OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
                 Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
                 Vernon Hal, Senior Business Officer
                 Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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)
> ➢ 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for United For Success Academy.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School:	**United for Success**
CDS Code:	1612590112763
Principal:	Nicole Pierce
Date of this revision:	6/6/2017

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	**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: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

School Site: United for Success   **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 [X] 21st Century
[X] After School Education & Safety Program (ASES)	[X] LCFF Concentration Grant

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: _____4/25/17_____

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

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

Signatures:

Nicole Pierce	_signature_	4/25/17
School Principal	Signature	Date
STANLEY LAKE	_signature_	4/25/17
Print name of SSC Chairperson	Signature	Date
Mark Triplett	_signature_	4.26.17
Network Superintendent	Signature	Date
Marcus Silvi	_Marcus Silvi signature_	5/25/17
Coordinator, OAP	Signature	Date

2017-18 SPSA ENGAGEMENT TIMELINE

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

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

Date	Stakeholder Group	Engagement Description
2/21/2017	SSC	Shared rationale and overview of site plan/ budget. Convened feedback session around school-wide programming.
3/21/2017	SSC	Shared rationale and overview of site plan/ budget. Finalized decisions for Title 1 funds.
3/1/2017	Leadership Team	Convened feedback session around school plan and support programs for needed target groups e.g. African American males and females, Latino males, SPED students, etc.
3/6/2017	Leadership Team	Convened feedback session around school plan and profesional devleopment / professional learning community department focus areas in ELA and Mathematics.
1/9/2017	Instructional Leadership Team	Conducted LT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/15/2017	Instructional Leadership Team	Conducted LT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/22/2017	Instructional Leadership Team	Conducted LT work session to flesh out teacher, leadership, and organization practices aligned to school goals.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Discretionary #0000**	$77,868.41	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$255,418.43	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$46,752.89	TBD
After School Education and Safety Program **… ASES #6010**	$128,838.45	TBD
TOTAL:	**$508,878.18**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$60,270.24	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$2,018.37	TBD
21st Century Community Learning Centers **… Title IV Resource #4124**	$95,143.49	TBD
TOTAL:	**$157,432.10**	**$0.00**

PART A: ABOUT THE SCHOOL

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, taleknts, and creativity to advocate for themselves and others and to bring about positive social change in teh school and community.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: English Language Development

SCHOOL GOAL for English Language Development:

Improve by five percentage points the number of students meeting or exceeding standard on the SBAC ELA exam, by implementing and aligning ELD and reading teaching practices across content areas to improve both reading, writing, speaking, and listening across grade levels.

SCHOOL TARGETS for English Language Development:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	11.02%	14.01%	17.00%

Other Leading Indicators for English Language Development:

SRI, running records, site-based & SBAC aligned writing assessments, site based ELD rubric, EL reclassification data.

NEEDS ASSESSMENT for English Language Development:

STRENGTHS	CHALLENGES
Starting ELD focused PD in February 2017 in conjuction with ELLMA office. - All ELs had individual conferences with ELA teachers and/or intervention teachers about the informaiton on their EL Snapshot. - Currently implementing 3 courses of English 3D and strategically placed LTELs in designated ELD courses. -Currently offering 10 reading courses with ELD supports. Students in reading intervention classes grew an average of 35 points higher than students not enrolled from the beginning of the year to mid-year. (Ms. Scott's 8th grade reading intervention students grew an average of 128 SRI points and Ms. Nixon's 6th graders grew 60 SRI points from BOY to mid-year, which is particularly exciting.) -In terms of growth for overall CELDT scores UFSA students have improved each year since the 2014-15 school year. 2014-15 to 2015-16 25.7% to 32.3% = 6.6% / 2015-16 to 2016-17 32.3% to 36.1% = 3.8% - SBAC Data has improved since 2014-15 1.1% of students exceeded the standard (a 1.1% improvement), 9.9% of students met the standard (a 2% improvement) , 29.7% nearly met the standard (a 9.1% improvement) 59.3% of students did not meet the standard (an 11.9% improvement). - SPF shows SBAC ELA growth score of 3.03. - SPF shows SRI growth score of 3.66.	- TGDS and learning walk data indicates that the language component of the CLO is often neglected. - 67% of our students are classified as language learners. - In terms of students that have slid-back in their overall CELDT scores have UFSA students shown a decline from 2015-16 to 2016-17 by 13.5% - 12.4% 19/153 ELLs qualified for reclassification in 2016-17.-7.7% of students are reading 1 year below grade level,73.5% of students are reading multiple years below grade level. -Although we have improved according to SBAC data, the majority of our students are not meeting the standard or are nearly meeting the standard together the percentage is 89% of students are below meeting the standard. - SPF shows SBAC ELA & SRI status score of 1.00.

