

Board Office Use: Legislative File Info.	
File ID Number	24-1771
Introduction Date	8/14/24
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for United for Success Academy

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for United for Success Academy.

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

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

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

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

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for United for Success Academy



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

2024-25 School Plan for Student Achievement (SPSA)

School: United for Success Academy
CDS Code: 1612590112763
Principal: Sara Allen
Date of this revision: 4/9/2024

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

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

Contact: Sara Allen

Position: Principal

Address: 2101 35th Avenue
Oakland, CA 94601

Telephone: 510-535-3880

Email: sara.allen@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/9/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/9/2024

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

- Flyers in students’ home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Sara Allen	<i>Sara Allen</i>	4/9/2024
_____ <i>Principal</i>	_____ Signature	_____ Date
Jesus Maciel	<i>Jesus Maciel</i>	4/9/24
_____ <i>SSC Chairperson</i>	_____ Signature	_____ Date
Clifford Hong	<i>Clifford Hong</i>	05/15/24
_____ <i>Network Superintendent</i>	_____ Signature	_____ Date
Lisa Spielman	<i>Lisa Spielman</i>	5/15/24
_____ <i>Director, Strategic Resource Planning</i>	_____ Signature	_____ Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/20/24 3/19/2024	SSC and SELLS	SSC/SELLS met on 2/20/24 and 3/19/24 to review and revise the SPSA in it's entirety. The review was split between the 2 sessions. We will meet 4/9/24 to vote for SPSA approval?
2/6/24 2/13/24 3/20/24	Admin Team	Admin met before and between SSC meetings and ILT meetings to create the SPSA and revise the SPSA based on feedback from SSC, LT and ILT
2/13/24 3/12/24	Instructional Leadership Team	ILT meets weekly but on the two dates listed time was spent reviewing and revising the 2024-25 SPSA
3/28/2024	Leadership Team	Leadership team will meet at the end of March to do a final review of the SPSA for approval before SSC.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$239,883.00
Total Federal Funds Provided to the School from the LEA for CSI	\$142,400.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,373,902.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$126,360	LCFF Discretionary (General Purpose Discretionary #0000)	\$22,295
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,510	LCFF Supplemental (LCFF Supplemental #0002)	\$228,150
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$101,238	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$8,775	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$142,400	California Community Schools Partnership Program (CCSPP #6332)	\$277,500
		Proposition 28 (Arts & Music in Schools) (#6770)	\$68,038
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$218,993
SUBTOTAL OF FEDERAL FUNDING:	\$382,283		\$991,619

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,373,902.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: United for Success Academy

School ID: 228

CDS Code: 1612590112763

SSC Approval Date: 4/9/2024

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.3%	13.5%	75.7%	1.6%	1.6%	16.2%	98.1%	57.6%	37.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.7%	0.5%	3.5%	0.8%	0.5%	0.3%	96.0%	7.6%	88.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Close distance from met on ELA SBAC and math SBAC.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-96.3	not available until fall 2024	not available until fall 2025	-86.3
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	41.7%	not available until fall 2024	not available until fall 2025	51.7%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-153.7	not available until fall 2024	not available until fall 2025	-133.7
California Science Test (CAST) Standard Met or Exceeded	All Students	5.7%	not available until fall 2024	not available until fall 2025	15.7%

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

School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-159.5	not available until fall 2024	not available until fall 2025	-139.5
SBAC ELA Distance from Standard Met	African American Students	-137.8	not available until fall 2024	not available until fall 2025	-117.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	61.4%	not available until fall 2024	not available until fall 2025	61.40%
SBAC Math Distance from Standard Met	Special Education Students	-208.8	not available until fall 2024	not available until fall 2025	-188.8
SBAC Math Distance from Standard Met	African American Students	-175.2	not available until fall 2024	not available until fall 2025	-155.2

