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Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for United for Success Academy

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for United for Success Academy.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for United for Success Academy

Legislative File Id. No. 22-1731
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By: er



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

2022-2023 School Plan for Student Achievement (SPSA)

School: United for Success Academy
CDS Code: 1612590112763
Principal: Sara Allen
Date of this revision: 5/17/20

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

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

Contact: Sara Allen

Position: Principal

Address: 2101 35th Avenue
Oakland, CA 94601

Telephone: 510-535-3880

Email: marcos.garcia@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

United for Success Academy

Site Number: 228

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

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

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

Date(s) plan was approved: 5/17/2022

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

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

Signatures:

Sara Allen

Principal

Ronald McSwain

SSC Chairperson

Clifford Hong

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

Sara Allen

Signature

Ronald McSwain

Signature

Clifford Hong

Lisa Spielman re

Signature

5/17/22

Date

5/17/22

Date

6/6/2022

Date

6/6/2022

Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/14/2022	SSC	Discussed proposed Title 1 and Title 4 budgets.
1/25/2022	Instructional Leadership Team	Introduction to SPSA and overview of site plan.
1/25/2022	SSC	Discussed and approved changes to initial T1 and T4 budget based on needing funds outside G1 to cover librarian and needing to cover an additional 10% of school counselor
2/15/2022	Instructional Leadership Team	ILT work session on teacher practices aligned to school goals
3/2/2022	Instructional Leadership Team	ILT work session on teacher practices aligned to school goals
3/15/2022	Instructional Leadership Team	ILT work session on teacher practices aligned to school goals
3/15/2022	SSC	SSC discussed and approved LCAP 1, 3, and G1
4/11/2022	ILT	Made updates based on feedback from central
4/19/2022	SSC	

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$151,700.00
Total Federal Funds Provided to the School from the LEA for CSI	\$114,600.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$994,354.42

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$138,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$29,250.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,700.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$298,300.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$9,250.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	TBD
Comprehensive Support and Improvement (CSI #3182)	\$114,600.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$47,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$200,923.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$266,300.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$728,054.42	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$994,354.42
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: United for Success Academy

School ID: 228

School Description

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

School Mission and Vision

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

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-85.8	n/a	<i>not available until Fall 2022</i>	-70.8

Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	28%	<i>not available until Fall 2022</i>	38%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-127.2	n/a	<i>not available until Fall 2022</i>	-107.2
CAST (Science) at or above Standard	All Students	5%	n/a	<i>not available until Fall 2022</i>	15%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-157.3	n/a	<i>not available until Fall 2022</i>	-127.3
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-131.2	n/a	<i>not available until Fall 2022</i>	-111.2
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	52%	<i>not available until Fall 2022</i>	42%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-207.6	n/a	<i>not available until Fall 2022</i>	-180.6
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-178.3	n/a	<i>not available until Fall 2022</i>	-158.3

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	5%	2%	<i>not available until Fall 2022</i>	10%
LTEL Reclassification	Long-Term English Learners	6%	3%	<i>not available until Fall 2022</i>	11%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	53%	69%	<i>not available until Fall 2022</i>	79%
Out-of-School Suspensions	All Students	8%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	African American Students	25%	n/a	<i>not available until Fall 2022</i>	15%
Out-of-School Suspensions	Special Education Students	12%	n/a	<i>not available until Fall 2022</i>	7%
Chronic Absenteeism	All Students	17%	19%	<i>not available until Fall 2022</i>	14%
Chronic Absenteeism	African American Students	33%	35%	<i>not available until Fall 2022</i>	25%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	100% of students have access to Intervention courses. Additionally our AVID electives support college and career readiness.	We have robust intervention offerings and all students in need of intervention are assigned to ELD, Reading, or Blueprint Math Lab. Two AVID elective courses promote college readiness. Additionally, we have a team that attended AVID training last summer to support growing AVID to be school-wide.
<i>LCAP Goal 2: Focal Student Supports</i>	newcomer sheltered content courses for targets support of focal students.	Master schedule team prioritized newcomer scheduling and created sheltered content courses with smaller class sizes.