ROOT CAUSE ANALYSIS
It is important that we consider language development practices across content areas. "Every teacher is a language teacher. Every student is a language learner." - Needed professional development for English 3D. - We also need to build student and parent engagement in developing reclassification understanding. - Although students may have received a passing score in terms of the overall CELDT if they received anything below a 3 in any sub category (most likely reading or listening according to our data) they cannot pass the CELDT and therefore cannot reclassify. Students that did not meet the SRI cut score cannot be reclassified even if they did pass the CELDT. - Looking at successful reading intervention classrooms, core teachers require more professional development on how to use running records to support explicit teaching of reading in addition to ELA content, so that we can expose more students to these practices.

MATHEMATICS PRIORITY: **STEM/STEAM**

SCHOOL GOAL for STEM/STEAM:

Improve by five percentage points the number of students meeting or exceeding standard on the SBAC Mathematics exam, by implementing strategic math enrichment and intervention and improving common communication/collaboration protocols and structures with the purpose of uplifting the central mathematical/scientific ideas within tasks.

SCHOOL TARGETS for STEM/STEAM:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	5.08%	9.54%	14.00%

Other Leading Indicators for STEM/STEAM:

SMI, ST Math data, enrollment in enrichment/interventions courses, TGDS 1.B.2 & 3.C.3 data, curriculum embeded & SBAC aligned assessments, math learning walks, etc.

NEEDS ASSESSMENT for STEM/STEAM:

STRENGTHS	CHALLENGES
2016-17 Fall SMI data was higher in all grade levels as compared to 2015-16. Reduced by 5% students that are 3 or more years behind in math on the SMI in fall of 2016-17 as comared to fall 2015-16. - PLC is analyzing data regularly, and added a site-based math CCTL. - 100% retention of math teachers for the 2017-18 school year. - Added 3 teacher-taught math intervention classes, 2 Blueprint fellows providing 4:1 math instruction. Students in math intervention classes grew higher on SMI (from BOY to mid-year) than students not enrolled. - Students surveyed through PLCs indicated that they like math and think that it's important. - Learning walks in math occurred quarterly. - 2015-16 SBAC data demonstrate that UFSA students did the best at communicating math reasoning which was a PLC focus of that academic year.	2015-16 SBAC Math end of year math scores show only 10% of UFSA students met standards. 77% of all students are 3 or more years behind grade-level on the 16-17 mid-year SMI and 87% African American Students (both male and female) are 3 or more years behind grade on the SMI. - 2015-16 SBAC data demonstrate that UFSA students need the most support in concepts and procedures. - SPF shows SBAC Math growth score of 2.25 and a status score of 1.00.

ROOT CAUSE ANALYSIS
This is the 2nd year of SMI implementation, SMI signifcance is not statistically relevant until 3rd year of implementation. - ELs are having difficulty accessing a more language rich common core curriculum and SBAC assessment. - Although math intervention classes varied widely, data shows that they are successful, which is most likely due to smaller class size and additional time engaged in mathematics. - Students need support in accessing the higher rigor and concepts of common core mathematics.

CULTURE & CLIMATE PRIORITY:	Culturally Relevant Practices

SCHOOL GOAL for Culturally Relevant Practices:

Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum and in our daily lives.

SCHOOL TARGETS for Culturally Relevant Practices:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
High School Readiness	African American Males	33.33%	36.67%	40.00%

Other Leading Indicators for Culturally Relevant Practices:

URFs, suspensions, attendance, Culture and Climate survey (students), etc.

