OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
	Sondra Aguilera, Chief Academic Officer
Board Meeting Date	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - United for Success Academy

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Ask of the Board

Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment

2021-2022 School Plan for Student Achievement (SPSA) for United for Success Academy

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OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School:	**United for Success Academy**
CDS Code:	1612590112763
Principal:	Marcos Garcia
Date of this revision:	5/25/2021

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:	Marcos Garcia	**Position:**	Principal
Address:	2101 35th Avenue	**Telephone:**	510-535-3880
	Oakland, CA 94601	**Email:**	marcos.garcia@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: __**5/25/2021**__
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[X] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant (ELSBG)
[ ] Targeted Support & Improvement (TSI)	[X] 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 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 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: 5/25/2021

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

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

Signatures:

Marcos Garcia	*Marcos Garcia*	5/25/2021
Principal	Signature	Date
Ron McSwain	*Ronald McSwain*	5/25/2021
SSC Chairperson	Signature	Date
Clifford Hong	*Clifford Hong*	6/19/2021
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	6/22/2021
Director, Strategic Resource Planning	Signature	Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/27/2020	SSC&SELLs combined	Budget Overview of 2020-21; Data Review
1/26/2021	SSC&SELLs combined	Federal Program Monitoring and Title 1 evaluation
2/23/2021	SSC&SELLs combined	Federal Program Monitoring and data review
3/23/2021	SSC&SELLs combined	Review of SPSA strategies and actions; Review and approval of Title 1 Budget 2021-22
4/19/2021	Instructional Leadership Team	Review of SPSA Strategies and Actions with SSC feedback.
4/27/2021	SSC&SELLs combined	Review of SPSA strategies and actions and motion to approve; Review of EL program; Review of G1 application.

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (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 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. 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.

- *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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$146,780.00
Total Federal Funds Provided to the School from the LEA for CSI	$134,750.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$898,414.00

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)	$134,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$29,625.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,580.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$325,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$57,450.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$8,950.00	TBD	After School Education and Safety Program (ASES #6010)	$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$134,750.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$281,530.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$616,884.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$898,414.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	We expanded our AVID elective to 7th and 8th grade.	In July 2019 we formed an AVID team composed of grade level representative and different content areas. This team was trained at summer institute and set goals for implementation to support schoolwide college going culture.

Focal Student Supports	We have expanded ELD classes to include newcomers, intermediate, and long term ELLs	In July 2019 we hired a full-time ELD specialist to provide structured ELD and to coordinate other EL supports including assessment. In addition, we expanded our master schedule to include AVID excel, a college-going course designed to target long-term ELLs focused on language and literacy.
Student/Family Supports	We have a family resource center, family engagement coordinator, and full service health clinic	In 2018 we hired a fulltime bilingual family resource coordinator through Safe Passages. Over the course of two school years the partnership with Safe Passages has yielded a full service family resource room where families can recieve food from the food bank bi-monthly, parent workshops, and other family engagement opportunities.
Staff Supports	In addition to core teaching staff, we have two instructional coaches (math + science), we have a full time community school manage to oversee the Coordination of Services Team (COST) and attendance team, we have a full time restorative justice coordinator, two clerical technicians.	Having a robust support staff enables core teachers to focus on academic and social needs of students. Having instructional coaches allows for differentiated professional learning support to improve instructional practice, which then improves student outcome. Having a strong office team allows for the smooth daily operations of the school which in turns allows for the efficient management and distribution of resources.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
College/Career Readiness	AVID is a new program at UFSA and needs support to grow. Due pandemic and shift to quarter schedule we were not able to keep AVID elective in the schedule.	Since 2016, only one staff member had initial training onsite. There was limited central support to allow program to grow. Due to pandemic we have only focused on sharing schoolwide AVID strategies in support of distance learning.

Focal Student Supports	We have a growing new-comer population. There is no formal targeted program to support AA students.	There is a growing Newcomer population and mainstream teachers need training and resources to serve the. Twenty eight percent of student body is longterm-ELL. An African American boys group was established semester 1 but lacked structure and was disbanded. In semester 2 an African American girls group was started and is lead by school psychologist.
Student/Family Supports	Increasing family engagement in stakeholder meetings remains a challenge. And was exascerbated by the pandemic.	Families attend Student Led Conferences, Expos, and Back to School Nights but it has beeen challenging to get families to comee to SSC and SELLs. No PTA, or PTSA exists at UFSA. An informal coffee with the principal exists monthly since the 2018-19 school year. Access to technology and computer literacy increased the family engagement challenge
Staff Supports	Intervention supports are exhausted, more needed	We have a functioning COST team but we do not have enough intervention support (mental health) to keep up with the referrals.