<i>LCAP Goal 3: Student/Family Supports</i>	School-wide advisory program supports family-school connection.	We started the year with a week of community-building in advisory. Families were able to meet advisors during home visits in the fall. In November, advisors helped students prepare for and facilitated student led conferences. Advisors continue to be a bridge between UFSA and families as they recently made calls to invite unvaccinated students to an on-site vaccine clinic. Documents are sent home in multiple languages and oral translation is provided by bilingual members of our staff.
<i>LCAP Goal 4: Staff Supports</i>	All teachers receive ongoing ELD training.	Our fall professional learning cycle focused how to teach language across content areas to newcomers. We will be partnering with QTEL to continue to develop capacity for teaching ELs. Additionally, we use faculty meetings for vicarious trauma training.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	We have not shown growth in students reading at grade level. Reading Inventory data show 78% (2018), 79% (2019), 79% (2021) reading multiple years below grade level.	Lack of engagement with remote learning, quarter system for 20-21 meant that students did not have interventions or ELA every quarter. It was challenging to support EL students in remote learning.
<i>LCAP Goal 2: Focal Student Supports</i>	engaging AA families and students	Hard to engage our AA students and families during 21-22 distance learning. Wellness checks did not lead to more engagement in academics.
<i>LCAP Goal 3: Student/Family Supports</i>	quarantines, families wanting to send students to school	Fear as a result of physical and emotional safety during a pandemic. Attendance has suffered as many students have had COVID, been put in quarantine, and/or missed school.

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>PD has been limited in order to support families.</p>	<p>We wanted to maintain the office hour structure we used last year to support students, so the first 30 minutes of Wednesday afternoons is used for that. There have been additional impacts on PD time: calling families to support with getting students vaccinated, planning for testing schedules, creating work for students on quarantine, planning time due to lost prep periods for internal subbing. Additionally, staff do not all want to meet in person due to safety at this time.</p>
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1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: United for Success Academy

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have designated ELD courses for al ELs and did foundation training on language development for all teachers. We have not yet met other goals related to professional development due to COVID-related challenges. Additionally, our actions related to attendance have shifted due to COVID surges and quarantine. We changed from hiring an additional 1.0 for ELD due to someone leaving over the summer and not being able to fill the position.

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

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

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

We will be partnering with QTEL to support our site professional learning around English language development and teaching ELs.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Restorative Justice Case Manager	Student Connectedness to School	case management, check in- check outs, restorative circles (full class and small group)	He has strong relationships with students. needs a target group to focus time on as he is spread too thin.	continue RJ work, add additional case manager to target tier 2 and tier 3 students
Counselor	College/Career Readiness	scheduling, academic counseling, high school readiness programming	There is a team working on master schedule and getting feedback from teachers.	continue to use funds for 1.0 counselor
Extended Contracts Teacher Curriculum planning	Staff Satisfaction with Professional Development	enables payment to teachers for work outside the contract hours including collaborative planning and family contact	This helped with teacher satisfaction- knowing that they were getting paid for some additional work. Need a clearer focus for what we are targeting with these funds	continued to have funds available for extended contracts

technology upgrades and repair	College/Career Readiness	replaced chromebook carts that were off-lined by the district and replenished carts that were depleted during at-home learning	Teachers and students need upgraded and working technology including chromebooks, projectors and promithian boards. This enables teachers to pepare lessons that are engaging students in mutiple ways, and gives all of our students acces to technology at school and home.	We will need to continue to have money for chromebook upgrades.
PIQE	Student Connectedness to School	This is for parent programing.	Parents are attending Thursday morning workshops. This has provided support with platforms such as Aeries, Google Classroom, and Parent Square.	continue to have funds for parent programing

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: United for Success Academy

School ID: 228

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Language & Literacy

School Theory of Change:

If we develop teacher capacity to use structured/intentional communication & collaboration protocols across all content areas, then we will fortify student language output. If we provide students with strategic reading interventions & designated ELD acceleration courses, more students will get appropriate differentiated instruction and meet standard on SBAC ELA and ELPAC respectively.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Plan and develop intentional communication and collaboration structures and protocols (e.g. from Zwiers, Kagan, etc.) to support fortifying complex language output.	Engage all staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration. Utilize ILT and PLC structures to promote learning and access student outcomes.	observational data based on walk throughs using the ELLMA rubric	N/A	Tier 1

