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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for United for Success Academy

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for United for Success Academy



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

2026-27 School Plan for Student Achievement (SPSA)

School: United for Success Academy
CDS Code: 1612590112763
Principal: Sara Allen
Date of this revision: 4/28/26

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: 4/28/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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: 4/28/2026

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 <hr/> <i>Principal</i>	<i>Sara Allen</i> <hr/> Signature	<hr/> 4/28/2026 <hr/> Date
Noam Margalit <hr/> <i>SSC Chairperson</i>	<i>Noam Margalit</i> <hr/> Signature	<hr/> 5/7/2026 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Clifford Hong <hr/> <i>Network Superintendent</i>	<i>Clifford Hong</i> <hr/> Signature	<hr/> 05/01/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 5/4/26 <hr/> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/16/2025	SSC & SELLS	Reflected on progress and challenges, Collected input for next year's SPSA draft, Discussed proposed expenditures and priorities
1/20/2026	SSC & SELLS	Reviewed data and identified school needs, Reviewed SPSA goals and strategies, Discussed proposed exp
1/7/2026	Faculty	Reviewed data and identified school needs, Collected input for next year's SPSA draft, Reflected on progres
1/5/2026	Admin Team	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a
1/5/2026	ILT	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a
1/14/2026	Other	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$196,560.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$817,084.76

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 Resource 3010	\$193,050
Title I Parent & Family Engagement Resource 3010	\$3,510
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$196,560

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$817,084.76

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$34,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$178,957
Community Schools Grant (CCSPP) Resource 6332	\$185,749
Proposition 28 (Arts & Music in Schools) Resource 6770	\$71,118
SUBTOTAL OF STATE & LOCAL FUNDING:	\$620,525

2026-27 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: 6/24/2026

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):

- Targeted Support & Improvement for the following groups: African American Students

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming 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.

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 targeted 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 behaviorally. 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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.6%	9.8%	78.1%	1.7%	2.9%	12.4%	98.9%	47.3%	32.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.4%	1.2%	4.6%	0.9%	0.0%	0.6%	98.9%	8.9%	83.8%

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 <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-96.3	-96.4	-92.5	-86.30	-82.3
SBAC ELA Participation	All Students	92.3%	94.4%	97.2%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	41.7%	47.9%	50.6%	52.8%	55.0%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-153.7	-140.5	-141.2	-133.7	-130.7
SBAC Math Participation	All Students	91.8%	91.8%	97.2%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	5.7%	1.7%	4.3%	15.7%	20.0%
California Science Test (CAST) Participation	All Students	92.5%	97.5%	99.1%	95.0%	95.0%

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.

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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-159.5	-172.4	-150.3	-86.3	-82.3
SBAC ELA Distance from Standard Met	African American Students	-137.8	-127.0	-119.8	-117.8	-113.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	61.4%	60.9%	59.8%	70.4%	65.4%
SBAC Math Distance from Standard Met	Special Education Students	-208.8	-213.3	-210.0	-133.7	-130.7
SBAC Math Distance from Standard Met	African American Students	-175.2	-174.7	-176.7	-155.2	-153.2

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	11.2%	16.9%	14.8%	14.2%	15%
LTEL Reclassification	Long-Term English Learners	12.5%	22.0%	17.3%	15.5%	17.0%

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

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	2026-27 New Target
Student Connectedness to School	All Students	57.7%		50.4%	67.7%	70.0%
Out-of-School Suspensions	All Students	6.0%	9.1%	6.9%	5.0%	4.0%
Out-of-School Suspensions	African American Students	18.0%	20.5%	12.5%	13.5%	12.0%
Out-of-School Suspensions	Special Education Students	10.8%	21.7%	12.0%	8.1%	7.0%
Chronic Absenteeism	All Students	69.9%	38.4%	35.1%	52.4%	45.0%
Chronic Absenteeism	African American Students	80.4%	51.5%	67.5%	60.3%	55.0%

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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	71.0%	72.4%	73.9%	81.0%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	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. SIPPS for students that need foundational reading support.
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	If our Newcomer numbers remain the same next year and funding allows us to keep a full time ELD teacher we can continue to provide 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 and reading intervention classes. 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 schoolwide focus has been on scaffolding for rigor and standards based instruction.
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	School-wide advisory program supports family-school connection, RJ, CSM and Academic Counselor provide support for students and families. 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 Newcomer Section of Joven Noble. Leadership class as an elective. Electives in Music, Art and Computer Science, as well as one section of Ethnic Studies. Family engagement activities such as coffee with the pricipal and family workshops. Extended advisory days and assemblies for cultural connectedness and community building. BSU and GSA clubs with connected events and assemblies. Field trips and camping for each grade level.