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.	
School Goal for May 2024:	To increase proficiency in math and language arts standards
Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-85.6 (Spring 2019)	n/a	-34.8
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	43.1%	n/a	48.1%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a

Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-82.0
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	5 points	5.0% (Spring 2019)	n/a	10.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:	To increase proficiency in math and language arts standards for focal students				
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-155.6 (Spring 2019)	n/a	-93.2
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-126.3 (Spring 2019)	n/a	-86.3
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	n/a

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	65.0%	Coming soon	55%

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-207.6 (Spring 2019)	n/a	-150.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-177.9 (Spring 2019)	n/a	-116.0
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	English Learners	n/a	n/a	n/a	n/a

Instructional Focus Goal:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
ELL Reclassification	English Learners	Reclassify 16%	10.2%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	10.6%	n/a	25.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal for May 2024:	All students build relationships to feel connected and engaged in learning.				
Instructional Focus Goal:	*All students build relationships to feel connected and engaged in learning.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Connectedness	All Students	+5pp	58.4%	n/a	74.8%
Suspensions	All Students	-2pp	13.8%	n/a	9.8%
Suspensions	African-American Students	-2pp	25.0%	n/a	11.2%

Suspensions	Students with Disabilities	-2pp	30.5%	n/a	10.8%
Chronic Absence	All Students	-2pp	17.3%	n/a	30.1%
Chronic Absence	African-American Students	-2pp	32.7%	n/a	26.8%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal for May 2024:	Increase the percentage of staff retention by 10% through onsite coaching, and use of district provided resources for retention.				
Measure	**Target Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	TBD	TBD
Teacher Retention	All Teachers	above 80%	71.2%	n/a	80%

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 beehaviorally. 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.

School: United for Success Academy	SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:	If we continue to develop more culturally relevant practices such as restorative justice, advisory (including community building, goal setting, family contact & academic mentoring), project based learning, and communication and collaboration practices, students will feel more "connected" to school and reduce behaviors that results in out-of-class time. If we implement targeted-universalism with our African American students, Latinx, EL, AA students will demonstrate higher achievement in all engagement measures.
Theory of Change:	All students build relationships to feel connected and engaged in learning
Related School Goal:	All students

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

This year we have engaged in professional development on culturally responsive teaching. We have also had an instructional focus on task analysis and language demands.

What evidence do you see that your practices are effective?

Both foci involved use of focal student data to reflect and measure efficacy of instructional practices. Data includes decrease referral incidents and no suspensions.

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

Emphasis was made on classroom interventions and relationship building

20-21 Standards-Based Instruction Priority:	Standards Based instruction
Theory of Change:	If we develop teacher capacity to implement intentional communication and collaboration structures, then students will engage in the "heavy lifting" of common core/ NGSS level content. If we provide students with strategic interventions & acceleration courses (ELD, Mathematics, & Reading) more students will get appropriate differentiated instruction and meet standard on SBAC and ELPAC.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers in Math PLC are focusing on questioning practices to ensure high quality questions are being asked of all students. 2nd Wednesday Math Collaboration has focused on 2 talk routines.

What evidence do you see that your practices are effective?

Grade data and SBAC DF3 will show growth. TBD.

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

Continued focus on academic discourse with attention to standards based instruction and multiple mitigations.

20-21 Language & Literacy Priority:	tbd
Theory of Change:	By emphasizing task analysis in PD we aim to increase capacity for teachers to meet the language demads of students
Related School Goal:	This supports the fortifying complex output goal and schoolwide emphasis on English learners.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have been able to implement 3 professional learning cycles whole staff in support of task analysis. In addition, we will be creating a new ELD teaching position which will increase the direct service to ELLs

What evidence do you see that your practices are effective?

Staff engagement in the professional learning cycles; student work analyzed as part of prfessional learning series

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

Increased staffing for 2021-22.

