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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for REACH Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for REACH Academy.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for REACH Academy



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

2023-2024 School Plan for Student Achievement (SPSA)

School: REACH Academy
CDS Code: 1612590110239
Principal: Natasha Moore
Date of this revision: 5/18/20

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: Natasha Moore

Position: Principal

Address: 9860 Sunnyside Street
Oakland, CA 94603

Telephone: 510-729-7775

Email: natasha.moore@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: REACH Academy

Site Number: 193

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/18/2023

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

- | | | |
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| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

Natasha Moore <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Natasha Flint-Moore</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/18/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date
Adrian Grays <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Adrian Grays</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	05-18-23 <hr style="border: 0; border-top: 1px solid black;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/30/23 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/30/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: REACH Academy

Site Number: 193

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/13/2022	SSC	ESTABLISHMENT MEETING; ELECT VOTING OFFICERS; REVISE BYLAWS; REVIEW SPSA.
10/19/2022	STAFF MEETING	SHARE STUDENT ASSESSMENT DATE; REVIEW GOALS, PRIORITIES AND THEORY OF ACTION.
10/25/2022	ILT	REVIEW SPSA KEY PRACTICES; DEVELOP PROFESSIONAL LEARNING PLAN & SUPPORTS.
11/4/2022	COFFEE W/ THE PRINCIPAL	DISCUSS SCHOOL-WIDE GOALS, PRIORITIES. AND INITIATIVES. PROVIDE SPACE FOR INPUT. REVIEW PARENT LEADERSHIP ACTION AND PROJECT TO SUPPORT STUDENT ACHIEVEMENT.
11/10/2022	SSC	REVIEW TITLE 1 AND TITLE IV CARRYOVER FUNDING FROM FALL REVISIONS - PROVIDE PUBLIC INPUT; VOTE TO APPROVE EXPENDITURES
12/7/2022	STAFF MEETING	REVIEW STUDENT BENCHMARK ASSESSMENTS; ENGAGE IN DATA ANALYSIS; FORM DIFFERENTIATED SIPPS SMALL GROUPS TO SUPPORT STUDENT LITERACY GROWTH.
1/10/2023	ILT	REVIEW ENROLLMENT PROJECTIONS AND INITIAL BUDGET ONE-PAGER FOR 2023-24.
2/3/2023	COFFEE W/ PRINCIPAL/ A.A. LEARNING CIRCLE	DISCUSS SCHOOL-WIDE GOALS, PRIORITIES. AND INITIATIVES. PROVIDE SPACE FOR INPUT. REVIEW PARENT LEADERSHIP ACTION AND PROJECT TO SUPPORT STUDENT ACHIEVEMENT.
2/21/2023	ILT	REVIEW AND APPROVE FINAL ALLOCATIONS AND EXPENDITURES FOR TITLE 1 & 4 FOR 23-34.
3/9/2023	SSC	REVIEW FINAL ENROLLMENT COUNTS, AS WELL AS BUDGET ALLOCATIONS/ CONSIDERATIONS.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$159,900.00
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	\$628,781.43

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$146,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$24,420	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,900	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$313,215	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$9,750	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$159,900	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$468,881	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$628,781
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: REACH Academy

School ID: 193

School Description

Reach Academy is a rich and diverse community school located in East Oakland. REACH is a "green" school that includes 17 classrooms (TK-5) along with a Child Development Center (CDC) for our Pre-K scholars. We are a community of learners including students, parents and staff who are dedicated to creating an academically rigorous, culturally caring and inclusive learning environment with high expectations for all students. We are Reaching Excellence in Academics and Changing History! Together, we are champions of knowledge, our communities, environment and our futures. The staff is committed to providing a safe and positive school culture where all students can succeed and reach their full potential! We strive to develop a culture of excellence that includes a robust instructional program aligned to the CA Common Core State Standards (CCSS)/ the Next Generation Science Standards (NGSS) along with a focus on Language and Literacy. This includes using technology to access the core curriculum through personalized and blended learning platforms to support mastery-based learning, as well as the integration of an arts-infused dance program.

As a community school, we leverage community partnerships to create a culturally caring and safe learning environment, as well as to develop well-rounded students who exemplify health, wellness and character development using our core values and school-wide expectations (BE Safe, BE Responsible and BE Mindful). Through Arts integration and after school enrichment opportunities provided by the YMCA of the Bay Area, students receive rich, extended learning experiences that include academic tutoring, enrichment, drumming, physical activity, as well as youth leadership and development. In addition, we provide parent engagement, volunteer and leadership opportunities with technical support and staffing from the Office of Family Engagement). A key goal shared by REACH stakeholders is to meet the needs and to serve the "whole child." To this end, a holistic approach is implemented which includes on-site, mental health services through the East Bay Agency for Children (EBAC) along with a Community Schools Manager and Restorative Justice Coach who work closely with students, families and staff to provide social-emotional support; to decrease disproportionality and to increase student achievement and success!

Finally, we support an inclusion model and have a Resource Specialist (RSP), Aide along with a Speech Therapist and a Bilingual Speech Therapist who serve our scholars with Special Needs in our Programs for Exceptional Children (PEC).

School Mission and Vision

The REACH Academy vision is to foster a community of learners who pursue excellence, academic rigor and collective responsibility to change history by nurturing a culture of mutual respect, deep learning and compassion where all stakeholders are valued and heard. Students will engage in inquiry to develop agency and academic mindsets to positively transform the REACH Academy community and ensure every student thrives!

Mission - At REACH Academy, we strive to provide our learners with an environment of academic rigor and cultural caring through mindfulness, restorative practices, collective responsibility and goal-setting through data-based decision making to meet the needs of the whole school community. This includes ensuring scholars develop the deeper learning skills and competencies to become:

Critical Thinkers

Problem Solvers

Communicators

Collaborators

Masters of Academic Content

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
51.4%	48.6%	53.4%	14.8%	3.8%	0.8%	99.0%	9.3%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
25.3%	1.8%	61.7%	2.3%	1.3%	4.0%	0.0%	2.3%

1B: STUDENT GOALS & TARGETS

Instructions:

For each measure, **all** targets and outcomes are already filled in, as this is the final year of data for our current 2021-2024 LCAP cycle. Your baseline data and annual outcomes are populated automatically. Schools will have an opportunity to set new targets next winter for the 2024-2027 LCAP cycle.