NEEDS ASSESSMENT for Culturally Relevant Practices:

STRENGTHS	CHALLENGES
- SPF shows student culture and climate status score of 2.88. - SPF shows parent culture and climate status score of 6.00. - SPF shows suspension status score of 3.66 and growth score of 4.75. - TGDS Heatmap data shows that teachers build positive and respectful classrooms and reflect on student data. - Joven Noble (Latino Men and Boys Program) participants raised their GPAs by an average of 0.7 points from when they were not enrolled in the program and reduced overall discipline referrals by 49%. - Restorative justice processes have dramatically increased over last year. (Tier 1 from 12 to 68, tier 2 from 27 to 78, and tier 3 from 2 to 6. - Students participated in week long beginning of the year orientation that reinforced advisory structure.	- SPF shows student culture and climate growth score of 1.00. - TGDS Heatmap data shows a need for growth in planning for and developing student communication and collaboration. - SPF shows that our African American population is our lowest performing ethnic demographic in almost every category, including SBAC, HS readiness, SRI, SMI, chronic absence, and suspensions. - 522 of 732 (218 to AAFs, and 304 to AAMs) discipline referrals are given to African American students.

ROOT CAUSE ANALYSIS
Programs designed to support our Latino boys are demonstrating success. Programs designed to provide targeted support African American males and females show neglible results due to instability of students enrolled and advisors in the program. Culturally relevant practices such as advisory and restorative justice is successful in reducing behavior that results in suspensions. Further professional development on planning and developing communication and collaboration structures/protocols in the classroom is needed.

FAMILY & STUDENT ENGAGEMENT PRIORITY:	Student Engagement

SCHOOL GOAL for Student Engagement:

Reduce chronic absence to 7%. Teacher and staff teams use PLC cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning from data together with a lens on MTSS. Includes the following PLCs: deparments by content, COST, PBIS, and attendance.

SCHOOL TARGETS for Student Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	94.67%	95.34%	96.00%

Other Leading Indicators for Student Engagement:

PBL rubric, COST data, HS Readiness, URF referrals, attendance, suspensions, etc.

NEEDS ASSESSMENT for Student Engagement:

STRENGTHS	CHALLENGES
- SPF shows suspension status score of 3.66 and growth score of 4.75. The percent of students suspended by 3/17 is 3.4% - Advisory built into PBIS team.	- SPF shows chronic absence status score of 1.00 and growth score of 1.63.

ROOT CAUSE ANALYSIS
Culturally relevant practices such as advisory and restorative justice is successful in reducing behavior that results in suspensions. Not enough engagements with parents regarding the importance of attendance and the connnections between attendance and student success, new students, and lack of forward facing data to students around attendance has resulted in low attendance data.

ADDITIONAL PRIORITY:	Equity

SCHOOL GOAL for Equity:

Continue 2016-17 SPSA plan to increase elective options by 25% and streamline the amount and the rigor of enrichment and intervention electives offered as measured by the Arts Learning Anchor Initiative Development Rubric: Visual Arts, Computer Science, Drama, Journalism, Ethnic Studies, World Language, reading/math intervention, etc.

SCHOOL TARGETS for Equity:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Number of electives	All Students	1000.00%	1500.00%	2100.00%

Other Leading Indicators for Equity:

Arts Learning Anchor Initiative Developmental Rubric Scores. TGDS data. Number of electives offered. Quality of elective syllabi and scope and sequence plans.

NEEDS ASSESSMENT for Equity:

STRENGTHS	CHALLENGES

- Increased Visual Arts FTE from 0.8 to 1.0. - Added 1.0 FTE Computer Science teacher and Reading Intervention teacher - Added 3 courses of designated ELD. - Doubled Algebra courses offered. - Added Drama, Ethnic Studies, and Journalism electives. - Added math intervention classes (5 Blueprint Math courses, 3 teacher developed courses.)	- Lacking Music and World Language electives. - Sufficient resources for Visual Arts and Computer Science. - Lacking classroom space for additional FTE. - Master scheduling (1. prioritizing intervention electives and/or other electives. 2. single course electives can result in tracking.)