1-2	The literacy framework in the classroom will include: independent reading at independent reading level, small group instruction, literacy centers and whole-class texts (within EL curriculum and others). Additionally, teachers will teach reading engagement where students build focus, enjoyment, and stamina in reading. Students engage in literacy across content areas via standards aligned tasks from EL Ed, IM, Foss, and HWTs.	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.	observational data based on walk throughs	N/A	Tier 2
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1-3	<p>Implement standards based currurulum using the adopted EL curriculum and other resources, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in ELA. Continue to use district-adopted IM Math Curriculum.</p>	<p>Engage all ELA/History teachers in professional development focusing on:</p> <ul style="list-style-type: none"> - Engaging all students in lessons that require critical thinking about complex, ideas, texts, and issues. - Connecting students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning. <p>That will result in students:</p> <ul style="list-style-type: none"> - Communicating clearly & effectively through writing, speaking, and presenting ideas within and across disciplines - Complex oral and written output that demonstrates higher-order thinking and depth of knowledge. 	<p>Teachers will write their standards based objectives on the board. Teachers will teach at least 2 unints from the EL curriculum. Observational data based on ELLMA rubric.</p>	N/A	Tier 1
1-4	<p>Utilize library as a resource to enhance culture of reading and language.</p>	<p>Allocate Meagure G Library funds to be used to hire teacher librarian and other library resources. Utilize ILT to engage staff in professional development on how to use library effectively.</p>	<p>All teachers will have a standing monthly library time.</p>		Tier 1

1-5	Fully implement the HWT twice yearly. Couple HWT with on-demand writing prompts aligned to SBAC or IABs and analyze data to support all students in improving their writing,	PD on integrating academic discussion protocols within the HWT to improve complex output on the writing task. PLC collaborative data analysis of writing tasks (instructional and on-demand) to determine instructional next steps.	PLCs will focus on analyzing data from student writing to determine areas of growth. 90-100% completion rate of HWT.	N/A	Tier 1
1-6	Teach beginning and intermediate ELD acceleration courses, utilizing district curriculum and coaching support. Implement AVID excel, an acceleration course for LTELLs. Employ 2 full-time ELD teachers.	Prioritize English Lanugage Learner students for ELD classes when developing master schedule.	Master schedule has enrolled all students who require an ELD course in the appropriate leveled course.	We have not shown growth in students reading at grade level. Reading Inventory data show 78% (2018), 79% (2019), 79% (2021) reading mutiple years below grade level.	Tier 3
1-7	Use of AVID schoolwide strategies that support critical thinking, communication and collaboration and writing to learn. Inform AVID students of high schools where they can continue AVID, expose AVID students to local colleges via field trips.	Support and fund teachers to attend AVID summer institutute or other AVID training. AVID team continues to share strategies with other teachers. Support for AVID team- time for planning PD, prioritizing funding for AVID PD, continued PD for admins about AVID, parent info sessions, connecting with college tutors.	AVID CCI Data and AVID School Site Data trackers	We have not shown growth in students reading at grade level. Reading Inventory data show 78% (2018), 79% (2019), 79% (2021) reading mutiple years below grade level.	Tier 1 + 2