Note that some assessment data may not be available due to the COVID-19 pandemic. The metrics will still appear in the table, but you will see "n/a" or prior year values where data are not available.

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

School Goal for College, Career & Community Readiness: Implement consistent mathematical routines using CCSS-aligned curriculum for students to develop strong math agency and ownership in their ability to practice and to demonstrate mastery of focal standards and complex tasks.

Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	32.1%	20.6%	<i>not available until Fall 2023</i>	45.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	13.6%	12.3%	<i>not available until Fall 2023</i>	25.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	4.3%	6.3%	<i>not available until Fall 2023</i>	20.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-95.4	n/a	-91.3	<i>not available until Fall 2023</i>	-85.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	10.4%	8.1%	<i>not available until Fall 2023</i>	20.5%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-102.2	n/a	-97.1	<i>not available until Fall 2023</i>	-90.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	9.0%	<i>not available until Fall 2023</i>	20.0%
CAST (Science) at or above Standard	All Students	1.6%	n/a	5.4%	<i>not available until Fall 2023</i>	15.0%

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

School Goal for Targeted Supports for Focal Student Groups: By May 2024, 100% students will have access and engage daily with standards-aligned, complex texts and tasks. Students will increase (by at least) 10% "Standards Met" and decrease by at least 10% the number of students multiple years below as measured by SBAC. Students will also make double-digit growth as measured by i-Ready diagnostic assessments.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-132.5	n/a	-86.9	<i>not available until Fall 2023</i>	-90.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-110.8	n/a	-89.8	<i>not available until Fall 2023</i>	-80.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	6.3%	4.3%	<i>not available until Fall 2023</i>	15.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-154.7	n/a	-137.2	<i>not available until Fall 2023</i>	-125.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-116.2	n/a	-119.9	<i>not available until Fall 2023</i>	-100.0

Reclassification Measures & Annual Targets

**Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	3.8%	0.0%	11.5%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	10.0%

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

School Goal for Student & Family Engagement: By May 2024, reduce disproportionality of African-American students receiving URFs, chronic absence and referrals to Special Education by 20%.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	64.8%	72.8%	0.0%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	0.4%	n/a	3.3%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	0.7%	n/a	3.3%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	3.3%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	29.8%	24.3%	64.2%	<i>not available until Fall 2023</i>	17.0%
Chronic Absenteeism	African American Students	36.2%	35.7%	70.7%	<i>not available until Fall 2023</i>	20.0%

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

School Goal for High-Quality Staff: Recruit staff that reflect the diversity of the community and scholars. By May 2024, increase staff retention to 80% by providing coaching support.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	57.1%	61.1%	62.1%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Teachers use a variety of diagnostic, formative and summative assessments, including all required OUSD assessments (i.e. SIPPS Mastery, i-Ready, Dibels, Letter Naming, etc.) to inform instructional planning and lesson delivery. The Early Childhood Education Department (ECE) provides rich pre-literacy experiences aligned with PK learning goals.	Retention of core staff. Engage in professional development and collaborative planning with team. Focus on Results Oriented Cycle of Inquiry (ROCI). This is a powerful process for focussing directly on student learning outcomes to support college and career readiness skills. This process engages educators in an ongoing process of learning to support continuous school improvement and transformation.
<i>LCAP Goal 2: Focal Student Group Supports</i>	In keeping with a Response to Instruction and Intervention (RTI) model, students who are struggling benefit from tiered levels of support including evidence-based academic interventions and positive behavior intervention supports (PBIS).	Provide tiered levels of academic and behavior support to all students using a Response to Instruction and intervention model with the help of our Community School Manager, EEIP Teachers, and different learning resources like software licenses and books other than textbooks. This also includes a continuum of care to match research-based, best practices and strategies to meet student's unique needs and learning styles.
<i>LCAP Goal 3: Student & Family Engagement</i>	The school connects families to services, supports and resources that provide students' safety, well-being and learning	The school's key resources are aligned with goals and priorities identified in the Single Plan for Student Achievement (SPSA)
<i>LCAP Goal 4: Staff Supports</i>	Establishing opportunities for distributive leadership through powerful teams and by enrolling teacher leaders and support staff in decisions and implementation of the site's professional learning plan related to establishing student achievement goals, curriculum, instruction and assessments.	Continue to model an ongoing commitment to improve professional learning to build capacity around effective systems and structures to support student achievement. This includes the creation of powerful teams (i.e. ILT, COST, Culture, SART, SSC, etc.) to support our school-wide goals and priorities.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Lack of mastery of reading foundational skills across grade levels. This includes letter name recognition, phonics, phonemic awareness, basic sight words and reading comprehension proficiency. This includes building language skills, vocabulary, as well as fortifying complex output for ELLs/ Newcomers.	Need Tier 2 literacy support and intervention including the use of systematic, explicit word study and phonics program (i.e. SIPPS) to accelerate student learning - Teachers require more collaborative planning time to engage in standards-based, backwards mapping and unit planning of core curriculum (EL Education). Finally, it includes more professional development to support Designated and Integrated ELD best practices.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Provide English Language Learners (ELLs) and Academic Language Learners (ALLs) with explicit instruction in the acquisition and extension of English through designated and integrated English Language Development. This includes using strategies to make the content comprehensible for all students.	Requires differentiated, systems of support as it relates to professional development, coaching and effective professional learning communities (PLCs) to support continuous improvement. Build a vision for culturally responsive and rigorous instruction with a strong Tier 1 while focusing on the "instructional core" - standards, tasks, content and meaningful engagement.
<i>LCAP Goal 3: Student & Family Engagement</i>	Chronic Absenteeism - Greater time and focus on creating a strong, multi-disciplinary attendance team and MTSS with consistent Tier 1 school supports. >20% chronic absence - Most prevalent in primary grade were reading foundational skills are critical. Increase parent participation rates to reflect school diversity. The Springboard Collaborative model engages student and families in accelerating reading growth using a whole-child approach.)	Need to build capacity of attendance team to implement multi-tiered systems of support (MTSS) to address chronic absence and attendance barriers to increase instructional learning time. This includes creating and following up on action plans recommended by the COST and incentives to support goals. In addition, we have to address learning gaps due to Covid. This speaks to the need for coherent plan including more targeted interventions, as well as social emotional learning (SEL) supports for students. Continue to build parent leadership in school governance. Expand the community schools model.