ROOT CAUSE ANALYSIS

Unpredictability of funding sources, appeals, and general available space remains an ongoing challenge. Setting goal in 2016-17 to maximize learning/enrichment in elective periods has generally raised rigor. Data indicates that further work with curriculum and teacher capacity within electives is required. Single course electives taught by core teachers are difficult to plan for and/or collaborate with others.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for English Language Development:	If we develop teacher capacity to use ELD practices/strategies across all content areas, then we will move students into English Language proficiency. If we provide students with strategic reading interventions in both core and intervention classes, more students will meet standard on SBAC.
SCHOOL THEORY OF ACTION for STEM/STEAM:	If we develop teacher capacity to use communication and collaboration structures, then students will engage in higher mathematical thinking and improve performance on math tasks as measured by the SBAC Mathematics Exam. If we provide students with strategic mathematics interventions, more students will meet standard on SBAC. In selecting students for exploratory and Blueprint courses, particular attention will be paid to low-income students, English learners, and foster youth.
SCHOOL THEORY OF ACTION for Culturally Relevant Practices:	If we continue to develop more culturally relevant practices such as restorative justice, advisory program (including community building, goal setting, family contact & academic mentoring), and communication and collaboration practices, students will feel more "connected" to school and reduce behaviors that results in out-of-class time. If we target African American students with a more stable program of support, students will demonstrate higher achievement in all areas.
SCHOOL THEORY OF ACTION for Student Engagement:	If we integrate attendance data into our regular MTSS PLCs (such as COST, PBIS, and advisory) and implement relevant action steps with famlies (such as home visits, SSTs, parent phone calls, etc.) then students and parents will recognize the importance of attendance and attendance data will improve, which will result in higher student achievement data overall.
SCHOOL THEORY OF ACTION for Equity:	If we invest G1 funds into high quality music, art, and world language programs with a focus on communication and collaboration strategies, students will have greater access to the arts. If we invest G1 funds to increase Joven Noble program services, we will build upon current positive outcomes (reduction in referrals, increased GPAs, and improved attendance) for participants and see continued improvement in overall culture and climate.

PART D: 17-18 STRATEGIES & KEY PRACTICES

	Identify and implement common English Language Development strategies/ practices across content areas. Identify and implement strategic and intentional comunication and collaboration structures/protocols. Implement reading and language rich intervention and enrichment courses. Open school library.
Improvement Strategy #1:	

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
1-1	ELD strategies, practices, and protocols used across content areas daily.	Engage staff in ELD professional development to build repertoire of ELD strategies, practices, and protocols.	PLC focus on integrated ELD.
1-2	CLOs contain a language component and is being explicitly taught in lesson plans.	TGDS and observation feedback cycles with focus on CLOs.	TGDS
1-3	Implement designated ELD courses.	Ensuring training for teachers of designated ELD courses.	Prioritize ELD needs when considering master schedule (e.g. English 3D classes.)
1-4	Implement reading intervention courses with designated ELD component.	Ensuring training for teachers of designated ELD courses.	Prioritize low-performing student needs when considering master schedule (e.g. Reading Intervention.)
1-5	Implement (F&P/DRA/etc.) reading assessments for all students that are below reading level to provide targeted reading instruction.	Engage Humanities and Reading staff in reading assessment professional development.	Consider school-wide reading assessment time required when considering master schedule (e.g. assessment week, substitute support, etc.)
1-6	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.
1-7	Utilize library as a resource to enhance culture of reading and language.	Utilize Meagure G Library funds to hire teacher librarian and other library resources.	Utilize ILT to engage staff in professional development on how to use library effectively.
1-8	Offer language rich enrichment electives (e.g. Drama, Journalism, etc.)	Consider language features when reviewing course syllabi.	Consider enrichment and intervention when designing master schedule.

	Identify and implement strategic and intentional comunication and collaboration structures/protocols. Implement math intervention and enrichment courses across grade levels.
Improvement Strategy #2:	

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices
2-1	Implement mathematics intervention courses.	Utilize ILT to review successful math intervention instructional practices and implement across all grade levels/courses.	Prioritize low-performing math students' needs when considering master schedule (e.g. Blueprint, 6th, 7th, and 8th grade intervention exploratory courses, etc.)
2-2	Use technology to differentiate math instruction.	Utilize funds to purchase ST Mathematics to support exisitng program.	Consider extended learning opportunities in the master schedule to increase implementation of ST Math.
2-3	Offer Algebra course to algebra-ready 8th graders.	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.)
2-4	Plan and develop comminication 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.
2-5	Implement computer science program.	Identify rigorous computer science curriculum and offer coaching to support implementation.	Utilize ILT, TGDS, and instructional coach structures to promote learning and access student outcomes.

