

Board Office Use: Legislative File Info.	
File ID Number	25-1821
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for United for Success Academy

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**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for United for Success Academy.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for United for Success Academy



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

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** United for Success Academy  
**CDS Code:** 1612590112763  
**Principal:** Sara Allen  
**Date of this revision:** 4/15/2025

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:

<b>Contact:</b> Sara Allen	<b>Position:</b> Principal
<b>Address:</b> 2101 35th Avenue Oakland, CA 94601	<b>Telephone:</b> 510-535-3880 <b>Email:</b> sara.allen@ousd.org

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	4/15/2025
<i>The District Governing Board approved this revision of the SPSA on:</i>	8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

United for Success Academy

**Site Number:**

228

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/15/2025

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

*Principal*

*Sara Allen*

Signature

4/15/2025

Date

Monica Barrita

*SSC Chairperson*

*Monica Barrita*

Signature

4/15/2025

Date

*SELLS Representative (optional)*

Signature

Date

Clifford Hong

*Network Superintendent*

*Clifford Hong*

Signature

5/30/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/30/25

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
9/17/2024	SSC and SELLS Combined	Shared Rational and overview of Site Plan, SSC and SELLS voted to be one entity at UFSA.
10/8/2024	ILT Meeting	ILT work on instructional teacher leadership and PLC work aligned to school goals. This meeting happens
12/10/2024	Leadership Team Meeting	Budget training and review Budget prioritie includi9ng planned strategies and activities for next school year.
1/21/2025	SSC/SELLS Meeting	Budget review and vote including discusstion on CCSP grant money, and title 1, and G1 grant money
1/8/2025	Chat w/ principal Parent engagement	Feedback session with parents on goals and budget for student achievement
1/9/2025	G1 committee meeting	Discussion on G1 funding for next year and feedback session
3/18/2025	SSC/SELLS Meeting	SPSA Review Part 1 and 2
4/15/2025	SSC SELLS Meeting	SPSA Review Part 3 and 4 and Vote to approve UFSA's SPCA

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$228,198.60
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$929,574.22

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$123,120
Title I, Part A Parent & Family Engagement (#3010)	\$3,420
21st Century Community Learning Centers (Title IV, Part B #4124)	\$101,659
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$228,199</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$929,574.22</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$35,600
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$275,000
Proposition 28 (Arts & Music in Schools #6770)	\$63,398
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$701,376</b>

2025-26 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:	Board Approval Date:
School Mission and Vision		
<p>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.</p>		
Purpose of this Plan		
<p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> <li>• Targeted Support &amp; Improvement for the following groups: African American Students, Special Education Students</li> </ul>		
<p>The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted 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 Title I and other targeted funding programs.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>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).</p>		

School Demographics, 2023-24								
% 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.

<b>School Goal:</b>	Close distance from met on ELA SBAC and math SBAC.
<b>Identified School Need:</b>	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 *SBAC & CAST exclude 10% penalty, if applicable.	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	-96.4	not available until fall 2025	-86.3
SBAC ELA Participation	All Students	92.3%	94.4%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	41.7%	47.9%	not available until fall 2025	51.7%

### Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-140.5	not available until fall 2025	-133.7
SBAC Math Participation	All Students	91.8%	91.8%	not available until fall 2025	95.0%



California Science Test (CAST) Standard Met or Exceeded	All Students	5.7%	1.7%	not available until fall 2025	15.7%
California Science Test (CAST) Participation	All Students	92.5%	97.5%	not available until fall 2025	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
<b>Identified School Need:</b>	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	African American Students	-137.8	-127.0	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%	60.9%	not available until fall 2025	61.4%
SBAC Math Distance from Standard Met	Special Education Students	-208.8	-213.3	not available until fall 2025	-133.7
SBAC Math Distance from Standard Met	African American Students	-175.2	-174.7	not available until fall 2025	-155.2