<i>LCAP Goal 4: Staff Supports</i>	Providing consistent coaching cycles that support teacher growth and development and contribute to increased student learning. PLCs need greater focus on results. This includes engaging in cycles of inquiry using student data (quantitative and qualitative), as well as teacher practice data to promote student learning and continuous improvement.	Disruptions to teaching and learning related for staff and students due to high rates of illnesses resulting in absences. Teachers require more support with standards-based, backwards mapping and unit planning. This includes the integration of data-driven instruction (DDI) after each cycle. It also includes mental health support and staff wellness opportunities to support retention. Finally, increase observation and feedback to support teacher growth and development.
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1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Sustainable school improvement and transformation is dependent on significant shifts and alignment in policy and practices at all levels of the educational system including school, network, district and state levels. Therefore, funding based on data-driven, identified school needs to support multi-tiered systems of support (MTSS) is critical for academic acceleration and student achievement. These inequities which manifest in staffing (new teachers at site comparatively); capacity to support professional development; resources to build parent community ties; tutoring and technical supports to improve the instruction program directly impact equity, access and accountability indicators and measures. Shrinking budgets and reduced school pupil and per pupil funding continue to reduced the site capacity to provide the necessary resources to fully support student achievement and success.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, priorities, evidenced-based practices, and budget expenditures align to Oakland Unified LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: REACH Academy

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

Implement standards-aligned, core curriculum with students engaged in ELA/Math. School-wide integration of foundational skills block - SIPPS groups to address foundational literacy skills (i.e. phonics, phonemic awareness, basic sight words, fluency and reading comprehension) - Support adult learning by improving systems for professional learning (i.e. coaching, professional development, collaborative planning in PLCs including the use of data and cycles of inquiry to support data-driven instruction, DDI.) - [Refer to John Hattie's work on "collective efficacy".] - This is important with the implementation two new core curriculums in ELA (EL Ed.) and Math (Eureka Math 2). Also, this includes the implementation of a Results-Oriented Cycle of Inquiry that includes the effective use of interim assessments, as well as a range of core curriculum, embedded assessments (both quantitative and qualitative) to promote deep analysis in support of teaching and learning. Building tiered Responses to Intervention, Rtl will support continuous school improvement.

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

Support adult learning by improving systems for professional learning (i.e. coaching, professional development, collaborative planning in PLCs including the use of data and cycles of inquiry to support data-driven instruction, DDI.) - [Refer to John Hattie's work on "collective efficacy".]. This includes the implementation of a Results-Oriented Cycle of Inquiry that includes the effective use of interim assessments, as well as a range of core curriculum-specific assessments (both quantitative and qualitative) to promote deep analysis in support of teaching and learning. Building tiered Responses to Intervention and Instruction, Rtl will support continuous school improvement.

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.

Increase instructional learning time and students "time on task". This includes decreasing chronic absenteeism by > 15% and promoting regular school attendance. This also includes addressing gaps by expanding learning opportunities to accelerate student growth; as well as by providing systems of support including tiered levels of support with a focus on language and literacy. Improved academic performance and indicators: double-digit growth on District benchmarks in Reading and Math i.e i-Ready and statewide assessment (i.e. ELPAC and SBAC). Use Tony Bryk's landmark research regarding essential supports to expand Community Schools approach, *Organizing Schools for Improvement: Lesson from Chicago* (2010). These levers include: (1) Instructional Guidance & Coherence; (2) Building Professional Capacity; (3) Student-Centered Learning Environments; (4) Parent-Community Ties and (5) School Leadership

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure</p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities (e.g., what does this person or program do?)</p>	<p>What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Attendance Specialist, Bilingual</p>	<p>Chronic Absenteeism</p>	<p>Promote school-wide regular attendance; track chronic absence; follow-up with parents to assess barriers, serve on the SART; create a culture that "Attendance Counts"</p>	<p>Daily calls to parents to clear absences and to address barriers. Chronic absence school-wide rates exceed > 20%. There are lots of illnesses due to health - What is not working?! Getting families to come in for SART meetings - Focus on TK/Kinder parents to reiterate the importance of consistent attendance in the early grades.</p>	<p>Increase Attendance Clerk .5FTE to 1.0FTE to address chronic absence to increase instructional learning and "time on task" - Ensure SART team meets regularly and uses attendance data to determine aligned interventions and support to ensure regular attendance.</p>
<p>Book Trust - (Books other than textbooks)/ Classroom Library</p>	<p>College/Career Readiness</p>	<p>Students receive monthly book orders from Scholastic to promote reading at home</p>	<p>Improve Distance from Standard for on SBAC for African-American (89.8%) and Latino students. This program has highlighted the importance of literacy and reading for joy by supplying all classrooms in TK-3rd with high-interest and compelling books monthly. A goal is to include 4th /5th grade classes with opportunities to self-select books through Scholastic.</p>	<p>Establish goal for double-digit growth school-wide using the i-Ready diagnostic and curriculum-embedded assessments. Students receive monthly Scholastic book orders to build their personalized at-home and school libraries to promote reading joy and growth.</p>
<p>Books other than Textbooks</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Provide high-interest, culturally responsive and compelling books to increase literacy support.</p>	<p>Fund additional books to support classroom libraries to encourage students to self-select books to build independent reading skills and fluency. This is important to increase reclassification rates for English Language Learners (ELLs). The goal is to accelerate rate of 11.5% to 15% or more.</p>	<p>Provide culturally responsive, compelling and high-interest books to support independent reading, fluency and comprehension with the goal of improving literacy skills.</p>