Improvement Strategy #3:	Implement strong RJ and Advisory programs, and connect them with COST. Implement strategic communication and collaboration protocols during classroom instruction.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
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.
3-2	Implement Advisory program.	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.)
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 ILT and COST regularly.
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.

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.

Improvement Strategy #4:	Integrate attendance data into our regular MTSS PLCs, such as COST, PBIS, and advisory.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
4-1	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.
4-2	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.
4-3	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 ri.sck of being chronically absent.	Utilize PBIS to include attendance as a factor for celebration/goal setting. Utizlize COST to caseload support at risk students and/or chronically absent students.
4-4	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.

Improvement Strategy #5:	Invest G1 funds to into high quality muisc, art, and world language programs. Invest G1 funds to increase Joven Noble program services.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
5-1	Provide instruction in Art, Drama, and Music.	Distribute funds to hire additional FTE and supplement the equipment/materials to support program needs.	ILT review and analysis of developing arts programs using arts rubrics, TGDS, and learning walks.
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. (Should include both 7th and 8th grades.)

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$95,143.49	21st Century Community Learning Centers	Consultants	Utilize COST to engage partners in data-tracking for attendance. Engage leadership team to determine continued partnerships based on resulting data.	A1.6: After School Programs	5825				228-1
$128,838.45	After School Education & Safety (ASES)	Consultants	Utilize COST to engage partners in data-tracking for attendance. Engage leadership team to determine continued partnerships based on resulting data.	A1.6: After School Programs	5825				228-2
$5,000.00	General Purpose Discretionary	Non-contract Services	Plan and develop comminication and collaboration structures and protocols for instruction.	A2.3: Standards-Aligned Learning Materials	5826				228-3
$7,000.00	General Purpose Discretionary	Extended Contracts	Implement mathematics intervention courses.	A2.10: Extended Time for Teachers	1120				228-4
$50,173.90	General Purpose Discretionary	Supplies	Continue to develop program (structures, content, parent outreach, goals, grading policies, etc.)	A2.3: Standards-Aligned Learning Materials	4310				228-5
$5,000.00	General Purpose Discretionary	Equipt Maintenance	Use technology to differentiate math instruction.	A2.3: Standards-Aligned Learning Materials	5610				228-6
$10,694.51	General Purpose Discretionary	Reduction of chronic absence	Use data resrouces to identify students who are attending school regularly or are chronically absent or at risck of being chronically absent.	A5.4: Root Causes of Chronic Absence		SPECIALIST, ATTENDANCE BILINGUAL	SPATBL0012	0.20	228-7
$4,000.00	LCFF Concentration	Consultants	Utilize COST to engage partners in data-tracking for attendance. Engage leadership team to determine continued partnerships based on resulting data.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				228-8
$14,600.00	LCFF Concentration	Extended Contracts	Implement (F&P/DRA/etc.) reading assessments for all students that are below reading level to provide targeted reading instruction.	A2.10: Extended Time for Teachers	1120				228-9
$2,560.55	LCFF Concentration	Books other than Text	Utilize library as a resource to enhance culture of reading and language.	A2.3: Standards-Aligned Learning Materials	4200				228-10
$25,592.34	LCFF Concentration	Class size reduction in support of ELLs	ELD strategies, practices, and protocols used across content areas daily.	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH1590	0.40	228-11
$1,590.00	LCFF Supplemental	Extended Contracts	Implement mathematics intervention courses.	A2.10: Extended Time for Teachers	1120				228-12
$8,524.40	LCFF Supplemental	Books other than Text	Implement reading intervention courses with designated ELD component.	A3.2: Reading Intervention	4200				228-13
$15,000.00	LCFF Supplemental	Surplus for Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Utilize ILT and PLC structures to access student outcomes.	A2.5: Teacher Professional Development for CCSS & NGSS	4399				228-14