**Reclassification Measures & Targets** \*Reference [Stages of ELD Data slides](#)

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	11.2%	16.9%	not available until fall 2025	14.2%
LTEL Reclassification	Long-Term English Learners	12.5%	22.0%	not available until fall 2025	15.5%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	Increase connectedness to school, reduce suspensions and chronic absenteeism.				
<b>Identified School Need:</b>	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	All Students	57.7%		not available until fall 2025	67.7%
Out-of-School Suspensions	All Students	6.0%	9.1%	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	18.0%	20.5%	not available until fall 2025	13.5%
Out-of-School Suspensions	Special Education Students	10.8%	21.7%	not available until fall 2025	8.1%
Chronic Absenteeism	All Students	69.9%	38.4%	not available until fall 2025	52.4%
Chronic Absenteeism	African American Students	80.4%	51.5%	not available until fall 2025	60.3%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	Increase teacher retention.				
<b>Identified School Need:</b>	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%	72.4%	not available until fall 2025	81.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	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. Teachers have time within their schedules and paid time to collaborate.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	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. Newcomer support includes a social worker, and a specific Newcomer Joven Noble class. PD schoolwided focus has been on ELD/Newcomer students and students with IEPS
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	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.

LCAP Goal 4:	<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>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	<i>Close distance from met on ELA SBAC and math SBAC.</i>	<i>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. Having a teacher for Newcomer/ELD. Bolster reading by adding a part time reading teacher.</i>
LCAP Goal 2:	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>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 Extended hours for planning and collaboration</i>

LCAP Goal 3:	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>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 families. 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.</i>
LCAP Goal 4:	<i>Increase teacher retention.</i>	<i>Meaningful PD that engages staff at all different levels of their teaching career. Teachers teaching 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 their teaching and their own growth as teachers. ie promethean boards, equipment for recording. Time for teachers to continue to collaborate. Partnering with outside agencies to provide PD.</i>

ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Suspension	African American Students	18.00%	20.50%	not available until fall 2025	13.50%
Math	Special Education Students	-208.80	-213.30	not available until fall 2025	-133.70
Suspension	Special Education Students	10.80%	21.70%	not available until fall 2025	8.10%
ELPI	Special Education Students		-215.90	not available until fall 2025	-175.00

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** United for Success Academy

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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/parent engagement 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.  
Classsize reduction for 8th grade ELA- having class size reduction in 8th grade ELA has enabled the teacher to provide better ELA support for 8th grade students, in order to better prepare them for high school.  
Field Trips-Students have been able to take experiential field trips to support their learning  
Extended Hours for classified Staff- Classified staff has been able to be present to support school event and supports such as registration

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

PIQE/Parent Engagement - UFSA has 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. Teachers utilize this time for organization, planning and analyzing student work.  
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.  
Field Trips-Students have been able to take experiential field trips to support their learning  
Extended Hours for classified Staff- Classified staff has been able to be present to support school event and supports such as registration

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 not be using title 1 funds for an 8th grade ELA class size reduction teacher, but will be using title 1 funds to fund a newcomer/ELD teacher at 0.8 FTE and a 0.4 reading intervention teacher. LCAP Goal 1 and 2

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure Code</b> <i>(this column will be hidden eventually)</i>	<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Field Trips	Bart and Bus passes for students to take field trips	Chronic Absenteeism	1. Students need enriching field trips to support their learning of the core curriculum 2. This enables us to provide incentive for students that are chronically absent to be able to get to school. 3.. This enables us to provide transportation for field trips. Exeriential learning on a field trip is often an incentive for students to come to school and feel connected to school.	1. Students joy of school has increased due to field trips, as reported on surveys Over the past 3 years our chronic absenteeism has improved by 12% with a small uptick this school year of 2% Students report on surveys that field trips increase their joy in school.	We will continue to fund bus passes and bart passes for and for field trips and to incentivize students to come to school.