Books other than textbooks	i-Ready Reading at or above Mid-Grade	Provide books aligned to the ELA core curriculum units of study to build classroom libraries.	Purchased additional mentor texts to align with the EL Education curriculum to increase student access to complex texts.	Provide additional anchor texts to support the core-curriculum (EL Education) to increase access.
Community School Manager	Student Connectedness to School	Manages school to community partnerships to support goals and priorities outlined in the SPSA to support academic, as well as social-emotional learning supports. Serve as the Safety Lead.	The CSM position is a vital role to the school by providing key school-to-community partnerships to support teaching and learning. This includes providing academic, social-emotional, as well as health and wellness support (i.e. the Alameda County Food Bank, East Bay Agency for Children through community-based partnerships.	The goal for the CSM role is to balance and to prioritize the duties including providing key support with Attendance and providing support for MTSS through a continuum of care. Also, coordinate the COST,
Consultants	i-Ready Reading at or above Mid-Grade	Collaborate with Reading Partners to provide Tier 2 support in reading for students not meeting proficiency to accelerate reading growth.	20% of students are at or above grade level with 35.4% approaching. When consistent, this Tier 2 support and targeted intervention along with Tier 1 core instruction improves reading growth. A challenge for the partnership has been staffing as we recover from Covid.	Reading Partners will provide differentiated, Tier 2 literacy support to accelerate reading growth for students in grade levels not meeting proficiency. School-wide focus will include the early grades (K-3).
Field Trips	On Track to Graduate: 11th Grade	Provide access and increase opportunities for students to receive educational learning experiences outside the classroom to support college/ career readiness.	Funding through site and CCSPP grants to cover transportation was provided for all classes to participate on a field trip aligned to the core curriculum and grade-level standards. A challenge is the cost for bus transportation which can exceed \$1,000.	Provide increased funding for experiential learning experiences aligned to the core curriculum, standards and units of study. This includes opportunities for out of area field trips (i.e. Monterey Bay Aquarium, California Academy of Science, week-long outdoor camps like Mosaic.

Interfund Food Services	Student Connectedness to School	Provide food/ refreshments for parents/ families to attend workshops and school governance (SSC).	Providing food refreshments for parent workshops after school and early evening supports increased attendance and participation in school-wide events. A challenge has been staffing at the Central Kitchen. As a result, the site has to use outside approved vendors which can become costly.	Provide food services for parent workshops and family events in the evening to increase attendance and participation. Goals for 23-24 is to partner with the OUSD Central Kitchen to create a schedule and plan.
Licensing Agreements	College/Career Readiness	Use technology through the use of chromebooks to access online learning (i.e. i-Ready, Sora, Newsela, etc.	As a school, we have a 1:1 student to device ratio. Teachers use technology to support differentiated small groups through the use of personalized platforms (i.e. i-Ready, SORA, Zearn, EPIC, etc.) to support mastery-based learning.	Increase technology licenses to support mastery-based learning in the core content areas including ELA, Math, Social Studies and Science. Also, expand programming to support English Language Learners with improving oral language acquisition through evidence-based programs.
Prep/Enrichment Teacher	CAST (Science) at or above Standard	Deliver rich science instruction for all students in grades TK-5th aligned to the Next Generation Science Standards (NGSS)	A strength was increasing the funding of the EEIP Science Prep teacher to a 1.0FTE to provide targeted science instruction with the goal of increasing proficiency on the CAST from 5.4%. An area of improvement is providing teaching coaching to support rich science instruction in classrooms.	Continue to fund the salary difference from the Base to fund the Science Prep teacher at a 1.0FTE, full-time position. This will ensure students are receiving Tier 1 support to support the core curriculum (NGSS FOSS) - Utilize online resources to support teaching and learning.
Reading Partners	Reading Inventory (RI) Multiple Years Below Grade Level	Collaborate with Reading Partners to provide Tier 2 literacy support for students not meeting proficiency to accelerate reading growth.	Reading Partners will provide differentiated, Tier 2 literacy support to accelerate reading growth for students not meeting proficiency. An area of focus is the early grades (K-3) and increasing school-wide SIPPS mastery test proficiency to > 20%.	Provide targeted reading interventions and support for students not meeting proficiency. Program will relaunch in the Fall of 2023 after a year hiatus to reorganize after the pandemic

Supplies	College/Career Readiness	Fund classroom supplies for teachers to support lesson planning, delivery and implementation.	Provide instructional resources to support the implementation of the District-approved curriculum for ELA (EL Education) and Math (Eureka Math 2) to support teaching and learning. A challenge has been pacing.	Allocate funding stipends to support classroom teachers with supplies to enrich Units of Study aligned to the core curriculum. Also provided expanded time and funding to support collaborative planning. This includes using data to support cycles of inquiry.
Supplies	Student Connectedness to School	Purchase monthly incentives for Excellence Assemblies to recognize and to celebrate student achievement growth.	Provide multi-tiered levels of academic and social- emotional support (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning.	Provide incentives to promote and to celebrate student achievement and growth in terms of academics, social-emotional, behavior and student leadership. This includes hosting monthly Excellence awards, as well as for the REACH store and raffle
Teacher Extended Hours	SBAC ELA Distance from Standard Met	Provide funding for teachers to support students and to serve on teams/ committees to improve instruction.	Implement a robust Response to Intervention and Instruction (RTI) to accelerate student learning. Teachers provide after school tutoring and engage in collaborative planning using data-informed cycles of inquiry. A challenge has been providing additional time and funding.	Continue to provide extended hours for teachers to serve on school-wide teams including ILT, Culture, SSC, COST, etc., as well as to provide after-school tutoring (Tier 2) to improve literacy skills

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: REACH Academy

School ID: 193

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Priority:	Implement standards-based instruction with a focus on engaging scholars in rich math tasks with appropriate depth of knowledge (DOK). This involves building math proficiency by adhering to the CCSS math shifts including fluency, rigor and coherence.
School Theory of Change:	If teachers use the Common Core State Standards (CCSS) to backwards map and to plan rigorous, instructional units, assessments and daily lessons using DOK, as well as use assessment data to conduct regular cycles of inquiry to plan instruction, THEN student agency, independence and achievement will excel. This includes implementing explicit lesson design steps, along with complex tasks that support deeper learning (i.e. collaboration, communication, critical thinking, problem solving and academic mindsets). This also addresses the shifts related to focus, coherence and RIGOR.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers know and understand grade-level standards along with the major focus for math instruction. Prioritize the most important concepts, skills and standards to support rigorous and coherent math instruction.	Plan and schedule professional development for grade level teams at the beginning of the school year to unpack standards and units. Create pacing calendar with measurable benchmark goals to support implementation.	Deepen learning and reflection aligned to the cycle of inquiry focus to support lesson planning, delivery and implementation. *PLC agendas; *Planning Protocol; *Lesson Study; *Lesson Feedback		Tier 1
1-2	Implement District-approved math curriculum (i.e. Eureka Math 2). Deliver lessons and core instruction in half-groups to support student learning.	Integrate collaborative planning time and provide resources (i.e pacing guides) to support team planning. Provide coaching and PD.	Evidence includes clear lesson structure in terms of implementation (i.e. fluency, launch, learn and learn). Units delivered with integrity.		Tier 1