$27,500.00	LCFF Supplemental	Community Schools PM	Utilize COST (e.g. CSM, academic counselor, parent liasion, etc.) to engage parents in the importance of attendance.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5730				228-15
$38,388.52	LCFF Supplemental	Class size reduction in support of ELLs	ELD strategies, practices, and protocols used across content areas daily.	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH1590	0.60	228-16
$42,177.51	LCFF Supplemental	Class size reduction in support of ELLs	Implement reading intervention courses with designated ELD component.	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH1355	0.54	228-17
$179.35	Measure G: TGDS	Supplies to support TGDS	Utilize library as a resource to enhance culture of reading and language.	A2.3: Standards-Aligned Learning Materials	4310				228-18
$22,765.65	Measure G: TGDS	Support implementation of TGDS	TGDS and observation feedback cycles with focus on CLOs.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0685	0.52	228-19
$73,677.80	Salesforce.Org	Computer science teacher	Implement computer science program.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH2536	1.00	228-20
$11,000.00	Supplemental Program Investment	Consultants	Utilize COST to engage partners in data-tracking for attendance. Engage leadership team to determine continued partnerships based on resulting data.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				228-21
$1,520.56	Supplemental Program Investment	Supplies	Implement mathematics intervention courses.	A2.3: Standards-Aligned Learning Materials	4310				228-22
$21,014.44	Supplemental Program Investment	Support implementation of TGDS	TGDS and observation feedback cycles with focus on CLOs.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0685	0.48	228-23
$35,000.00	Title I Basic	Community Schools PM	Utilize COST (e.g. CSM, academic counselor, parent liasion, etc.) to engage parents in the importance of attendance.	A5.4: Root Causes of Chronic Absence	5730				228-24
$25,000.00	Title I Basic	Restorative Justice	Implement and integrate Restorative Justice processes as part of instructional program.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				228-25
$270.24	Title I Basic	Supplies	Implement Advisory program.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				228-26
$2,018.37	Title I Parent Participation	Supplies	Utilize CSM and COST to devolop school-wide process for advisory classes and parent outreach.	A6.5: Academic Parent-Teacher Communication & Workshops	4310				228-27

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 2016-2017 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 – student/ 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 week, 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.

United for Success
La Escuela y Los Padres compactan

La escuela y los padres de los estudiantes están de acuerdo en que este pacto describe cómo los padres, todo el personal de la escuela y los medios por los cuales la escuela y los padres construirán y desarrollar una asociación que ayudará a los niños a alcanzar el estado de alto nivel académico de California.
Esta escuela – El compacto de los padres está en efecto durante el año escolar 2016 hasta 2017.

Responsabilidades de la escuela - la voluntad de la escuela:

1.) **Proveer un currículo de alta calidad e instrucción en un ambiente de aprendizaje efectivo y de apoyo que permiten a los estudiantes participantes para cumplir con el estado de los estándares académicos de California de la siguiente manera :**

   La escuela proveerá un currículo de alta calidad e instrucción, utilizando estándares de Common Core alineados materiales de instrucción dentro de un entorno de aprendizaje efectivo.

2.) **Conferencias con los maestros y los padres (por lo menos anualmente en las escuelas primarias) durante el cual este pacto serán discutidos en relación con el logro de cada niño.**

   Conferencias de padres – estudiantes/ maestros se llevarán a cabo dos veces durante el año escolar y, según sea necesario.

3.) **Proveer a los padres razonables informes frecuentes sobre el progreso de sus hijos.**

   Las boletas de calificaciones se enviarán cuatro veces al año y, según sea necesario. Informes de progreso serán enviados a casa cada semana con el estudiante, accesible en línea cuando este disponible, y estará disponible en las 48 horas siguientes a la solicitud.

4.) **Proveer a los padres con acceso razonable del personal.**

   Personal de la escuela estarán disponibles para consulta con los padres, según sea necesario.

5.) **Proveer a los padres oportunidades para ser voluntario y participar en la clase de su hijo/a, y para observar las actividades de clase.**

   Los padres pueden ser voluntarios, participar y observar las actividades de clase.

Parent(s) Responsibilities-

We, as parents will support our children's learning in the following ways:

- Monitor attendance
- Make sure homework is completed
- Promote positive use of child's time out of school

Students' responsibilities-

We, as students, will share the responsibility to improve out 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

Responsabilidades de los Padre(s)-

Nosotros, como padres apoyarán el aprendizaje de nuestros hijos de las siguientes maneras:

- *Monitar la asistencia*
- *Asegúrese de que la tarea sea completada*
- *Promover el uso positivo del tiempo de la escuela del niño*

Responsabilidades de los estudiantes-

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y alcanzar los estándares académicos de California.