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	11.2%	not available until fall 2024	not available until fall 2025	14.20%
LTEL Reclassification	Long-Term English Learners	12.5%	not available until fall 2024	not available until fall 2025	15.50%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.				
Identified School Need:	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <small>*2021-22 baseline data</small>	All Students	57.7%	not available until fall 2024	not available until fall 2025	67.7%
Out-of-School Suspensions	All Students	6.0%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	18.0%	not available until fall 2024	not available until fall 2025	13.5%
Out-of-School Suspensions	Special Education Students	10.8%	not available until fall 2024	not available until fall 2025	8.1%
Chronic Absenteeism	All Students	69.9%	not available until fall 2024	not available until fall 2025	52.4%
Chronic Absenteeism	African American Students	80.4%	not available until fall 2024	not available until fall 2025	60.3%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase teacher retention.				
Identified School Need:	Build a school where students are successful, then teachers will be success and will stay.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	71.0%	not available until fall 2024	not available until fall 2025	81.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>Close distance from met on ELA SBAC and math SBAC.</i>	<i>100% of students have access to needed Intervention courses. Additionally our AVID electives support college and career readiness. Academic counselor, and Extended Contracts for teachers and classified staff. Professional Development in best practices, planning time and collaboration time. Provided office hours for students that need extra support. Time for teachers to reach out to families about academic support and office hours. Guided work period and goal setting in Advisory classes. Technology upgrades and repairs to keep teachers and students up to date with technology use.</i>
<i>LCAP Goal 2:</i>	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>Various Newcomer sheltered content courses for targeted support of focal students, and movement of mainstreamed newcomers in a cohort. ELD courses that also provide reading intervention for targeted support of focal students. Professional development in best practices for targeted support of focal students. African American students receive math support via our blue print math intervention. Technology upgrades and repairs to keep all teachers and students up to date with technology use. Technology that assists teachers with thier teaching and their own growth as teachers. ie promethean boards, equipment for recording.</i>
<i>LCAP Goal 3:</i>	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>School-wide advisory program supports family-school connection, RJ, CSM and Academic Counselor. Usage of Sown to Grow to better understand the feelings of students. Grade level Case managers for students and families. Attendance team and Cost team. Partnership with Joven Noble with a focus on LatinX men and boys, and an additional New Comer Section of Joven Noble. Leadership class as an elective. Electives in Music, Art and Computer Science, as well as one section of Ethnic Studies.</i>
<i>LCAP Goal 4:</i>	<i>Increase teacher retention.</i>	<i>Continued support via PD with differentiation for newer teachers. Mentor support for new teachers, and coaching support for math and Literacy with TSA/Coaches. Staff appreciation and Events. COST team and attendance team support. Support from Academic counselor. Scheduled office hours. Technology that assists teachers with thier teaching and their own growth as teachers. ie promethean boards, equipment for recording.</i>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	UFSA continues to have a majority of students reading below grade level. Preparing students for high school we will ensure smaller class size in 8th grade ELA. Students coming in to middle already behind. Shorter class periods in order to accomodate both electives and intervention classes for all students. Technology upgrades and repairs to keep all teachers and students up to date with technology use. Technology that assists teachers with thier teaching and their own growth as teachers. ie promethean boards, equipment for recording. Paid Exteded hours for planning and collaboration
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	UFSA continues to have a majority of students that have a math performance below grade levelStruggle to attend to the needs of all subgroups in one classroom. Not having an adult in the classroom that has a shared language with students. Students need enriching off-campus learning experiences that align with core academic standards as they are an opportunity to deepen students' understanding of Math, ELA, and Science standards through targeted learning experiences. Technology upgrades and repairs to keep all teachers and students up to date with technology use. Technology that assists teachers with thier teaching and their own growth as teachers. ie promethean boards, equipment for recording. Paid Exteded hours for planning and collaboration
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	UFSA has had a continuing struggle to regain family engagement since the pandemic and other school interruptions such as both strikes. Comprehensive plans to reintroduce chronically absent students and famillies. Students need enriching off-campus learning experiences that align with core academic standards as they are an opportunity to deepen students' understanding of Math, ELA, and Science standards through targeted learning experiences. Parents and families need translation services in order to better communicate with teachers and staff. More parent engagement workshops, events and education programs are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students.
LCAP Goal 4:	Increase teacher retention.	Meaningful PD that engages staff at all different levels of their teaching career. Teachers teacing newcomers without specific training and support is frustrating. Consistent plans and support for tier 3 students. Paid extra planning and collaboration time. Coaching and mentorships Technology upgrades and repairs to keep all teachers and students up to date with technology use. Technology that assists teachers with thier teaching and their own growth as teachers. ie promethean boards, equipment for recording.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: United for Success Academy