1-3	Assign Zearn digital lessons (4) weekly through Clever to align with EM2 modules and lessons to support mastery-based learning. Use platform reports aligned to the achievement descriptors to monitor student progress.	Monitor school-wide implementation. Create and post a school-wide, math assessment calendar. Ensure adequate time is incorporated into the professional learning plan for grade-level teams analyze data. Conduct walkthroughs with feedback.	Evidence of students engaged in deeper learning competencies including problem solving, critical thinking, collaborating, communicating and developing academic mindsets through productive struggle and engagement.		Tier 1
1-4	Provide regular assessments (formative, summative and benchmark) to analyze student learning outcomes and mastery towards meeting standards. Use assessment data to drive instruction and for planning differentiated small group math instruction.	Grade-level PLCs - Create formal and informal assessments to analyze students proficiency and mastery towards goals. Engage teams regularly in data-driven instruction and corrective aciton planning.	Coaching resources are equitably distributed based on student need and/or instructional quality in order to build teacher skill and to support student achievement. Distributed leadership and create powerful teams.		Tier 1
1-5	Provide frequent and regular opportunities for students to engage in academic discussions, as well as to practice math vocabulary by embedding "talk tools" and participation protocols to support students with explaining their mathematical thinking and reasoning.	Conduct walkthroughs and learning walks with a focus on the "instructional core" - The ILT regularly reviews the teacher walkthrough and student achievement data to plan supports to complete student achievement.	Increased oral language output and students building off one anothers' thinking. Learn about and practice instructional routines during professional development that accelerate student achievement goals.		Tier 1
1-6	Incorporate personalized learning platforms including math games (i.e. i-Ready, Prodigy, etc.) to reinforce spiral review of math concepts along with a growth mindset to build SEL competencies.	Provide effective structures to support grade-level PLCs - This includes faciliation. Plan and implement strong routines and procedures to build a postive math culture.	Accelerated student math growth, confidence and independence. Teachers learn and practice math routines during PDs/ PLCs to support learning outcomes.		Tier 2

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

School Priority:	Increase foundational literacy and language skills with a focus on reading fluency and comprehension.				
School Theory of Change:	If we provide the professional development and coaching support to all staff around the science of reading and structured literacy, students will receive both systematic phonological awareness, phonics, and sight word instruction and rigorous instruction with vocabulary and complex text which will provide the support needed for students to become accurate decoders, fluent readers and critical analyzers of text.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	K-2nd grade teachers implement daily, explicit instruction for phonological awareness, phonics and basic sight words (using SIPPS) - Use SIPPS mastery tests to progress monitor, as well as to adjust student groupings as appropriate. 3rd-5th grade teachers implement SIPPS as a daily intervention for students below grade level.	Provide explicit phonics instruction and ongoing training for teachers and support staff in SIPPS and foundational literacy skills based on the Science of Reading. Create a school-wide master schedule to allow for differentiated, small-group instruction and targeted interventions.	SIPPS mastery test progress; i-Ready diagnostic; letter naming fluency, phonemic awareness and phonics, DIBELS data. Develop with the Instructional Leadership Team (ILT) cycles of inquiry focused on the content and skills to accelerate student outcomes. Build teacher capacity through inquiry-based PD learning.		Tier 1
2-2	Use EL Education scope and sequence, as well as priority standards to implement explicit instruction in reading and writing. This includes providing access to rich, complex text sets.	Provide time during pre-service to map out units and modules; teachers have training opportunities to improve practice and implementation;	Provide consistent coaching and professional development. This includes observation and feedback to improve teaching and student learning.		Tier 1

2-3	Teachers use a variety of diagnostic, formative and summative assessments including all required OUSD assessments to inform their instructional planning.	Administration closely monitors learning results for identified students and interventions based on assessment data	In keeping with a results oriented cycles of inquiry, teachers and their colleagues regularly consider data and information about student learning with a focus on accelerating historically underserved populations.		Tier 1
2-4	Engage all students in regular close reading of complex, grade-level text to support reading comprehension.	Provide ongoing training to support EL Education implementation and SIPPS including coaching supports. Include peer observations. Provide structures to support Tier 2 and Tier 3 supports and interventions to meet needs	All students have copies and access to standards-aligned complex text sets and unit workbooks. Evidence of a shift from delivering content to framing inquiry questions to push student thinking and knowledge construction.		Tier 1
2-5	Scaffold text-dependent questions and learning tasks to support close reading of texts. Provide opportunities for students to collaborate and to talk about their reading. This includes engaging in frequent evidence-based, academic discussions about anchor texts.	Provide protected time during the instructional day for teachers to collaborate in PLCs with grade-level and in cross grade-level teams within grade-level bands with the TSAs, ENTL and Administration for coaching and planning supports.	Teachers provide regular opportunities for student talk, discussion and written output. Prepare students to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		Tier 1
2-6	Provide students with rich daily, writing opportunities using evidence-based, anchor texts. Engage students in the writing process across genres including daily journal writing.	Incorporate cycles of inquiry and professional development with a focus on writing with evidence across subjects. This includes narrative, informational and opinion.	Students produce writing and work samples across genres including descriptive, expository (informational), persuasive, narrative, informational and poetry.		Tier 1