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

School Priority:	Student academic growth towards grade level standards				
School Theory of Change:	If we provide students with strategic interventions & acceleration courses (ELD, Mathematics, & Reading) more students will get appropriate differentiated instruction and meet standard on SBAC and ELPAC.				
Students to be served by these actions:	<i>Focal Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	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.	Purchase programing such as Achieve 3000 to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in ELA subjects.	Review Data and Reports that the programing produces.	We have not shown growth in students reading at grade level. Reading Inventory data show 78% (2018), 79% (2019), 79% (2021) reading multiple years below grade level.	Tier 2
2-2	Create year plans to ensure all grade-level focal standards are taught, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize PLC structure and CCTL coaching meetings to regularly review progress on year plan and analyze IAB and unit assessments.	Teachers will submit year plans to the principal and PLC leads.	quarentines, families wanting to send students to school	Tier 1
2-3	Implement intervention courses in ELD, Math and Reading to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize ILT to review successful intervention instructional practices and implement across all grade levels/courses.	Master schedule will reflect that all students who need an intervention course will recieve an intervention course.	We have not shown growth in students reading at grade level. Reading Inventory data show 78% (2018), 79% (2019), 79% (2021) reading multiple years below grade level.	Tier 2
2-4	Stratigically use PLC time to look at and analyze student work to determine focal students and determine which skills and standards need to be retaught and/or strengthened.	PLC Leads will support teachers in identifying focal students, and focal standards.	Scheduled PLC time, agendas and cycles of inquiry.	engaging AA families and students	Tier 2
2-5	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.	Student data from COST (led by CSM), case managers, and therapists.	COST covers all areas of our priority challenges	Tier 3

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

School Priority:		Conditions for Student Learning			
School Theory of Change:		If we continue to develop more culturally relevant practices such as restorative justice, advisory (including community building, goal setting, family contact & academic mentoring), project based learning, and communication and collaboration practices, students will feel more "connected" to school and reduce behaviors that results in out-of-class time. If we implement targeted-universalism with our African American students, Latinx, EL, AA students will demonstrate higher achievement in all engagement measures.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Integrate attendance goals into advisory. Integrate attendance into the criteria for success with all school partners. 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.	Provide teachers with tools to track attendance and parent outreach. Designate SART/SARB coordinator. Utilize CSM and COST to develop school-wide process for advisory classes and parent outreach. Use data resources to identify students who are attending school regularly or are chronically absent or at risk of being chronically absent. Utilize PBIS to include attendance as a factor for celebration/goal setting. Utilize COST to caseload support at risk students and/or chronically absent students.	Require partners to measure/track attendance as part of their criteria for success. Utilize COST to engage partners in data-tracking for attendance.	quarentines, families wanting to send students to school	Tier 2
3-2	Teachers participate in professional learning around anti-racist teaching.	Partner with Spearitwurx to plan and faciliate professional learning to support staff unpacking our own bias.	Attendance, agendas and feedback from PD	PD has been limited in order to support families.	Tier 1

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 coordinator to review current practices with LT and COST regularly.	Attendance, agendas and feedback from PD, referral data	PD has been limited in order to support families.	Tier 1
3-4	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.) Supporting advisory team to craft advisory lessons and resources.	Attendance and agendas from Advisory committee and PBIS/Culture Climate Team meetings; master schedule reflects that advisory is included; acadmic calendar reflects minimum days dedicated orientation week.	engaging AA families and students	Tier 2
3-5	Teachers support students to engage with families in Student Led Conferences	Weekly family engagement through Coffee with Berto / Principal. Monthly Family Newsletter sent by Principal Solicit feedback from families in different ways through the year.	tracking of completed SLCs, attendance at weekly coffee, evidence of survey data from families	engaging AA families and students	Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Priority:		Conditions for Learning (conditions for centering equity in our work?)			
School Theory of Change:		If we develop professional learning communities centered on academic and social-emotional learning teachers will use data and shared practices to reflect and improve their instructional practices.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Pro-actively creating positive working adult relationships across difference. All adults taking responsibility for interrupting problematic adult behaviors, interactions, relationships, and groupings. We are warm demanders for one-another.	Creating a welcoming committee to bring new members into our community. Regular community building- professional and personal insights. Ensuring the hiring committee reflects the diversity of our current community sight, insight, foresight.	Teacher surveys- analysis by demographic, evidence of planning of goals and next steps	N/A	Tier 1
4-2	Teachers participate in regularly scheduled professional learning with emphasis on identity and teaching practices that are anti-racist, restorative and culturally responsive. Teachers then implement their classroom practice the emphasis presented in PL.	Partner with Spearitwurx to plan and facilitate professional learning based off of staff needs and feedback. Mentor/coach to uplift practices from this PL.	Agendas from PD, notes from mentoring/coaching conversations- reflections, goals, next steps	engaging AA families and students	Tier 3
4-3	Regularly scheduled and aligned PLCs	Time allocated for weekly departmental PLCs, PLC facilitators plan for meaningful and equitable adult engagement using the principles of adult learning.	PLC agendas/notes, options for different groupings, PLC rubric feedback	N/A	Tier 1
4-4	Attending, optional and mandatory professional learning opportunities to continue to grow our practice	Providing site PD and informing teachers and staff of relevant PD opportunities	Agendas from PD and attendance sheets from PD	PD has been limited in order to support families.	Tier 1