Extended Contracts	Extended hours contract pay for teacher planning and collaboration	SBAC ELA Distance from Standard Met	<p>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.</p>	<p>Teacher attendance has improved by 15% for extended hours collaboratoin time Teachers have responded positvley to this time they have spent together with 90% of teachers saying that they feel that this time is postively affecting thier teaching.</p> <p>ELA SBAC Distance from Standard  21-22 (6 -99.7) (7 -79.1) (8 -82.4)  22-23 (6-96.8) (7-105.8) (8-87.7)  23-24 (6-93.4) (7-91.7) (8-103.9)</p> <p>Math SBAC Distance from Standard  21-22 (6 -146.4) (7-148.2) (8-146.6)  22-23 (6-139.2) (7-148.6) (8-170.8)  23-24 (6-139.0) (130.2) (8-151.8)</p>	We will continue to fund exteded hours as much as possible there is currently no money in title 1 for this allocated next year but it is still a priortiy and if funding appears it will be used towards extended hours pay.
Academic Councelor (0.2 FTE)	Academic Councelor (0.2 FTE)	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 wich have increased in completion by 10% this year and sits on our COST team as well. He also holds classes for parents around navigating aeiries and registreing for school with a focus on 8th graeders and registering for high school. Classes on Aeries had best attendance at our Back to School night with a total of 60 parents attending a session with our counselor.	We will continue to fund a fulll time counserlor

Class-Size Reduction Teacher (8th grade ELA)	ELA teacher 8th grade (class size reduction)	On Track to Graduate: 9th Grade	Supports students to complete academic standards in ELA and better prepare them for high school, given that 8th grade has struggled w3ith SBAC scores over the last few years..	<p>ELA SBAC Distance from Standard  21-22 (6 -99.7) (7 -79.1) (8 -82.4)  22-23 (6-96.8) (7-105.8) (8-87.7)  23-24 (6-93.4) (7-91.7) (8-103.9)</p> <p>We will not know how effective this has been until the students take the SBAC this year.</p> <p>Students were able to recieve more support this year in reading instruction and in writing instruction by having a reduced class size.</p>	We will not be funding this via title 1 because we were told this is no longer allowable (no class size reduction).
Consultants (Parent Education Programs)	Not Expended used other funding	N/A	N/A	N/A	N/A

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b> United for Success Academy		<b>SCHOOL ID:</b> 228		
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>		<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		Close distance from met on ELA SBAC and math SBAC.		
<b>Identified Need:</b>		Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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. Blueprint offered to 6-7th grade students	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 given curriculum).	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 given curriculum)	All Students	Academic	Tier 3 - Intensified
1-18	Teachers will provide office hours for students that need additional support in all subject areas	All Students	Academic	Tier 1 - Universal
1-19	Students will have access to technology, and software to support thier learning	All Students	Academic	Tier 1 - Universal
1-20	Ensure that students are in their correct intervention classes throughout the year	All Students	Academic	Tier 1 - Universal

**LCAP Goal 2: Within three years, 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.

<b>Identified Need:</b>		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	All Students	Academic	Tier 1 - Universal
2-2	Implement Intervention courses in Math (6-7) and Reading (6-8)	EO 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
2-5	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	English Learner Students	Academic	Tier 2 - Supplemental
2-6	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-7	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	LatinX Students	Academic	Tier 2 - Supplemental
2-8	Blueprint fellows will support students to build their foundational skills in math.	African American Students LatinX Students that do not have ELD	Academic	Tier 3 - Targeted
2-9	RSP study skill clases to support with improved outcomes for ELPI and SBAC Math.	Students with IEPs	Academic	Tier 3
2-10	Newcomer teacher for students that are identified as NC 1-2-3	Newcomers /ELD	Academic	Tier 1 - Universal

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		Increase connectedness to school, reduce suspensions and chronic absenteeism.		
<b>Identified Need:</b>		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 Assemblies and Events, 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 as determined by the availability of a therapist	All Students	SEL / Mental Health	Tier 2 - Supplemental

3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support, especially African American students and Special Education students.	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	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	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-24	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
3-25	Provide family workshops that help families navigate school for their child. ie Aeiries, enrollment etc.			