2-7	Use assessments to inform instruction and form small groups. This includes using i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction. as well as District benchmark, curriculum embedded and common formative assessments to support student learning.	Engage in regular walkthroughs with feedback and data meetings with corrective action planning and data-driven instruction (DDI).	Engage students and staff in regular data analysis and data-driven instruction. Include students in goal-setting, outlining performance targets and benchmarks for reaching school-wide, grade-level and individual student goals.		Tier 1
2-8	Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Time-bound) goals for student achievement goals in each Unit/ Cycle. Teachers post literacy trackers in classrooms to measure reading growth and stamina.	Provide protected time during the instructional day for teachers to collaborate in PLCs with grade-level and in cross grade-level teams with the TSAs, ENTL and Administrator for coaching and lesson planning supports.	Scaffold instruction for all students using a gradual release of responsibility from the teacher to students - teaching for independence. Evidence of student-centered, constructivist classrooms.		Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Priority:	Conditions to Support Student Learning and Engagement
School Theory of Change:	If teachers, support staff and site leadership provides multi-tiered levels of academic, social emotional and behavior supports (MTSS) to all students through a continuum of care that proactively identifies student needs, matches researched-based interventions and regularly monitors student progress using assessment data to make decisions, THEN we'll create safe, supportive and student-centered learning environments to ensure every scholar thrives and is ready for college, career and success.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning.	Provide SRSS training and follow-up PD to reflect on qualitative data to accelerate student achievement and improve social-emotional learning outcomes. COST team reviews students identified with Tier 2 & 3 needs	Teachers complete universal screener (SRSS) 2x/year to identify students needs. Following screening, teachers and support staff collaborate to identify evidenced-based, tiered levels of support. CSM provides case-management.		Tier 1
3-2	Implement a robust Response to Intervention and Instruction (RTI) to accelerate student learning. Teachers and support staff use data-informed cycles of inquiry to drive instruction and to support social-emotional growth and learning.	Establish an nstructional Leadership Team (ILT) and Cuture/ Climate school-wide teams to establish professional learnig plan to support student achievement goals. COST team updates data in OUSDForce to reflect student interventions.	Implement a theory of action using results oriented cycles of inquiry that align evidenced-based practices, interventions and supports. Provide tiered levels of academic and behavior support to all students using a response to instruction and intervention model.		Tier 1
3-3	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS) to support a postive culture and school climate. This includes a focus on using restorative practices (RJ) to reduce disproportionality.	Establish a consistent time (weekly) to review Tier I data, establish action plans and to support professional learning. Dedicated "cool down spaces" established in all classrooms/ spaces with sensory tools to support with deescalation and to refocus learning.	Implement Tiered Fidelity Inventory and a community-school approach to address health and wellness including mental health supports to address trauma. This includes providing supports through the East Bay Agency for Children (EBAC).		Tier 1

3-4	Teachers implement grade-level, complex tasks aligned to rigorous CA Common Core State Standards (CCSS) to support the "instructional core". Develop with the ILT 6-8 week cycles of inquiry focused on the content/ skills students need to be successful.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments aligned to student learning goals. This includes conducting regular walkthroughs with rubrics to assess implementation.	Build content and pedagogical knowledge Understand intended shifts or outcomes for students through application of instructional practices Set goals for instruction. Build a clear vision, culture along with the conditions for college and conditions to support career readiness.		Tier 1
3-5	Teachers lead students in setting and monitoring their own learning by setting goals, as well as by providing individual feedback to students to build their agency, motivation and independence.	School leadership uses academic and culture data to progress monitor, to identify focal students, as well as to provide targeted interventions to improve teaching and student learning for ALL.	Evidence of student conferencing with goal setting. Visual scaffolds and supports (i.e. anchor charts) highlighting growth towards the Standards are evident as well as student work analysis.		Tier 1
3-6	Teachers and support staff engage families regular two-way communication using home visits, newsletters, messaging platforms (i.e. ParentSquare) in-person and/or phone calls, to communicate academic, attendance, behavior and strategies to support at home.	Develop evaluation tool to monitor the effectiveness of programming. CSM will support the school with community partnerships. This includes supporting families with outreach, consultation, as well as health and wellness needs in alignment with the Community Schools model.	Evidence of school-wide governance to support shared decision-making and leadership (i.e. SSC, SELLS, A.A. parent action team, etc). Family Liaison to coordinate monthly parent workshops to address academic, as well as social-emotional supports.		Tier 1
3-7	Staff implement Tier 2 and 3 strategies to support individual student needs with a focus on ATTENDANCE and decreasing chronic absence.	Leadership will observe organized structures in classrooms including systems to support positive relationship building and de-escalation (i.e. 5:1, incentives and Zen Dens).	Implement resources (i.e. trauma informed practices, de-escalation, building positive relationships and support with Tier 1. Provide school-wide incentives.		Tier 1

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

School Priority:	Conditions to Support Adult Professional Learning and Culture
School Theory of Change:	If we create conditions to support adult learning by focusing on the systems of supports which include providing differentiated coaching, professional development and opportunities for teachers to regularly collaborate in professional learning communities (PLCs) by using assessment data to engage in cycles of inquiry, THEN teacher efficacy, instructional practices and student learning will increase.

Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will engage in regular professional learning communities (PLCs) focused on results-oriented cycle of inquiry (ROCI) goals. This includes goal setting, lesson planning, teaching, collecting and reviewing assessment data, reflecting, as well as adjusting instruction.)	Facilitate PD experiences that empower teacher leaders in communities of practice. This includes engaging in collaborative goal setting, inquiry conversation protocols, and public learner routines. Provide clear structures (i.e. agenda) for teachers to use within their PLCs. Regularly sit in on PLCs to provide support, progress monitor and assess teacher learning needs.	Build content and pedagogical knowledge Understand intended shifts or outcomes for students through application of instructional practices Set goals for instruction. Create evaluation tools including student and family surveys to measure IMPACT.		Tier 1
4-2	Teachers collaborate to build their knowledge of content standards, tasks, and pedagogy embedded in the curriculum by participating in evidenced-based, professional development opportunities to strengthen their knowledge of priority standards, content/ curriculum and best practices.	Provide differentiated support, knowledge and information to build capacity that can be readily applied to grade level teams to support learning. Principal, TSA and leadership teams will develop, monitor, and establish site theory of action including the systems for professional learning.	Teachers participate weekly in differentiated professional development offerings by engaging in a culture of learning through inquiry. Provide regular feedback on systems for professional learning (i.e. effective PDs, coaching and PLCs).		Tier 1