20-21 Conditions for Adult Professional Learning Priority:	tbd
Theory of Change:	tbd
Related School Goal:	tbd

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

This year we have participated in a semester long training with the National Equity Project. rofessional learning series focused on culturally and linguistically responsive practices aimed to increase and academic and behavioral expectations.

What evidence do you see that your practices are effective?

tbd

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

tbd	

20-21 Conditions for English Language Learners Priority:	tbd
Theory of Change:	tbd
Related School Goal:	tbd

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

tbd

What evidence do you see that your practices are effective?

tbd

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

tbd

Arts, Music, and World Languages Priority:	tbd
Theory of Change:	tbd
Related School Goal:	tbd

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

tbd

What evidence do you see that your practices are effective?

tbd

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

tbd

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

tbd

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: United for Success Academy	**School ID:** 228

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"):	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.
School Theory of Change:	All students build relationships to feel connected and engaged in learning
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
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 communication and collaboration structures and protocols for instruction.	Engage staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration. Utilize ILT and PLC structures to promote learning and access student outcomes.	Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.		
1-2	Implement Advisory and PBIS program to support all students through a multi-tiered systems of support lens and to support with students transitioning from 5th to 6th grades.	Continue to develop program (structures, content, parent outreach, goals, grading policies, etc.) Consider advisory needs when developing master schedule and academic calendar (e.g. orientation week, extended advisory days, etc.)	Classroom observations, master schedule, annual calendar, PBIS walkthroughs, student led conference attendance data		

1-3	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 coordiator to review current practices with ILT and COST regularly.	Classroom observations, RJ data tracker showing balance of community/ conflict/ reentry circles, PBIS walkthroughs		
1-4	Implement program to provide targeted support to our African American males and females.	Engage relevant stakeholders in re-developing current programs that serve African American students. Utilize ILT and PLC structures to access student outcomes, provide priority placement for students in foster care.	Classroom observations, attendance data, suspension data, URF data, HS Readiness data	We have a growing new-comer population. There is no formal targeted program to support AA students.	
1-5	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	Continue to improve COST via weekly meetings and coaching/reflection. Fund CSM and utilize COST structures to ensure we meet the needs of our neediest students.	COST meeting agendas, attendance data, CHKS, HS Readiness data, suspension data, URF data		
1-6	Integrate attendance goals into advisory.	Provide teachers with tools to track attendance and parent outreach. Designate SART/SARB coordinator. Utilize CSM and COST to devolop school-wide process for advisory classes and parent outreach.	Attendance data, student led conference observations		
1-7	Integrate attendance into the criteria for success with all school partners.	Require partners to measure/track attendance as part of their criteria for success. Utilize COST to engage partners in data-tracking for attendance. Engage leadership team to determine continued partnerships based on resulting data.	Attendance data, COST data tracker		

1-8	Promote and celebrate attendance when appropriate (e.g. status and growth.) Identify students who are at risk of being chronically absent or who are chronically absent.	Use data resources to identify students who are attending school regularly or are chronically absent or at risck of being chronically absent. Utilize PBIS to include attendance as a factor for celebration/goal setting. Utilize COST to caseload support at risk students and/or chronically absent students.	Attendance data, attendance team meeting agendas, attendance parent engagement tracker		
1-9	Promote attendance as part of HS readiness criteria.	Designate parent outreach goals with CSM and parent liasion. Utilize COST (e.g. CSM, academic counselor, parent liasion, etc.) to engage parents in the importance of attendance.	HS Readiness data, GPAs, attendance data, suspension data, academic counselor and attendance team meeting agendas		
1-10	Implement culturally relevant practices within curriculum.	Fund and engage staff in professional development that promotes expeditionary learning experiences (e.g. project based learning, real-world application of content, field trips, etc.) Utilize ILT and PLC structures to promote learning and access student outcomes.	Annual calendar, PD/PLC agendas, grade-level team agendas, classroom observations, learning walks		
1-11	Utilize Parent Resource Center to support parent engagement in student outcomes.	Fund CSM & Parent Engagement Coordinator to facilitate parents and families support of student achievement, prioritizing homeless students and families.	Parent Engagement Sign-in, COST agendas, event calendar		

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1-12	Implement program to provide targeted support to our economically disadvantaged students..	Engage relevant stakeholders in re-developing current programs that serve all of our economically disadvantaged students. Utilize ILT and PLC structures to access student outcomes, provide priority placement for students in foster care.	Classroom observations, attendance data, suspension data, URF data, HS Readiness data		
1-13	Implement afterschool and summer learning programs to provide intervention support to students to assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects and build a school to home bridge.	Designate an afterschool liaison to provide continuity with the school day progam afterschool. Implement summer learning program, priortizing students that are not meeting stae academic standardds in core subjects.	Afterschool program and implement summer learning program.		