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

PIQE Consultant- We have been unable to hire a consultant, we have used funding to provide space and classes for parents around their student's education and progress.
Extended Contracts- UFSA has been able to pay teachers extended hours to long term plan and to collaborate with dept and grade level peers. Also for additional office hours as needed.
Academic Counselor- Having a full time counselor has enabled UFSA students to have a comprehensive master schedule, to have preferred classes, and for families to be more engaged with their student's learning and progress. This has also helped the school maintain enrollment, and ensures that 8th grade students are enrolling in high schools in the district. The academic counselor hosts high school nights and forges partnerships with alternative high schools in Oakland.
RJ facilitator/Case managers- these positions allow for more adults to give 1-1 attention to students and families. This decreases conflict and suspensions and has also been integral in intervening with conflict, and behaviors that impede learning.

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

PIQE - We have been unable to hire a consultant, we have used funding to provide space and classes for parents around their student's education and progress.
Extended Contracts- UFSA has been able to pay teachers extended hours to long term plan and to collaborate with dept and grade level peers.
Academic Counselor- Having a full time counselor has enabled UFSA students to have a comprehensive master schedule, to have preferred classes, and for families to be more engaged with their student's learning and progress. This has also helped the school maintain enrollment, and ensures that 8th grade students are enrolling in high schools in the district.
RJ facilitator/Case managers- these positions allow for more adults to give 1-1 attention to students and families. This decreases conflict and suspensions and has also been integral in intervening with conflict, and behaviors that impede learning.

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

We will be using title 1 funds for an 8th grade ELA class size reduction teacher. LCAP goal 1

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
PIQE - Consultant	LTEL Reclassification	Trains staff on how to support English Language Learners.	This is not working because we were unable to obtain a PIQE consultant.	We will discontinue the search for a consultant but continue to use the funds for classes for parents/cargivers.
Extended Contracts	SBAC ELA Distance from Standard Met	Compensate teachers for additional planning time and collaboration with peers, attending foundational training in ELA and related PD and math curriculum and related PD	This has been working well. Teachers have been able to have time to plan in depth and have been able to consistently collaborate with department and grade level peers. They attended school wide PD as well as outside PD.	We will continue to pay for extended contracts for teachers if money permits.
Counselor	On Track to Graduate: 9th Grade	Supports students to complete academic requirements.	Having a full time counselor has been working well, he has been able to solidify the master schedule, and maintain any changes in schedules that need to take place. He leads SST's and sits on our COST team as well. He also holds classes for parents around navigating aeiries and registereing for school with a focus on 8th graeders and registering for high school.	We will continue to fund a fulll time counserlor
Restorative Justice Facilitator	Out-of-School Suspensions	The RJ facilitator works towards building a positive culture at the school.	Having Rj/Casemanagers at the school has caused in school suspensions to go down notably. This position has allowed students that need the behavioral interventions and help resolving conflict. This directly affects students having less physical altercations and learning to resolve conflict without violence.	We will continue to fund rj/casemanager postions

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	United for Success Academy	SCHOOL ID:	228
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3: SCHOOL STRATEGIES & ACTIONS	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	Close distance from met on ELA SBAC and math SBAC.
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Identified Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental

1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified

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

School Goal: Close distance from met on ELA SBAC and Math SBAC for specific subgroups.

Identified Need: Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Prepare 8th Grade students for high school by closing the distance from met in ELA by providing a class size reduction teacher for 8th grade ELA	All Students	Academic	Tier 1 - Universal
2-2	Implement Intervention courses in Math and Reading	All Students	Academic	Tier 3 - Intensified
2-3	Implement intervention courses in Language Development	English Learner Students	Academic	Tier 3 - Intensified
2-4	PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	All Students	Academic	Tier 1 - Universal

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

School Goal: Increase connectedness to school, reduce suspensions and chronic absenteeism.

Identified Need: Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team/Discipline team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal

3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	All Students	Behavioral	Tier 1 - Universal
3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal

3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-23	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	All Students	SEL / Mental Health	Tier 1 - Universal
3-25	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-26	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal: Increase teacher retention.