<i>LCAP Goal 4:</i>	Increase teacher retention.	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 prometean boards, equipment for recording. Support for new teachers to have lightened schedules if the master schedule permits. Grade level and Dept. collaboration.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	UFSA continues to have a majority of students reading below grade level. Students often 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. continuing to update and purchase technology that assists teachers with thier teaching and their own growth as teachers. ie prometean 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. Sipps instruction for kids that need foundational reading skills.
<i>LCAP Goal 2:</i>	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 level, Struggle 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 oppportunity 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 prometean 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.	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 oppportunity 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.	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 thier 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 provided PD.
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ATSI & TSI Target Student Groups and Metrics						
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26	2026-27
		Baseline	Outcome	Outcome	Target	Target
Chronic Absenteeism	African American Students	80.4%	51.5%	71.10%	39.5%	30.0%

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

United for Success Academy

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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/Eagle Check-ins 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 counselor also supports 8th grade students in meeting their academic requirements for promotion. The academic counselor hosts high school nights and forges partnerships with alternative high schools in Oakland.

Newcomer Teacher/ELD 0.5 (this is a full time position title 1 covers half) this teacher is able to provide DELD for about half of the students that need it, and provide translation for families. The teacher has a bulk of classes dedicated to our newcomer population.

Field Trips-Students have been able to take experiential field trips to support their learning

Reading Intervention Teacher 0.21 paid for in title I (this is a 0.4 position total) . This teacher provides 2 classes of reading intervention as we have a high percentage of students that are reading below grade level and need reading intervention.

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, and supports 8th graders in their requirements for 8th grade promotion.

Field Trips-Students have been able to take experiential field trips to support their learning

ELD teacher is able to teach 3 classes of DELD and 2 sheltered classes for our newcomer students. We have had continuous growth in the amount of students that reclassify since we have added a DELD teacher. The teacher also helps with communication to families, as they are a spanish speaker.

Reading Intervention teacher, is able to provide 2 classes for students that need reading interventon. Our iready percentages continue to show growth Start of year to mid year data shows growth. BOY students reading above grade level 2.0 % MOY 4.5% Students on grade level BOY 6.1% MOY 6.2% Students reading 1 grade below grade level BOY 14.2% MOY 18.9% (these numbers do mean growth based on the percentages of students reading several years below grade level. Students 2 grades below BOY 11.2% MOY 10.7% Students 3 or more grades below grade level BOY 64 % MOY 58%

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 do not plan on changing the way our money is being spent based on the growth we have made and our student and family needs. We will prioritize our academic counselor and ELD teacher depending on budget when we recieve it.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Academic Counselor (0.2 FTE)</p>	<p>On Track to Graduate: 9th Grade</p>	<p>Supports students to complete academic requirements.</p>	<ul style="list-style-type: none"> • SST Completion: Increased by 5% this year, following a 10% increase the previous year, ensuring more students receive documented interventions. • Parent Engagement: 68 parents attended targeted Aeries/Registration workshops during Back to School Night, representing the highest session attendance. • Master Schedule: 1:1 counselor support ensured a solidified schedule with minimal instructional disruption. • Systems Support: Active leadership in SST and COST teams provides a multidisciplinary approach to supporting at-risk student populations. 	<p>We will continue to fund a full time counselor. This position serves as the operational hub for student success. The consistent 2-year growth in SST completion proves that having a dedicated full-time counselor allows the school to identify and support struggling students with greater frequency and accuracy. Furthermore, the high turnout for parent workshops (68 attendees) demonstrates that the counselor is a vital link in helping families navigate the transition to high school, directly impacting long-term student outcomes and family engagement.</p>
<p>Meetings, workshops, round tables</p>	<p>Student Connectedness to School</p>	<p>Supports families to support their students and gives them opportunities to interact with school personnel and stay connected to what their students are doing in school. Prepares parents for high school</p>	<p>Meetings and workshops are better attended by 10% this year, and parents are able to engage more with the school. According to Feedback/Surveys, parents reported a higher level of comfort and "belonging". Parents are more frequently asking academic-alignment questions, and showing deeper engagement with student learning goals.</p>	<p>We will continue to fund parent workshops-and meetings. This increase in attendance is a direct indicator of improved school-home partnership. By reaching 10% more families, more students have home environments that are aligned with school site goals. This engagement is not just about attendance; it is about providing parents with the tools to support academic achievement.</p>