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**					
School Priority ("Big Rock"):	Standards Based instruction				
School Theory of Change:	If we develop teacher capacity to implement intentional communication and collaboration structures, then students will engage in the "heavy lifting" of common core/ NGSS level content. If we provide students with strategic interventions & acceleration courses (ELD, Mathematics, & Reading) more students will get appropriate differentiated instruction and meet standard on SBAC and ELPAC.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
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?

2-1	Plan and develop communication and collaboration structures and protocols for instruction across all content areas.	Engage all staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration and scaffold grade level tasks. Utilize CCTL and PLC structures to promote learning and access student outcomes.	Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.		
2-2	Use technology to differentiate instruction and strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Purchase Achieve 3000 to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in ELA subjects. And ST Math or other software for math.	Classroom observations, lesson plans, learning walks		
2-3	Offer Algebra course to algebra-ready 8th graders, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in Mathematics.	Identify algebra-ready students using SMI, SBAC, grades, and teacher recommendations. Prioritize algebra-ready math students' needs when considering master schedule (e.g. Blueprint, 6th, 7th, and 8th grade intervention exploratory courses, etc.)	Classroom observations, master schedule		
2-4	Create year plans to ensure all grade-level focal standards are taught, which will strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize PLC structure and CCTL coaching meetings to regularly review progress on year plan and analyze IAB and unit assessments.	IAB completion, PLC agendas, classroom observations, teacher scope and sequences		

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2-5	Implement intervention courses in Math and Reading to strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in core subjects.	Utilize ILT to review successful intervention instructional practices and implement across all grade levels/courses. In selecting students for exploratory and Blueprint courses, particular attention will be paid to economically disadvantaged students.	Master schedule, classroom walkthroughs, PD/PLC agendas		
2-6	Re-Start Science PLC that addresses scientific modeling and argumentation strengthen core academic program and assist in meeting state's academic proficiency or advance levels of academic achievement in Science.	Science PLC will support teachers to utilize communication and collaboration structures that strengthen student modeling and scientific argumentation, 2 of 8 NGSS Science and Engineering Practices.	PLC agendas, learning walks, student work		
2-7	See language and literacy actions articulated above.	See language and literacy actions articulated above.	See language and literacy evidence articulated above.		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority ("Big Rock"):	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.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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?

3-1	Plan and develop intentional communication and collaboration structures and protocols (e.g. from Zwiers, Kagan, etc.) to support fortifying complex language output.	Engage all staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration. Utilize ILT and PLC structures to promote learning and access student outcomes.	Classroom walkthroughs, PD/PLC agendas, lesson plans, student work		
3-2	Explicit teaching of reading behaviors (accuracy, fluency, comprehension & expanding vocabulary) utilzing the Fountas and Pinnell literacy continuum. The literacy framework in the classroom will include: independent reading at students' independent reading level, small group instruction, literacy centers and whole-class texts (within EL curriculum and others). Additionally, teachers will teach reading engagement where students build focus, enjoyment, and stamina in reading.	Engage humanities/reading teachers on reading strategies and how to implement a literacy framework in their classrooms where students are engaging in independent as well as instructional level texts.	Classroom walkthroughs, PD/PLC agendas, lesson plans		