Identified Need: Build a school where students are successful, then teachers will be success and will stay.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Pro-actively creating positive working adult relationships accross difference. All aults taking responsibility for interrupting problematic adult behaviors, interactions, relationships, and groupings. Teachers/Staff will create a welcoming community building events. Regular community building and professional and personal insights. Ensuring the hiring committee reflects the diversity of our current comminuty.	All Students	Academic	Tier 1 - Universal
4-2	Teachers participate in regularly schuduled profesional learning with emphasis on identity and teaching practices that are anti-racist, restorative, and culturally responsive. Teachers then implement in thier classroom practice the empasis presented in PL. Professional learning is based of staff needs and feedback. Mentor/Coaches uplift practices from PL	All Students	Academic	Tier 1 - Universal
4-3	Regularly scheduled and aligned PLCs. Time allocated for weekly departmental PLCs, PLC facilitators plan for meaningful and equitable adult engagement.	All Students	Academic	Tier 1 - Universal
4-4	Attending, optional and mandatory professional learning opportunities to continue to grow the practice of all staff. Providing and informing teachers and staff of relevant PD opportunities.	All Students	Academic	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Implement advisory/elective/club affinity spaces programming to provide targeted support to our Black Students. Engage relevant stakeholders in re-developing programs that serve our Black students, seeking out relevant community resources and partnerships.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Teachers prioritize family outreach with our AA families. Night of elegance, home-visits. Attention to engagement with BTS with opportunities to gain feedback from families.	African American	SEL / Mental Health	Tier 2 - Supplemental
	Attending, optional and mandatory professional learning around equitable and anti-racist teaching practices.	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	LTELs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental
6-9	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5910 - Postage	\$1,075	LCFF Discretionary	5910	Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	
5846 - Licensing Agreements	\$4,045	LCFF Discretionary	5846	Licensing Agreements		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	228-2
5610 - Equip Maintenance & Repairs	\$6,000	LCFF Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	228-3
4310 - Materials and Supplies	\$11,175	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	228-4
Case Manager 20	\$1,029	LCFF Supplemental	2405	Clerical Salaries	9058	Case Manager	0.01	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Case Management	228-5
4310 - Materials and Supplies	\$9,064	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	228-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$26,881	LCFF Supplemental	1105	Certificated Teachers' Salaries	2981	Teacher, Structured English Immersion	0.25	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	228-7
Case Manager 20	\$93,389	LCFF Supplemental	2405	Clerical Salaries	9040	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Case Management	228-8
Teacher Structured Eng Immersn	\$97,788	LCFF Supplemental	1105	Certificated Teachers' Salaries	0600	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	228-9
5826 - Field Trips	6,238.14	Title I, Part A Schoolwide Program	5820	Field Trips		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community among students.	228-10
1120 - Extended Contracts	\$10,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	228-11
Counselor	29,477.76	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4658	Counselor	0.20	n/a	College/Career Readiness	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	228-12
Class Size Reduction Teacher (ELA)	\$80,644	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2981	Teacher, Structured English Immersion	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Prepare 8th Grade students for high school by closing the distance from met in ELA by providing a class size reduction teacher for 8th grade ELA	228-13

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants (Parent Education Programs)	\$3,510	Title I, Part A Parent & Family Engagement	5825	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	228-14
4310 - Materials and Supplies	\$4,143	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	228-15
Teacher Structured Eng Immersn	\$65,257	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	4248	Teacher, Structured English Immersion	0.45	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	228-16
5825 - Consultants	\$73,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	228-17
5825 - Consultants	\$5,261	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Establish electives and extracurriculars to encourage community amongst students.	228-18
5100 - Subagreements For Services	\$74,274	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	228-19
4380 - Uniforms	\$21,703	21st Century Community Learning Centers (Title IV, Part B)	4380	Uniforms		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	228-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$4,000	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	228-21
5825 - Consultants	\$4,775	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community among students.	228-22
1120 - Teachers Salaries Stipends	\$2,500	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.		PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	228-23
5825 - Consultants	\$12,117	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community among students.	228-24
5100 - Subagreements For Services	\$162,026	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Establish electives and extracurriculars to encourage community among students.	228-25
1122 - Teachers Salaries Extra Comp	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	228-26
2225 - Classsuppt Salaries Overtime	\$3,261	California Community Schools Partnership Program	2225	Classified Support Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.		School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	228-27