<p>ELD teacher 0,5 funded by title 1 but it is a 1.0 position</p>	<p>ELL Reclassification</p>	<p>Supports students to complete academic standards in ELD and get them on track to reclassify</p>	<p>The site has maintained a strong reclassification trajectory, with a 3-year average of 14.2%. While overall ELPAC Level 4 and 3 percentages shifted in 2024-25, this correlates with a targeted increase in Newcomer enrollments, as evidenced by the growth in Level 1 (29.2%) and Level 2 (24.7%) populations. The inclusion of sheltered classes and increased ELD instructional support within the master schedule ensured that 100% of Newcomers received foundational language access immediately upon enrollment.</p>	<p>We will continue to fund this if the budget permits. The data shows that as the number of students at beginning English proficiency levels increases, the specialized sheltered instruction provided by this role becomes the primary driver for future reclassification. Without this dedicated support, Newcomers would lack the linguistic scaffolding necessary to access core content, directly impacting long-term academic achievement.</p>
<p>Reading intervention teacher 0.2 funded by title 1 for a total of 0.4 FTE</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>Supports students to complete academic standards in Reading and growth on the iReady</p>	<p>iReady Growth BOY to MOY 2025-26 BOY students reading above grade level 2.0 % MOY 4.5% Students on grade level BOY 6.1% MOY 6.2% Students reading 1 grade below grade level BOY 14.2 MOY 18.9 (these numbers do mean growth based on the percentages of students reading several years below grade level. Students 2 grades below BOY 11.2 MOY 10.7 Students 3 or more grades below grade level BOY 64 % MOY 58%</p>	<p>We will continue to fund this if the budget permits. This expenditure is a critical driver of equity. The data demonstrates a clear "narrowing of the gap" for students who were previously stagnant. Discontinuing this support would risk reversing the 6% gain in our most vulnerable student population and stall the progress of students who are now trending toward grade-level proficiency.</p>
<p>Technology and repairs</p>	<p>Student Connectedness to School</p>	<p>Provide students with access to updated technology, hardware repairs, and supplemental software to support their learning.</p>	<p>N/A: To date, these specific funds remain unexpended. Upon review, the site determined that additional technology repairs and hardware were not needed at this time, as current inventory is sufficient for student needs.</p>	<p>Modify/Reallocate: We recommend discontinuing this specific budget line for the remainder of the year. The planned repairs and purchases were not required, the SSC is reallocating these funds to higher-priority areas that provide more immediate support for student instructional needs. This ensures Title I dollars are focused on addressing current academic gaps in literacy and math.</p>

Digital Licenses	Student Connectedness to School	Purchase digital licenses and software subscriptions to provide students with supplemental learning tools.	N/A: To date, these specific funds remain unexpended. Upon review, the site determined that additional digital licenses were not needed at this time, as current software resources are sufficient for student needs.	Modify/Reallocate: We recommend discontinuing this specific budget line for the remainder of the year. The planned software purchases were not required, the SSC is reallocating these funds to higher-priority areas that provide more immediate support for student instructional needs. This ensures Title I dollars are focused on addressing current academic gaps in literacy and math.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: United for Success Academy	SCHOOL ID: 228
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3: SCHOOL STRATEGIES & ACTIVITIES	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.

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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	Teachers engage in regular 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; and attend Foundational Curriculum PD through Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-6	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, and attend Foundational Curriculum PD through Standards & Equity Institute	All Students	Academic	Tier 1 - Universal
1-7	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal

1-8	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-9	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-10	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental
1-11	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-12	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 3 - Targeted
1-13	Schools monitor progress of students receiving literacy support and 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 - Targeted

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.
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	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	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. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal

2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-8	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
2-9	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

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

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 (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 Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			

3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-8	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
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted

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	All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</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	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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
Sports equipment for OAL middle school sports teams	\$2,716	After School Education & Safety (ASES)	4410	Equipment < \$5,000			0.00			Uses Student Success/Support Team process to plan intentional support systems and structures.	228-1
Special events, hosting external programs, and attending external programs during after school hours that enrich the after school experience for our students.	\$166,052	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Uses Student Success/Support Team process to plan intentional support systems and structures.	228-2
Hiring internal/external consultants for afterschool services that directly support students.	\$10,190	After School Education & Safety (ASES)	5825	Consultants			0.00			Uses Student Success/Support Team process to plan intentional support systems and structures.	228-3
Art teacher salary pay (0.8 FTE)	\$64,735	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	3130	Teacher Structured Eng Immersn	0.60			School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	228-4
Any supplies needed to support our arts programs events and assemblies	\$6,383	Arts & Music in Schools (Proposition 28)	4311	Meeting Refreshments			0.00			School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	228-5
Salary for a 0.80 RJ coordinator	\$118,314	California Community Schools Partnership Program	2205	Classified Support Salaries	7877	Restorative Justic Facilitator	0.80			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	228-6
Partial salary for a 1.0 CSM	\$41,206	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7935	Program Mgr Community School	0.20			Uses Student Success/Support Team process to plan intentional support systems and structures.	228-7
Supplies needed for scholo activities	\$9,229	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	228-8