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

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

Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Implement advisory/elective affinity space programming to provide targeted support to our African American males and females.	Engage relevant stakeholders in re-developing programs that serve African American students, possibly partnering with AAMA and AAFA. Could be advisory and/or elective Plan for starting the year, not creating a group mid-year	Master Schedule will reflect that students have been put in affinity groupings for an advisory and a specific affinity class.	engaging AA families and students	Tier 2
5-2	Help recruit students for and support them to attend BSU Club	Support Ms. Nixon, Ms. Georgia, and Mr. Wesley to facilitate monthly BSU meetings	attendance at BSU meetings	engaging AA families and students	Tier 2
5-3	Teachers prioritize family outreach with our AA families	night of elegance home visits- attention to meeting with AA families BTS kick-off: get feedback from AA parents and students	family outreach tracking	engaging AA families and students	Tier 2
5-4	Teachers engage in anti-racist teaching training with Spearitwurx. Implement LSCI, dynamic mindfulness (Nairoga) learning to support mental health of SS students	Partner with Spearitwurx, ongoing implementation feedback and support	observations	engaging AA families and students	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (secondary instructions & resources)	
School Priority:	Designated ELD focus

School Theory of Change:	If we develop teacher capacity to implement designated ELD practices/strategies, then we will move students into Academic English Language proficiency. If we provide students with strategic, designated ELD instruction, more students will reclassify. If we support integrated ELD teachers who also teach designated ELD they will better be able to understand and support the needs of their ELLs in integrated spaces.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Plan and develop communication and collaboration structures and protocols that support students to fortify complex language output.	Provide (QTEL) PD and coaching support to teachers to implement these structures and protocols. Monitor implementation and provide supportive feedback to teachers.	Lesson plan/Task analysis reviews/ agenda/anchor charts review Class observations/ walkthroughs	PD has been limited in order to support families.	Tier 2
6-2	Teachers draft what students will say or write during the lesson (task analysis) to generate CLOs where language component is being explicitly taught.	Provide PD and coaching support on task analysis CLOs, intentional instruction related to CLOs, data analysis of student work, and formal formative assessment. Monitor implementation and provide supportive feedback to teachers.	Lesson plan/Task analysis reviews/ agenda/anchor charts review Class observations/ walkthroughs	We have not shown growth in students reading at grade level. Reading Inventory data show 78% (2018), 79% (2019), 79% (2021) reading multiple years below grade level.	Tier 2

6-3	Ensure all ELLs have designated ELD courses including how our students with IEPs get ELD support in Study Skills.	Ensure training for teachers of designated ELD courses. Prioritize ELD needs when considering master schedule. Disaggregate data (Newcomers, LTELs who require reading support, and LTELs who require language support (e.g. listening, speaking, and reading)) and schedule students for appropriate classes based on need.	Count the percentage of ELLs in d-ELD classes in September and a new count in December to ensure access	We have not shown growth in students reading at grade level. Reading Inventory data show 78% (2018), 79% (2019), 79% (2021) reading multiple years below grade level.	Tier 2
6-4	Implement reading intervention within designated ELD courses.	Ensuring literacy/reading instruction training for teachers of designated ELD courses. Prioritize student needs when considering master schedule (e.g. IEP, EL status, SRI levels.)	Master schedule reflects students placed in ELD classes that need designated ELD, consistent review of RI data to identify students that need reading support; Unit plans for ELD courses that reflect reading intervention strategies.	We have not shown growth in students reading at grade level. Reading Inventory data show 78% (2018), 79% (2019), 79% (2021) reading multiple years below grade level.	Tier 2