3-3	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.	Engage all ELA/History teachers in professional development focusing on: - Engaging all students in lessons that require critical thinking about complex, ideas, texts, and issues. - Connecting students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning. That will result in students: - Communicating clearly & effectively through writing, speaking, and presenting ideas within and across disciplines - Complex oral and written output that demonstrates higher-order thinking and depth of knowledge.	Classroom walkthroughs, PD/PLC agendas, lesson plans		
3-4	Utilize library as a resource to enhance culture of reading and language.	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.	Classroom walkthroughs, PD/PLC agendas, lesson plans, library calendar and survey results		
3-5	Fully implement the HWT twice yearly. Couple HWT with on-demand writing prompts aligned to SBAC or IABs and analyze data to support all students in improving their writing, including GATE students.	PD on integrating academic discussion protocols within the HWT to improve complex output on the writing task. PLC collaborative data analysis of writting tasks (instructional and on-demand) to determine instructional next steps.	Classroom walkthroughs, PD/PLC agendas, lesson plans		

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		
3-6	Teach 5 periods of beginning and intermediate ELD acceleration courses, utilizing district curriculum and coaching support. Implement AVID excel, an acceleration course for LTELLs.	Priortize English Lanugage Learner students for ELD classes when developing master schedule.	Classroom walkthroughs, PD/PLC agendas, master schedule		
3-7	Use of AVID schoolwide strategies that support critical thinking, communication and collaboration and writing to learn.	Establish and maintain AVID trained team to guide the implementation of AVID schoolwide practices to support fortifying complex outtput and college going culture.	classroom walkthroughs, AVID certification tool (CCI), AVID team meeting agendas, AVID parent engagement opportunities and events. each year more staff will be trainined in AVID schoolwide strategies.		

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority ("Big Rock"):	Conditions for Learning
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.
Related Goal(s):	Increase the percentage of staff retention by 10% through onsite coaching, and use of district provided resources for retention.
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?

4-1	Teachers participate in regularly scheduled professional learning with emphasis on fortifying complex output. Teachers then implement their classroom practice the emphasis presented in PL. Set goals in PLC that align to school goals	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. Make space in professional learning scope and sequence for review of PLC goals.	PLC scope and sequences. Goal sheets. Surveys and minutes.		
4-2	Teachers participate in regularly scheduled professional learning with emphasis on restorative practices and culturally responsive teaching. Teachers then implement their classroom practice the emphasis presented in PL.	Engage staff in regular professional development on restorative practices. Employ full time restorative justice coordiator to review current practices with ILT and COST regularly.	Staff surveys, decrease in disciplinary referrals and suspensions	Intervention suppo	
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.	Agendas, meeting minutes, work plans		
4-4	Use of AVID schoolwide strategies that support critical thinking, communication and collaboration and writing to learn.	Establish and maintain AVID trained team to guide the implementation of AVID schoolwide practices to support fortifying complex outtput and college going culture.	classroom walkthroughs, AVID certification tool (CCI), AVID team meeting agendas, AVID parent engagement opportunities and events. each year more staff will be trainined in AVID schoolwide strategies.		

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-5	Teachers participate in staff retreats and other professional learning opportunities to build community and professional practice.	Leadership develops vision of adult learning that is aligned to the UFSA school vision that support the 4 pillars (Achieve, Uphold, Create, and Unfold). Vision includes various opportunities for community building and adult learning throughout the year.	Agendas, meeting minutes, work plans		
4-6	Use evaulation process for aligning school and individual goals.	Teachers set personal goals for their practice and return to them throughout the year to progress monitor.	Agendas, meeting minutes, work plans		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Longterm English Learner Support
School Theory of Change:	If we develop teacher capacity to implement designated and integrated ELD practices/strategies, then we will move students into Academic English Language proficiency. If we provide students with strategic, designated ELD instruction if they demonstrate need in listening and/or speaking as measured by the ELPAC, more students will reclassify.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*English Language Learners*

#	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	Plan and develop communication and collaboration structures and protocols for instruction.	Engage all staff in fortifying complex language output in professional development to build repertoire of practices and protocols.	Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.		
5-2	CLOs contain a language component and is being explicitly taught in lesson plans.	Provide professional development on CLOs, intentional instruction related to CLOs, and data analysis of student work.	Classroom observations, lesson plans, PD/PLC agendas, learning walkthroughs, student work, etc.		