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 20	\$49,312	California Community Schools Partnership Program	2405	Clerical Salaries	8774	Case Manager	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	228-28
Case Manager 20	\$77,145	California Community Schools Partnership Program	2405	Clerical Salaries	9058	Case Manager	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	228-29
Restorative Justic Facilitator	\$147,783	California Community Schools Partnership Program	2205	Classified Support Salaries	7877	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	228-30
4310 - Materials and Supplies	\$1,706	Proposition 28—Arts and Music in Schools Funding	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	228-31
Teacher Structured Eng Immersn	\$66,332	Proposition 28—Arts and Music in Schools Funding	1105	Certificated Teachers' Salaries	3130	Teacher, Structured English Immersion	0.66	Goal 1: All students graduate college, career, and community ready.		PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	228-32
5825 - Consultants	\$517	Measure G1	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	228-33
Case Manager 20	\$24,686	Measure G1	2405	Clerical Salaries	9058	Case Manager	0.24	Goal 1: All students graduate college, career, and community ready.		Case Management	228-34

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$34,171	Measure G1	1105	Certificated Teachers' Salaries	3130	Teacher, Structured English Immersion	0.34	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Establish electives and extracurriculars to encourage community amongst students.	228-35
Teacher Structured Eng Immersn	\$40,814	Measure G1	1105	Certificated Teachers' Salaries	4586	Teacher, Structured English Immersion	0.34	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	228-36
Case Manager 20	\$118,804	Measure G1	2405	Clerical Salaries	9641	Case Manager	1.00	Goal 1: All students graduate college, career, and community ready.		Case Management	228-37
4310 - Materials and Supplies	\$25,000	Measure G, Visual & Performing Arts	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Establish electives and extracurriculars to encourage community amongst students.	228-38
Teacher Librarian	\$69,118	Measure G, Library Support	1205	Certificated Pupil Support Salaries	7874	Librarian	0.50	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	228-39



Title I, Part A School Parent and Family Engagement Policy

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

UFSA

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

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

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

- Offering Parent Workshops around gradebooks and tracking attendance
- Student Led Conferences
- Home Visits

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

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

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Sending it via parent square and/or the family newsletter

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

- Holding Annual Title 1 meeting and identifying each program

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

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

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

- Family Newsletter
- Parent Square notifications

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

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

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

- Parent workshops (various)

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

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

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

- SLC's
- Home visits

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

- Coffee with Principal
- Student-led conferences
- Home visits

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

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

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

- Coffee with principal bilingual
- Community schools manager outreach bilingual

- Use of language links for translation services

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

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

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

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

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

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

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

ADOPTION

This policy was jointly developed and adopted by the (UFSA) on 8/30/23 and will be in effect for the period 8/7/23 through 5/23/24.

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

Sara Allen

Name of Principal

Sara Allen

Signature of Principal

8/30/23

Date

Please link the School-Parent Compact to this document.



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

School-Parent-Student Compact

UFSA

2023-24

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

This School-Parent Compact is in effect for the 2023-24 school year.

School Responsibilities

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

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

Use of OUSD Mandated Curriculum

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

Teacher trainings in

Avid

EL Education

Desmos

Edulastic

Foss

Instructional coaches in both math and Humanities

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

Student Led Conferences

Home Visits

Academic Conferences as needed

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

Continuous access to progress reports and grades via Aeries

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

Student Led Conferences

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

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

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

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

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

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

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

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

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

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

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

Bilingual Staff

Language Links

Hired Translators

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was jointly developed and adopted by UFSA on 8/30/2023, and will be in effect for the period of August 7, 2023 to May 25, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 9/30/2023.

Signature of Principal *Sara Allen*

Date 8/30/2023



UFSA
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Jesus Maciel
Vice Chairperson:	Oliver
Secretary:	Sara Allen

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
SARA ALLEN	x					
RONALD MCSWAIN		x				1
SHARTRESA NIXON		x				1
NOAM MARGALIT		x				1
EDWIN SOLIS			x			1
Jesus Maciel				x		1
Oliver					x	1
Sophia					x	1
Monica Barrita				x		1
Maybel Solis				x		1
Highlighted names are Aeries verified-SMT						

SSC Meeting Schedule: (Day/Month/Time)	Last friday of the month at 8:15am in the library
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SSC Legal Requirements (EC Sections 65000-65001):

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