4-3	Teachers will use both quantitative and qualitative data to drive their inquiry cycle process with the goal of using data to understand and tackle identified problems of practice, as well as MTSS support. Select focal students.	Manage systems of formative and summative data collection to support teachers in meaningful inquiry-based data analysis and reflection. Assess progress on instructional goals	Teachers reflect on the impact of their own learning and application through a review of student work, assessments along with teacher walkthrough data. Identify the impact of instructional practices based on student outcome goals.		Tier 1
4-4	Teachers will collaborate with coaches to create data-driven and individualized coaching cycles that include a pre-conference meeting to set goals, observation, and post-observation debrief to support teacher growth and development.	Provide differentiated coaching and research-based coaching strategies to support teachers in their professional learning and growth. Identify supports based upon data, develop an aligned coaching plan,/ cycle. This includes identifying a coach, TSA to support (e.g. modeling lessons, elbow-teaching)	Teachers apply their learning to their own planning and receive feedback (from their peers or a coach) to support implementation. This includes regular engagement in PLCs with a focus on results to support improved academic and social-emotional learning outcomes.		Tier 1

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

School Priority:	Conditions to Support Black Students
School Theory of Change:	<p>If we as a staff create a culture of visibility, safety and academic rigor for black students, then...</p> <ul style="list-style-type: none"> Students and families would feel safe (builds a sense of community) Students and families would develop positive relationships with other peers and staff Students would build their self-confidence Attendance would increase There would be a decrease in URFs and suspension There would be a decrease microaggression Parent engagement would increase Student academic achievement would increase
Related Goals:	<p>Focal student groups demonstrate accelerated growth to close our equity gap.</p> <p>Students and families are welcomed, safe, healthy, and engaged.</p>
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Implement a rigorous core instructional program aligned to the CCSS. Implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence and regular practice in academic discussions.)	Build a relationship-centered, equity-focused school by intentionally creating anti-racist learning spaces that put students and families first. This includes building "a culture of excellence" by maintaining high expectations and personal integrity.	Evidence of strong systems and structure to support the systems for professional learning as it relates to coaching, facilitation professional development along with effective professional learning communities to support data-based, cycles of inquiry.		Tier 1
5-2	Structure wellness check-ins using Sown to Grow. Provide daily opportunities to build relationships and to provide additional social-emotional support (2x10) and skills.	Commit to adaptive changes to support transformational teaching and learning. This includes a focus on creating equity, access and accountability school-wide.	Evidence includes a strong network of supports, services and funding to support the academic, social-emotional, as well as health and wellness for Black students.		Tier 1
5-3	Integrate diverse modes of learning using multiple modalities and intelligences to make content comprehensible: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and through Arts integration.	Provide explicit Tier 2 and Tier 3 supports in school-wide model that includes: timely screening, evidence-based strategies, clear action steps, and continuous monitoring for ELA and Math.	Culturally responsive and affirming teaching practices with high student engagement. This includes the use of relevant and rigorous content along with opportunities for students to engage meaningfully to support deeper learning: problem-solving, critical thinking, collaboration, communicating and applying.		Tier 1

5-4	Implement an asset-based approach and lens for scholars. Build upon students' funds of knowledge along with their lived experiences and rich heritage to support student growth and success.	Address inequities and dismantle structures of systemic racism and white supremacy by identifying a "problem a practice" and engaging key stakeholders around collective inquiry to disrupt negative practices.	Implementation of differentiated, small group instruction to provide target support (e.g. guided reading, foundational skills, conferring; strategy math groups with progress monitoring.)		Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Conditions to Support English Language Learners
School Theory of Change:	If teachers integrate embedded supports and scaffolds to make content accessible by engaging English Language Learners (ELLs) in focused language study by incorporating complex text, "student talk" protocols, explicit vocabulary instruction and text dependent questions through the use of Guided Language Acquisition Design (GLAD) strategies, SDAIE and High Impact Language Practices: Fortifying Complex Output and Fostering Interactions to build language development across content areas by providing students with rich opportunities to unpack "juicy sentences, to engage in regular academic discussions and structured language practice, THEN oral language acquisition will increase.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers implement a daily Designated English Language Development (ELD) block for 30 minutes a day using adopted curriculum ("language dives" from EL Education) to provide explicit language instruction. Use designated ELD time for language practice and for essential ELL practices.	Establish school-wide time for a, 30-minute Designated ELD instructional block in the master schedule. Conduct regular walkthroughs. Observe and provide regular feedback focusing on effective use of language and literacy skills and best practices. Support teachers with analyzing ELPAC data to form ELD groups.	Evidence of instruction to meet the learning needs of Newcomers. Utilize data to form small groups to support language practice. Provide direct instructional support of newcomers in both push-in and pull-out contexts: Examine newcomer data. Engage in co-planning and co-teaching to support goals.		Tier 1
6-2	Teachers provide regular opportunities for student talk, discussion and written output. Prepare students to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Integrate PD cycles. Continue to support ELLs with language supports to engage in deeper discussions around the meaning and function of texts. Guide grade-level teams to collaboratively analyze the content, cognitive, language and literacy demands of complex texts and tasks.	Participate in school-wide professional development planning to sustain focus on addressing newcomer student needs. Provide professional development for teachers and other staff addressing the needs of newcomer students. Consult with teachers/staff to collaboratively develop best approaches for supporting newcomer students.		Tier 1

6-3	Embed language development and visual scaffolds using Integrated ELD (2-3 GLAD strategies) across content areas: process grid, GOIC/ pictorial input chart, expert groups, etc.) to increase access and to make content comprehensible ELLs/ ALLs.	Provide regular coaching support to build capacity and to support effective instruction of essential ELL practices. Implement learning walks. Provide observation and regular input/ feedback.	Teachers provide multiple opportunities to make content comprehensible for English Language Learners by implementing High Impact Language Practices including Using Complex Text, Fortifying Complex Output and Fostering Meaningful Interactions. Utilize California English Language Development (ELD) Standards including the major shifts in the CA CCSS ELA.		Tier 1
6-4	Teacher provide multiple opportunities to make content comprehensible for English Language Learners by implementing High Impact Language Practices including Using Complex Text, Fortifying Complex Output and Fostering Meaningful Interactions. Utilize California English Language Development (ELD) Standards including the major shifts in the CA CCSS ELA.	Support teachers by providing differentiated PD using collaboration protocols to increase academic discourse and "student talk". Conduct consistent walkthroughs using ELD walkthough tool - Provide observation and written feedback. Conduct learning walks with ENTL to identify trends and needed supports as it relates to language functions, forms and Literacy.	Share best practices related to newcomers systems and supports. Participate in PLCs to develop knowledge and skills connected to newcomer learning needs. Participate in district-organized learning communities in order to develop plans to create welcoming spaces; assessment and progress monitoring, as well as Family involvement.		Tier 1