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

<b>School Goal:</b>		Increase teacher retention.		
<b>Identified Need:</b>		Build a stable staff that is thoughtful, and collaborative		
#	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 adults taking responsibility for interrupting problematic adult behaviors, interactions, relationships, and groupings. Teachers/Staff will create 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 emphasis presented in PL. Professional learning is based on 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 grade level PLCs,twice montly for dept. PLCs PLC facilitators plan for meaningful and equitable adult engagement.	All Students	Academic	Tier 1 - Universal
4-4	Grade level casemanagers to provide teacher support for students at tier 1 and tier 2 levels	All Students	Behavrioral	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 outreachwith our AA families. Night of elegance, home-visits. Attention to engagement with BTS with opportunites to gain feedback from familes.	African American	SEL / Mental Health	Tier 2 - Supplemental



CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</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). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	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 approved curriculum in all D-ELD classes.	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	Translation services for teachers as needed when speaking with families that speak languages other than English	English Learner Students	Academic	Tier1- Universal
6-10	PD that specifically address strategies and best practices in teaching ELL students	English Learner Students	Academic	Tier 1 - Universal
6-11	School Events/ family events to support and celebrate ELLs including but not limited to reclassification events and celebrations	English Learner Students	Academic	Tier 1 - Universal

**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	\$54,866	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a		<b>Identified Student Need - LCAP Goal 3</b>	Establish electives and extracurriculars to encourage community amongst students.	228-1
This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a		<b>Identified Student Need - LCAP Goal 3</b>	Establish electives and extracurriculars to encourage community amongst students.	228-2
This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a		<b>Identified Student Need - LCAP Goal 3</b>	Establish electives and extracurriculars to encourage community amongst students.	228-3
This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	\$152,378	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a		<b>Identified Student Need - LCAP Goal 3</b>	Establish electives and extracurriculars to encourage community amongst students.	228-4
This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a		<b>Identified Student Need - LCAP Goal 3</b>	Establish electives and extracurriculars to encourage community amongst students.	228-5
Art Teacher 0.8 FTE Establish electives and extracurriculars to encourage community amongst students.	\$62,852	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	3130	Teacher, Structured English Immersion	0.6		Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	228-6
Supplies for Art The art clas will need various supplies to be able to function	\$546	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	228-7
Restorative Justice Facilitator 1.0 FTE -Case manage -Resolve conflict -Uphold community -Help with supervision	\$146,493	California Community Schools Partnership Program	2205	Classified Support Salaries	7877	Restorative Justice Facilitator	1.0		Student Connectedness to School	Strong Restorative Justice (R.J) 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	228-8
Case manager assigned to each grade level to support each grade level with case managing tier 2/3 behaviors in students. -Help with communiction to familiesf -Sipport low level discipline	\$22,112	California Community Schools Partnership Program	2405	Clerical Salaries	9040	Case Manager	0.2		On Track to Graduate: 9th Grade	Case Management	228-9

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
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**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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Case manager assigned to each grade level to support each grade level with case managing tier 2/3 behaviors in students. -Help with communication to families -Support low level discipline	\$43,067	California Community Schools Partnership Program	2405	Clerical Salaries	9058	Case Manager	0.4		On Track to Graduate: 9th Grade	Case Management	228-10
Supplies to support the learning of students and maintain what is needed for staff. School office supplies are essential for facilitating effective teaching and learning, enabling administrative tasks, and creating a functional learning environment, ultimately contributing to student success and school operations.	\$3,617	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a		College/Career Readiness	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.	228-11
School wide events/Assemblies Work order services are essential for managing and maintaining a workable and learning environment for teachers, staff, and students, ultimately contributing to student success and school operations.	\$9,711	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a		Student Connectedness to School	School-wide Assemblies and Events, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	228-12
Community School Manager A Community School Manager is crucial for supporting student and family engagement, fostering collaborative leadership, and creating a joyful school environment. They coordinate resources, build strong relationships between families, staff, and the community, and ensure students have the support they need to succeed academically and socially.	\$43,494	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.25		Student Connectedness to School	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	228-13
Supplies to support the learning of students and maintain what is needed for staff. School office supplies are essential for facilitating effective teaching and learning, enabling administrative tasks, and creating a functional learning environment, ultimately contributing to student success and school operations.	\$6,506	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a		College/Career Readiness	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.	228-14
This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a		Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	228-15