PROPOSED 2026-27 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
Extended hours pay for teachers to collaborate and plan	\$6,698	California Community Schools Partnership Program Carryover	1220	Certificated Pupil Support Salaries: Stipends			0.00			Schools monitor progress of students receiving literacy support and refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	228-9
Case manager for students to support attendance, behavior, and academics	\$10,302	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	7935	Program Mgr Community School	0.05			Schools monitor progress of students receiving literacy support and refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	228-10
Special events, hosting external programs, and attending external programs during after school hours that enrich the after school experience for our students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Uses Student Success/Support Team process to plan intentional support systems and structures.	228-11
Hiring internal/external consultants for afterschool services that directly support students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Uses Student Success/Support Team process to plan intentional support systems and structures.	228-12
Extended hours pay for teachers to collaborate and plan	\$34,700	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers engage in regular 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; and attend Foundational Curriculum PD through Standards & Equity Institute.	228-13
Literacy TSA	\$151,792	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11314	TSA 11Mon 12Pay	1.00			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTER goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	228-14

PROPOSED 2026-27 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
CSM (1.0 total FTE)	\$154,524	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7935	Program Mgr Community School	0.75			Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	228-15
0.5 Librarian	\$77,623	Measure G, Library Support	1205	Certificated Pupil Support Salaries	7874	Teacher Librarian	0.50			Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	228-16
Parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes.	\$3,510	Title I, Part A Parent & Family Engagement	5826	External Work Order Services			0.00		Student Connectedness to School	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	228-17
Provide equitable access to the curriculum for our most vulnerable learners. Newcomer teacher support students who are at higher risk of not meeting state standards due to significant language barriers.	\$63,987	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3899	Teacher Structured Eng Immersn	0.60		ELL Reclassification	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	228-18
Reading intervention as a primary driver for improving literacy outcomes. By providing additional reading support to targeted groups, the school is able to remove academic barriers and provide the specialized instruction required for students to reach grade-level standards.	\$26,928	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9640	Teacher Structured Eng Immersn	0.20		i-Ready Reading at or above Mid-Grade	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	228-19

PROPOSED 2026-27 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
Extended contracts to facilitate supplemental high data-driven professional development outside of the regular school day to address student achievement gaps directly, ensuring educators are trained in specialized instructional strategies to improve student proficiency.	\$15,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends			0.00		SBAC ELA Distance from Standard Met	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTER goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	228-20
Provide direction to a variety of faculty, staff and student programs and services; participate in informal and formal classroom visitations and observations; provide recommendations and suggestions as appropriate.	\$45,367	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4658	Counselor	0.30		College/Career Readiness	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	228-21
Extended contracts to facilitate supplemental high data-driven professional development outside of the regular school day to address student achievement gaps directly, ensuring educators are trained in specialized instructional strategies to improve student proficiency.	\$19,789	Title I, Part A Schoolwide Program	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Clear progressive discipline process/structure/system (w/ documentation tracking)	228-22
Technology upgrades and repairs to ensure students maintain uninterrupted access to the digital intervention programs and adaptive learning tools required for academic growth.	\$10,000	Title I, Part A Schoolwide Program	4420	Computer < \$5,000			0.00		College/Career Readiness	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	228-23



**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 the 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/Eagle Check-ins

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/Eagle Check ins

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 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 translation services
- 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 8/28/2025 and will be in effect for the period 8/11/2025 through 5/28/2026.

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 8/28/2025

Please attach the School-Parent Compact to this document.

[UFSA School-Parent Compact 2025-26](#)



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

School-Parent-Student Compact

UFSA

2025-26

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 2025-26 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

Scaffolding for rigor

iReady

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/Eagle Check-ins

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 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

Translation services /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 **8/28/2025**, and will be in effect for the period of August 28, 2025 to May 28, 2026.

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 **9/30/2025**.

Name Sara Allen

Signature of Principal *Sara Allen*

Date 8/28/2025



Strategic Resource Planning (SRP)

UFSA
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Noam Margalit
Vice Chairperson:	Silbilia Jeronimo
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
CHRISTSNA SOT		x				1
NOAM MARGALIT		x				1
EDWIN SOLIS-LOPEZ			x			1
Dayami Ramirez				x		1
Sulamita Pascual				x		1
Silbilia Jeronimo				x		1
Allen					x	1
Sophia Stevens				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.