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5-3	Implement designated ELD courses.	Ensure training for teachers of designated ELD courses. Prioritize ELD needs when considering master schedule. Disaggregate data (Newcomers, LTELs who require reading support, and LTELs who require langauge support (e.g. listening, speaking, and reading)) and schedule students for appropriate classes based on need.	Master schedule, lesson plans, PD/PLC agendas, learning walkthroughs etc.		
5-4	Implement reading intervention courses with integrated ELD component.	Ensuring training for teachers of designated ELD courses. Prioritize low-performing student needs when considering master schedule (e.g. Reading Intervention.)	Master schedule, lesson plans, PD/PLC agendas, learning walkthroughs etc.		
5-5	Additional Staffing for ELD	Hire 1.0 FTE to support structured ELD.	Master schedule, lesson plans, PD/PLC agendas, learning walkthroughs etc.		

ARTS, MUSIC, AND WORLD LANGUAGES

School Priority ("Big Rock"):	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 langue output through highly engaging PBL/STEAM curriculum, students language development will simultaneously accelerate.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
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?

6-1	Provide high-quality instruction in Art, Drama, Music, and Computer Science.	Continue to use funds to hire additional elective FTE and supplement the equipment/materials to support program needs. Review and analysis of developing STEAM programs using arts rubrics, TGDS, CHKS, and learning walks.	Master Schedule, chronic absence data, CHKS, Arts Learning Anchor Initiative Development Rubric Scores, class enrollment numbers, site based EOY assessments, learning walks, classroom observations.		
6-2	Implement Joven Noble elective class and increase case management goals.	Distribute funds to supplement existing program from advisory program to advisory + elective and case management program. Consider master schedule when planning for new Joven Noble elective class. (Must include both 7th and 8th grades.)	Master schedule; Joven Noble caseload progress monitoring tool (including data on GPA, attendance, URFs, and suspensions) before and after program support.		
6-3	Integrate language development and acceleration into electives courses (e.g. Drama, Journalism, etc.)	Provide professional development to all staff on communication and collaboration strategies designed to fortify student lanugage output.	Classroom observations, learning walks, lesson plans, PD/ PLC agendas and participation		

PROPOSED 2021-22 SCHOOL SITE BUDGET   **Site Number:** 228   **School:** United for Success Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copier Maintenance	$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	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.	228-1
Licenses	$6,000	General Purpose Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	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.	228-2
Postage	$1,075	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Designate parent outreach goals with CSM and parent liasion. Utilize COST (e.g. CSM, academic counselor,	228-3
Supplies	$14,550	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Overall support for academic and social-emotional practices	228-4
Math/science 7	$78,397	LCFF Supplemental	1105	Certificated Teachers' Salaries	4261	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Science PLC will support teachers to utilize communication and collaboration structures that strengthen student modeling and scientific argumentation, 2 of 8 NGSS Science and Engineering Practices.	228-5
0.6 Art (Knapp)	$55,115	LCFF Supplemental	1105	Certificated Teachers' Salaries	4928	Teacher, Structured English Immersion	0.60	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Science PLC will support teachers to utilize communication and collaboration structures that strengthen student modeling and scientific argumentation, 2 of 8 NGSS Science and Engineering Practices.	228-6
1.0 STIP (Margalit)	$64,000	**LCFF Supplemental**	**1105**	Certificated Teachers' Salaries	tbd	Enter position number at left.	1.00	**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**	**Plan and develop communication and collaboration structures and protocols for instruction across all content areas.**	228-7
0.4 Humanities TSA 11 mon (Mesa)	$59,765	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7873	Teacher 11Months 12-Pay	0.40	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	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.	228-8
Supplies	$17,423	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Overall support for academic and social-emotional practices	228-9
0.5 ELD Teacher (new)	$50,850	LCFF Supplemental	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Hire 1.0 FTE to support structured ELD.	228-10
.5 ELD Teacher (New)	$50,000	LCFF Concentration	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Hire 1.0 FTE to support structured ELD.	228-11
Supplies	$7,450	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Overall support for academic and social-emotional practices	228-12