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	Robust Elective Program				
School Theory of Change:	If we invest G1 funds into high quality enrichment programs, students will have greater access to STEAM, be more engaged in school and attend school more regularly. If we integrate practices aimed at fortifying language output through highly engaging PBL/STEAM curriculum, students language development will simultaneously accelerate.				
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

7-1	Provide high-quality instruction in Art, 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.	observations, student surveys	engaging AA families and students	Tier 1
7-2	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.)	observations, student surveys	quarantines, families wanting to send students to school	Tier 2
7-3	Integrate language development and acceleration into electives courses.	Provide professional development to all staff on communication and collaboration strategies designed to fortify student language output.	observations, ELPAC data	PD has been limited in order to support families.	Tier 2

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

After School Learning Consultants	\$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Ensure all ELLs have designated ELD courses including how our students with IEPs get ELD support in Study Skills.	228-1
11-Month Teacher	\$60,751	LCFF Supplemental	1105	Certificated Teachers' Salaries	7873	Teacher 11Months 12-Pay	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Regularly scheduled and aligned PLCs	228-2
11-Month Teacher on Special Assignment (TSA)	\$46,202	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	4059	11-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-3
11-Month Teacher on Special Assignment (TSA)	\$107,805	Salesforce Mathematics Fund	1119	Certificated Teachers on Special Assignment Salaries	4059	11-Month Classroom TSA	0.70	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-4
AVID Materials & Supplies	\$8,950	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Integrate attendance goals into advisory. Integrate attendance into the criteria for success with all school partners. 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.	228-5
Case Manager	\$70,787	One-Time COVID Funding	2405	Clerical Salaries	8950	Case Manager 20	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Providing site PD and informing teachers and staff of relevant PD opportunities	228-6
Case Manager	\$49,361	One-Time COVID Funding	2405	Clerical Salaries	8774	Case Manager 20	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Provide (QTEL) PD and coaching support to teachers to implement these structures and protocols. Monitor implementation and provide supportive feedback to teachers.	228-7

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

Case Manager	\$49,361	Salesforce Principal Innovation Fund	2405	Clerical Salaries	8774	Case Manager 20	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement standards based curriculum using the adopted EL curriculum and other resources, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in ELA.	228-8
Computer Science Teacher	\$34,277	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4248	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	228-9
Computer Science Teacher	\$57,128	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	4248	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Create year plans to ensure all grade-level focal standards are taught, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-10
Counselor	\$24,012	Title I: Basic	1205	Certificated Pupil Support Salaries	4658	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Regularly scheduled and aligned PLCs	228-11
Electives Teacher	\$22,851	Measure G1	1105	Certificated Teachers' Salaries	4248	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Implement intervention courses in ELD, Math and Reading to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-12
Extended Contracts	\$50,000	Title I: Basic	5826	External Work Order Services		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Growth of One Year or More	Engage humanities/reading teachers on reading strategies and how to implement a literacy framework in their classrooms where students are engaging in independent as well as instructional level texts.	228-13
Librarian	\$44,043	Measure G: Library	1205	Certificated Pupil Support Salaries	7874	Librarian	0.35	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	228-14

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

Librarian	\$18,875	Title I: Basic	1205	Certificated Pupil Support Salaries	7874	Librarian	0.15	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	228-15
Measure G Library funds to be allocated in Fall 2022.	\$2,957	Measure G: Library	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement and integrate Restorative Justice processes as part of instructional program.	228-16
Parent Education Programs	\$3,700	Title I: Parent Participation	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	228-17
Restorative Justice Facilitator	\$61,361	Measure G1	2205	Classified Support Salaries	7877	Restorative Justice Facilitator	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement and integrate Restorative Justice processes as part of instructional program.	228-18
Restorative Justice Facilitator	\$12,272	Title I: Basic	2205	Classified Support Salaries	7877	Restorative Justice Facilitator	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	228-19
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,668	LCFF Supplemental	1105	Certificated Teachers' Salaries	2297	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teach 5 periods of beginning and intermediate ELD acceleration courses, utilizing district curriculum and coaching support. Implement AVID excel, an acceleration course for LTELLs.	228-20
Substitute Teacher Incentive Plan (STIP) Teacher	\$33,543	LCFF Supplemental	1105	Certificated Teachers' Salaries	7876	STIP Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	228-21