- *Hacer mi tarea todos los días*
- *Pida ayuda cuando la necesite*
- *Leer por lo menos 30 minutos todos los días fuera de la escuela*

Firma del Estudiante   Fecha

Firma del Padre   Fecha

Firma de la Directora   Fecha

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – Middle School

School Name: United For Success Academy   **School Year:** 2016-2017

Chairperson: Stanley Lake	**Vice Chairperson:** Jose Tril
Email: **Phone:**	**Email:** **Phone:**
Secretary: Devon Scott	**LCAP Parent Advisory Nominee:**
Email: **Phone:**	**Email:** **Phone:**
LCAP EL Parent Advisory Nominee:	**LCAP Student Nominee:**
Email: **Phone:**	**Email:** **Phone:**

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Nicole Pierce		X				
Devon Scott			X			
Jesus Alvarez			X			
Stanley Lake			X			
Ronald McSwain			X			
Guadalupe Grande					X	
Jose Tril					X	
Maria Rivera					X	
Rosalba Sanchez					X	
Maria Reza					X	
Antelma Juarez					X	
Daniel Gallegos			B	X		

Meeting Schedule (day/month/time)	2nd Tuesday of each month from 4:30pm-6:00pm

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 **not** required to be members of the Middle School SSC
5. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-ClassroomTeachers
1-Other Staff

6-Parent /Community
Or
3-Parent /Community and
3-Students

Revised 8/22/2016

Title I School Parental Involvement Policy 2016-2017

Involvement of Parents and Building Their Capacity in the Title I Program
United for Success Academy to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will adopt the school's Home – School compact as a component of its School Parental Involvement Policy.
- Accessibility: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents of migratory students. Schools will work to build capacity for parent involvement through the following:

  1.) The school offers a flexible number of meetings for parents, and involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title IA programs and the Title I Parental Involvement policy.

Parents can attend monthly School Site Council (SSC) meetings. These meetings are advertised through flyers brought home by students, mailed home, posted around the school, families are called individually and via an auto dialer. Additionally, this spring, our school has initiated a series of family and community meetings to specifically address the state and District's School Improvement Grant process.

  2.) Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following,

  - The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - The requirements of Title I
  - How to monitor their child's progress
  - How to work with educators

Twice every school year, each student has a Student Led Conference, during which they explain to their family about their academic progress at school. Students are supported by their teachers to know what standards they are learning, their own level of mastery based on CAASPP, CST and District Benchmark exams and Progress Writing Assessments, and what they need in order to improve. Students reflect out loud about their progress, their teachers and families. Additionally, teachers meet with families during Student Success Team (SST) meetings, which are set up as needed to address specific behavior and academic concerns for students.

3.) Provide materials and training to help Title I Parents work with their children to improve their children's achievement.

Parents are invited to learn at Student Led Conferences about the academic work their child is 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. 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, translation and child care in order to help families stay and remain focused on the content of the meeting or event.

Annual Title I Meeting

1.) United for Success Academy will convene an annual Title I meeting to inform parents of the following:
- Review **Home School Compact**
- Their child's school participates in Title I
- The requirements of Title I
- Their right to participate in the development of the District's Title I Plan
- About their school's participation in Title I

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

United for Success Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Adoption

This School Parental Involvement Policy has been developed jointly, 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 9/20/16 and will be in effect for the period of August 2016-June 2017. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 2016. It will be made available to the local community on or before November 2016.

_____
(Principal's Signature)   10/11/16

Política de Participatión Familial Título 2016-2017

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 desarrolláun 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 I
- 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. 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.

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 Dirigidads 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. 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 igualidad.

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 cuidado de niños para que los padres 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:
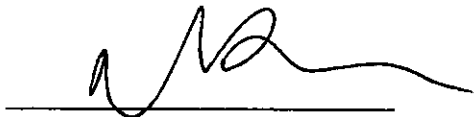   * Repasar el **Convenio Hogar-Escuela**
   * Que su niño participa en Título I
   * Los requisitos de la ley/programa Título I
   * Su derecho de participar en el desarrollo del Plan Título I del Distrito
   * Acerca de la Participación de su escuela en Título I

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 septiembre 20 del 2016 y estará en efecto de Agosto 2016 a Junio 2017. La escuela distribuirá esta política en o antes de noviembre del 2016 a todos los padres de niños que participant en Título I, Parte A. Estará disponible para la comunidad local en o antes de noviembre del 2016. 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)   10/11/16