PROPOSED 2021-22 SCHOOL SITE BUDGET   **Site Number:** 228   **School:** United for Success Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Restorative Justice Case Manager	$50,000	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement and integrate Restorative Justice processes as part of instructional program.	228-13
Counselor	$11,289	Title I: Basic	1205	Certificated Pupil Support Salaries	4658	Counselor	0.10	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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.	228-14
Extended Contracts Teacher Curriculum planning	$50,000	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Use of AVID schoolwide strategies that support critical thinking, communication and collaboration and writing to learn.	228-15
technology upgrades and repair	$23,250	Title I: Basic	4420	Computer < $5,000	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	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.	228-16
PIQE	$3,580	Title I: Parent Participation	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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.)	228-17
AVID materials and supplies	$8,950	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Use of AVID schoolwide strategies that support critical thinking, communication and collaboration and writing to learn.	228-18
0.5 Librarian	$60,373	Measure G: Library	1105	Certificated Teachers' Salaries	7874	Librarian	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Utilize library as a resource to enhance culture of reading and language.	228-19
Certificated Teachers' Salaries	$21,673	Measure G1	1105	Certificated Teachers' Salaries	4248	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Teachers set personal goals for their practice and return to them throughout the year to progress monitor.	228-20
AVID PD/Conferences	$15,000	Comprehensive Support & Improvement (CSI) Grant	5220	Conference Expense	n/a	Enter position number at left.	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Use of AVID schoolwide strategies that support critical thinking, communication and collaboration and writing to learn.	228-21
AVID license	$5,000	Comprehensive Support & Improvement (CSI) Grant	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Use of AVID schoolwide strategies that support critical thinking, communication and collaboration and writing to learn.	228-22
Interventionist	$25,000	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	tbd	Enter position number at left.	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Utilize COST to support ALL students, including students with disabilities, who are at risk of not meeting their academic potential due to mitigating circumstances.	228-23
Math Coach	$34,700	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	tbd	Enter position number at left.	0.25	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	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.	228-24

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Summer School Extended Contracts	$28,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Engage all staff in professional development to build repertoire of structures, practices, and protocols to enhance student communication and collaboration and scaffold grade level tasks. Utilize CCTL and PLC structures to promote learning and access student outcomes.	228-25
Supplies	$27,050	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Overall support for academic and social-emotional practices	228-26
Certificated Teachers' Salaries	$14,088	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4248	Teacher, Structured English Immersion	0.13	Goal 1: All students graduate college, career, and community ready.	Explicit teaching of reading behaviors (accuracy, fluency, comprehension & expanding vocabulary) utilzing the Fountas and Pinnell literacy continuum. The literacy framework in the classroom will include: independent reading at students' independent reading level, small group instruction, literacy centers and whole-class texts (within EL curriculum and others). Additionally, teachers will teach reading engagement where students build focus, enjoyment, and stamina in reading.	228-27
Social worker	$47,530	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	7926	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Social Worker to support families, students, school	228-28
After School Contract	$42,031	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	After School programming	228-29
Afterschool contract	$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	After School programming	228-30

UNITED FOR SUCCESS ACADEMY
ACHIEVE ● UPHOLD ● CREATE ● UNFOLD

School - Parent Compact

School and the parents of the students agree that this compact outlines how parents, the 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 2020-2021 school year.

School Responsibilities – School will:

1.) Provide high – quality curriculum and instruction in a supportive and effective learning environment that enables 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 and/or home visits during which this compact will be discussed as it relates to the individual child's achievement.
Parent – teacher conferences will be held twice during the school year and as needed.

3.) Provide parents with frequent reports on their children's progress.
- *Report cards will be sent six times a year and as needed.*
  - *One will be mailed per semester (two total, middle and end of year)*
  - *Four will be sent home with the student (two per semester)*
- *Progress reports will be sent home with students every 2 weeks and be accessible online*
- *Teachers will provide consistent and timely updated grades for students and families*

4.) Provide parents reasonable access to staff.
School staff will be available for consultation with parents as needed.

5.) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
Parents may volunteer, participate and observe classroom activities.

Parents Responsibilities:
We, as parents will support our children's learning in the following ways:
- *Monitor academic progress and communicate with teachers as needed*
- *Monitoring attendance*
- *Make sure homework is completed*
- *Promoting positive use of child's out of school time*

Students responsibilities:
We, as students, will share the responsibility to improve out academic achievement and achieve the State of California's academic standards. We will:
- *Monitor and share progress reports with parents, guardians and families*
- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*

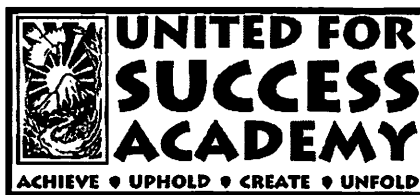|	
_____	_____
Student Signature	**Date**
_____	_____
Parent Signature	**Date**
_____	8/28/2020
Principal Signature	**Date**

Title I School Parental Engagement Policy 2020-2021

Engagement and 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.