**PROPOSED 2025-26 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
This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	228-16
Extended hours for certificated staff PD, Planning Time and PLC/Collaboration time for teachers that extend passed the normal school day/hours as needed	\$15,600	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		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	228-17
Professional Development for Teachers/Staff 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 emphasis presented in PL. Professional learning is based on staff needs and feedback. Mentor/Coaches uplift practices from PL	\$20,000	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a		Staff Participation in Foundational Professional Learning	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 emphasis presented in PL. Professional learning is based on staff needs and feedback. Mentor/Coaches uplift practices from PL	228-18
Case manager assigned to each grade level to support each grade level with case managing tier 2/3 behaviors in students. -Help with communiction to familiesf -Sipport low level discipline	\$33,168	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	9040	Case Manager	0.3			Case Management	228-19
Case manager assigned to each grade level to support each grade level with case managing tier 2/3 behaviors in students. -Help with communiction to familiesf -Sipport low level discipline	\$138,411	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	9641	Case Manager	1.0			Case Management	228-20
Contracts with outside specialists/techers in various arts. These contracts may apply to teaching classes, or school events	\$6,636	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5826	External Work Order Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	228-21
Family workshops Provide family workshops that help families navigate school for their child. ie Aeiries, enrollment etc.	\$3,420	Title I, Part A Parent & Family Engagement	5826	External Work Order Services	n/a	n/a	n/a		Student Connectedness to School	Provide family workshops that help families navigate school for their child. ie Aeiries, enrollment etc.	228-22
Newcomer/ELD Teacher Implement intervention courses in Language Development	\$45,742	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3899	Teacher, Structured English Immersion	0.4		ELL Reclassification	Implement intervention courses in Language Development	228-23

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number:** 228

**School:** United for Success Academy

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

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **United For Success Academy**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

- Offering Parent Workshops around gradebooks and tracking attendance

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

- Holding Annual Title 1 meeting and identifying each program

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

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

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

- Family Newsletter
- Parent Square notifications

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

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

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

- Parent workshops (various)

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

- SLC's
- Home visits

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

- 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 Family Liaison
- Others TBD

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

### **Adoption**

This policy was jointly developed and adopted by the UFSA on 8/29/2024 and will be in effect for the period 8/12/2024 through 5/25/2025.

Parents that attended suggested that they prefer to use in person translation over the use of language links and that they would like coffee with the principal to be at various times so that people that can not attend in the morning have the opportunity to attend in the evening sometimes.

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

**Name of Principal**      **Sara Allen**

**Signature of Principal**

*Sara Allen*

**Date 8/29/2024**

*Please attach the School-Parent Compact to this document.*



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

## **School-Parent-Student Compact**

**UFSA**

**2024-25**

*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 2024-25 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 Literacy

- 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.**

UFSA 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 **8/29/2024**, and will be in effect for the period of August 29, 2024 to May 25, 2025.

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 **8/29/2024**.

**Signature of Principal** *Sara Allen*

**Date 8/29/2024**


**Strategic Resource Planning (SRP)**

## UFSA

### School Site Council Membership Roster 2024-2025

### SSC - Officers

Chairperson:	Monica Barrita
Vice Chairperson:	Sophia Rivera
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				2
SHARTRESA NIXON		x				2
NOAM MARGALIT		x				2
EDWIN SOLIS-LOPEZ			x			2
Jesus					x	2
Oliver					x	2
Sophia Rivera				x		2
Monica Barrita				x		2
Angela Mafi				x		1
Hightlighted names are Aeries verified-SMT*						

**SSC Meeting Schedule:**  
(Day/Month/Time)

Last friday of the month at 8:15am in the library

**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.

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