las familias durante las Juntas de Éxito Estudiantil (SST), las cuales se organizan de ser necesario para tratar preocupaciones específicas académicas y de comportamiento de los estudiantes. Por medio del Centro de Recursos para Familias (FRC), las familias reciben servicios directos tales como entrenamientos para la Prevención de las Gangas.

4.) Educar a los empleados que apoyan a los padres Título I acerca del valor de las contribuciones de los padres y acerca de como trabajar con ellos como socios con igualdad.

Hemos llevado a cabo una serie de juntas para el Desarollo Profesional donde los empleados aprender acerca de la importancia de conectar con las familias, llamar a las casas y acerca de como todo esto se ve y se escucha cuando se hace bien. Se espera que los estudiantes y preocupaciones acerca de ellos. Adicionalmente, en las juntas del SSC, los empleados y las familias trabajan juntos para discutir preocupaciones y problemáticas relacionadas a toda la escuela y para llegar a soluciones que funcionen para todos los miembros de la comunidad.

5.) Coordinar e integrar el Programa de Participación Familiar Título I otras actividades que motiven y apoyen a las familias en participar en la educación de sus niños.

Nuestra Directora para la Participación Familiar y Community Schools Manager ayuda a liderar los esfuerzos de nuestro Centro de Recursos para Familias por conectar a todas las familias y

motivarlas a participar plenamente en las actividades escolares. Se conecta con las familias acerca de asistir a las muchas juntas de planificación para familias. Se motiva a las familias a asistir a las escuelas con sus niños, sea de manera programada o no programada. También se invita a las familias a asistir a los paseos como chaperones, incluyendo los pases de acampar donde se quedan en la noche.

6.) Distribuir a los padres Título I, a buen tiempo y en forma y lenguaje que ellos entiendan, la información de programa relacionada a los programas de escuela y para padres,las juntas y otras actividades.

Se envian a las casas boletines mensuales en inglés y español los cuales abundan sobre los eventos que se avecinan, las juntas para padres y los actividades estudiantiles. También, 2 o 3 veces al mes, utilizamos las llamadas automáticas con información clave en inglés y en español.

7.) En juntas regulares, proveer apoyo par alas actividades de padres que los padres Título I soliciten.

Durante las juntas proveemos cena, traducción y pueden permanecer y enfocarse en el contenido de la junta o evento.

Junta Annual Título I

1.) United for Success Academy organizará una Junta Annual Título I para informar a los padres acerca de lo siguiente:
- Repasar el **Convenio Hogar-Escuela**
- Que su niño participa en Título I
- Los requisitos de la ley/programa Título I
- Su derecho de participar en el desarrollo del Plan Título I del Distrito
- Acerca de la Participación de su escuela en Título I

Adopción

La Política de Participación Familiar de la Escuela ha sido desarrollada en conjunto y aprobada con padres de niño que participant en Títuo I, Parte A con la evidencia de

Acatas del Concilio Escolar

Esta política fue adoptada por el Concilio Escolar de United for Success Academy en diciembre 12 del 2017 y estará en efecto de Agosto 2017 a Junio 2018. La escuela distribuirá esta política en o antes de noviembre/deciembre del 2017 a todos los padres de niños que participant en Título I, Parte A. Estará disponible para la comunidad local en o antes de noviembre/deciembre del 2017. La notificación de esta política por parte de United for Success Academy se hará en un formato uniforme y entendible y, al nivel que sea práctico, se proveerá en un lenguaje que los padres entiendan.

_____
(Firma de la Directora)   12/12/17

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 2017-2018 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 child's learning in the following ways:

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

Students' responsibilities-

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

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

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date

_____   _____
Principal Signature   Date

2017-2018
School Site Council Membership Roster – Middle School

School Name: United For Success Academy

Chairperson :	Tiana Woodridge
Vice Chairperson:	Stanley Lake
Secretary:	Devon Mattingly-Scott

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Nicole Pierce	X				
Stanley Lake		X			
Ronald McSwain		X			
Judy Greenspan		X			
Devon Mattingly-Scott		X			
Yolanda Garcia				X	
Tiana Woodridge				X	
Mercedes Flores				X	
Sheila Lawrence			X		
Juanita Lopez				X	
Jose Tril				X	
Maria Tril				X	
Shartresa Nixon (alternate)		X			

Meeting Schedule (day/month/time)	2nd Tuesdays of each month at 4:30pm in Rm 12

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community

Or
3-Parent /Community
3-Students