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

Teacher	\$82,095	LCFF Supplemental	1105	Certificated Teachers' Salaries	4666	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Ensure all ELLs have designated ELD courses including how our students with IEPs get ELD support in Study Skills.	228-22
Teacher	\$16,448	LCFF Supplemental	1105	Certificated Teachers' Salaries	4261	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement and integrate Restorative Justice processes as part of instructional program.	228-23
Teacher	\$66,896	Measure G1	1105	Certificated Teachers' Salaries	4586	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Engage humanities/reading teachers on reading strategies and how to implement a literacy framework in their classrooms where students are engaging in independent as well as instructional level texts.	228-24
Technology	\$30,937	Title I: Basic	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.) Supporting advisory team to craft advisory lessons and resources.	228-25
Title I to be allocated in Fall 2022.	\$2,653	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement intervention courses in ELD, Math and Reading to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	228-26
Title IV to be allocated in Fall 2022.	\$300	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement and integrate Restorative Justice processes as part of instructional program.	228-27
Unallocated	\$68,398	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Integrate attendance goals into advisory. Integrate attendance into the criteria for success with all school partners. 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.	228-28

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 228

School: United for Success Academy

Unallocated Discretionary	\$29,250	General Purpose Discretionary	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Use of AVID schoolwide strategies that support critical thinking, communication and collaboration and writing to learn. Inform AVID students of high schools where they can continue AVID, expose AVID students to local colleges via field trips.	228-29
Unallocated Supplemental	\$29,796	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	n/a	228-30
After School Program Contract	\$58,305	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	after school programming	228-31



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

United For Success Academy

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- **Offering Parent Workshops around gradbooks and tracking attendance**

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- **Holding Annual Title 1 meeting and identifying each program**

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

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

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

- Family Newsletter
- Parent Square notifications

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Parent workshops (various)

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- SLC's
- Home visits

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

- Insert practice here.

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

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

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

- Insert practice here.

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Offering Workshops and support
 - Workshop- interacting with Parent Square
 - Workshop- interacting with Aeries grade books and attendance
 - Workshop- Reclassification
 - Cafe/Coffee con/with Sara and Alberto
 - Others TBD

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

Adoption

This policy was jointly developed and adopted by the UFSA on 8/31/2021 and will be in effect for the period 8/9/2021 through 5/25/2022

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

Name of Principal Sara Allen

Signature of Principal

Sara Allen

Date 8/31/2021

Please attach the School-Parent Compact to this document.



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

School-Parent-Student Compact

UFSA

2020-21

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

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

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

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

Use of OUSD Mandated Curriculum

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

Teacher trainings in

Avid

EL Education

Desmos

Edulastic

Foss

Instructional coaches in both math and Humanities

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

Student Led Conferences

Home Visits

Academic Conferences as needed

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

Continuous access to progress reports and grades via Aeries

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

Student Led Conferences

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

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

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

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

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

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

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

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

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

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

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

Bilingual Staff

Language Links

Hired Translators

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was jointly developed and adopted by UFSA on 8/31/2021, and will be in effect for the period of August 9, 2021 to May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 9/30/2021.

Signature of Principal *Sara Allen*

Date 8/31/2021



Strategic Resource Planning (SRP)

United For Success Academy
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Ronald McSwain
Vice Chairperson:	Edgar Sanchez
Secretary:	Sara Allen

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Sara Allen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ronald McSwain	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Shartresa Nixon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Keely Machmer Wessels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Edwin Solis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Edgar Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Hortencia Castillanos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Angela Mafi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Monserath [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sheila [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>					
	<input type="checkbox"/>					
*Highlighted in yellow are classroom teachers confirmed in Aeries-SM	<input type="checkbox"/>					

SSC Meeting Schedule: (Day/Month/Time)	SSC Meetings will be held the 3rd Tuesday of every month
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SSC Legal Requirements (EC Sections 65000-65001):

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