2.) Assist Title I parents in understanding academic standards based instruction, including a variety of assessments which include district embedded 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 academic content standards
- The State of California's student academic achievement standards
- The State of California 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 SBAC and District Benchmark exams and Progress Writing Assessments, and what they need in order to improve. Students reflect out loud about their progress, their teachers and families. Additionally, teachers meet with families during Student Success Team (SST) meetings, which are set up as needed to address specific behavior and academic concerns for students.

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

Parents are invited to learn at Student Led Conferences about the academic work their child is learning. Families learn about content material, as well as support as enrichment classes. Through our Coordination of Services Team (COST), families learn of direct health and mental health services available for their students. Through our Family Resource Center (FRC), families get direct services, such as Know Your Rights trainings. Through our Native American Health Clinic, families get services, such as dental appintments, eye screenings, and self defense classes.

4.) Educate staff with the assistance of Title I parents of the value of parent contributions and how to work with parents as equal partners.

We have done a series of Professionals Development meetings at which staff learn about the importance of engaging with families through a variety of ways: homevisits, the use of Talking Points, calling home and what this looks like and sounds like when done well. Staff is expected to call home and communicate with families
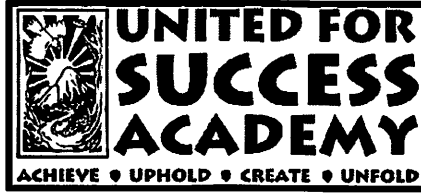
about student success and concerns. Additionally, at SSC staff and families work together to discuss school-wide issues/concerns and come up with solutions that work for all stakeholders.

5.) Coordinate and integrate the Title I Parental Involvement program with other activities that encourage and support parents to more fully participate in the education of their children.

Our Family Engagement Director helps lead the efforts of our FRC in engaging all families and encouraging them to more fully participate in school activities. Families are encouraged to attend our school with their child, both scheduled and unscheduled. Families are also invited to attend field trips as chaperones, including overnight camping trips. The school holds a monthly Coffee with the Principal, SSC meetings (School Site Council), and SELLs.

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

Monthly parent newsletters are sent home in English and Spanish which highlight upcoming events, parent meetings and student activities. Also, as needed, we use our Talking Points messaging system and 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 (as needed) 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 (the use of Aeries to check grades) and, to the extent practicable, provided in a language the parents can understand.

Adoption

This School Parental Engagement Policy has been developed jointly with, and agreed with, and agreed with, parents of children participating in Title I, Part A programs, as evidenced by School Site Council minutes.

This policy was adopted by United for Success Academy and will be in effect for the 2020-21 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The United for Success's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable and provided in a language the parents can understand.

_____   8/28/2020
(Principal's Signature)   (Date)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

United for Success Academy

School Site Council Membership Roster | Lista de miembros del consejo del sitio escolar
2020-2021

SSC - Officers | Oficiales

Chairperson | Presidente:	Angel Palencia
Vice Chairperson | Vicepresidente:	Ronald McSwain
Secretary | Secretaria/o:	Freddie Alvarado

SSC - Members | Miembros

Member's Name / Nombre de miembro	Principal / Directora	Classroom Teacher / Profesor de aula	Other Staff / Otro personal	Parent/ Community Member / Padre / Miembro de Comunidad	Student / Estudiante	Term (1st or 2nd year term) / Término (primer o segundo año)
Angel Palencia				X		1st
Sheila Lawrence				X		1st
Freddie Alvarado			X			1st
Rosalba Panigua				X		1st
Sophia ▮▮▮▮▮					X	1st
Norma Orozco				X		1st
Ronald McSwain		X				2nd
Shartresa Nixon		X				2nd
Marcos Garcia	X					n/a
Candace Fukimoto		X				1st

SSC Meeting Schedule | Calendario de reuniones: (Day/Month/Time)	Fourth Tuesday of each month at 4:00 pm

SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC;
4. **Secondary SSC's must have student member(s)**; and
5. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
4 Parents/Community Members
1 Student (at least)