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Provide multi-tiered levels of support (MTSS) through expanded learning opportunities to accelerate student learning. This includes a focus on academic, enrichment, student leadership, as well as health and wellness.	193-1
contract first \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Provide multi-tiered levels of support (MTSS) through expanded learning opportunities to accelerate student learning. This includes a focus on academic, enrichment, student leadership, as well as health and wellness.	193-2
Teacher Extended Hours	\$35,000	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Implement a robust Response to Intervention and Instruction (RTI) to accelerate student learning. This includes serving on key teams (i.e. ILT and Culture), as well as using student data to provide differentiated small group instruction including after school tutoring.	193-3
12-Month Community School Manager	\$45,715	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7809	12-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Manage school to community partnership to support goals and priorities outlined in the SPSA. Implement Tier 2 and 3 supports with a focus on attendance and decreasing chronic absence, academic support to accelerate learning and health and wellness.	193-4
Family/Parent Liaison	\$43,442	California Community Schools Partnership Program	2405	Clerical Salaries	8660	Family/Parent Liaison	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Build a relationship-centered, equity-focused school, that puts students and families first and maintains high expectations.	193-5
Supplies	\$843	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Provide attendance incentives to promote regular school attendance and to combat tardiness and chronic absence.	193-6
IKUNA - (Pacific Islander)	\$5,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Address systemic racism and underserved communities of color by accelerating reading development and growth through Tier 2 1:1 support.	193-7

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
East Bay Agency for Children (EBAC)	\$25,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Provide staff mental health and wellness services through weekly sessions with a licensed therapist to prevent burnout and to increase overall health and well-being.	193-8
Partners in School Innovation	\$50,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Provide technical support to improve teaching and student learning by supporting the systems for professional learning. This includes developing a scope and sequence along with the ILT for professional learning, coaching and PLCs.	193-9
Field Trips (Bus Transportation)	\$20,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Increase student engagement and joyful learning by providing rich opportunities for experiential learning that provide students with real-world experiences to support standards-based instruction.	193-10
Teacher Extended Hours	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Implement a robust Response to Intervention and Instruction (RTI) to accelerate student learning. Teachers and support staff use data-informed cycles of inquiry to drive instruction and to support social-emotional growth and student learning.	193-11
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7641	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Support collaborative planning and expanded PLCs. Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Time-bound) goals for student achievement aligned to Unit/ Cycle. Teachers post literacy trackers in classrooms to measure math growth.	193-12
Early Literacy Tutor	\$28,945	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8024	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use assessments to drive instruction and to form differentiated small groups. Use i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction using a Response to Intervention and Instruction to accelerate learning.	193-13

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$34,995	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8025	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use assessments to drive instruction and to form differentiated small groups. Use i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction using a Response to Intervention and Instruction to accelerate learning.	193-14
Early Literacy Tutor	\$36,222	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8026	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use assessments to drive instruction and to form differentiated small groups. Use i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction using a Response to Intervention and Instruction to accelerate learning.	193-15
Supplies	\$16,420	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning.	193-16
Copier Machine	\$8,000	LCFF Discretionary	6425	Duplicate Equipment >= \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement a rigorous core instructional program aligned to the CCSS and NGSS. Implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence and regular practice in academic discussions.)	193-17
STIP Teacher	\$83,169	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Support collaborative planning and expanded PLCs. Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Time-bound) goals for student achievement goals aligned to Unit/ Cycle. Teachers post literacy trackers in classrooms to measure reading growth.	193-18
10-Month Classroom Teacher on Special Assignment (TSA)	\$129,548	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7123	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers will engage in regular professional learning communities (PLCs) focused on results-oriented cycle of inquiry (ROCI) goals. This includes goal setting, lesson planning, teaching, collecting and reviewing assessment data, reflecting, as well as adjusting instruction.)	193-19

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher Extended Hours	\$10,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Provide regular assessments (formative, summative and benchmark) to analyze student learning outcomes and mastery towards meeting standards. Use assessment data to drive instruction and for planning differentiated small group math instruction.	193-20
Attendance Specialist, Bilingual	\$26,892	LCFF Supplemental	2205	Classified Support Salaries	3521	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Implement Tier 2 and 3 strategies and evidence - base best practices with a focus on improving student ATTENDANCE and reducing chronic absence during the year.	193-21
Classified Extended Hours	\$15,000	LCFF Supplemental	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Build a relationship- centered, equity-focused centered school, that puts students and families first.	193-22
Noon Supervisor	\$19,705	LCFF Supplemental	2905	Other Classified Salaries	4500	Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide critical staffing in this role to create a welcoming and safe learning environment.	193-23
Supplies	\$3,901	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Provide attendance and Positive Behavior Intervention Supports (PBIS) incentives to create student connectedness along with a positive school culture and climate.	193-24
Consultants - reading partners	\$10,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Implement a robust Response to Intervention and Instruction (RTI) using Tier 2 targeted support to accelerate reading growth.	193-25
Licenses	\$15,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Utilize technology through personalized learning platforms across content areas to support mastery-based learning.	193-26

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	\$143,299	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7807	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Provide systems for professional learning including consistent coaching cycles, professional development, collaborative planning through PLs using assessment data to improve teaching and student learning.	193-27
Books OTX	\$2,816	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Provide multilingual reading resources to promote literacy goals to support English Language Learners (ELLs)	193-28
Reading Partners	\$6,250	Literacy Coaches & Reading Specialists Grant	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Reading Partners will provide differentiated, Tier 2 literacy support to accelerate reading growth for students in grade levels not meeting proficiency.	193-29
Library Technician	\$89,289	Measure G, Library Support	2205	Classified Support Salaries	8430	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide students with high-interest compelling books. Support weekly classes with self-selecting books for independent reading to improve literacy.	193-30
Classroom Supplies	\$22,400	Preschool Support Budget	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Implement District-approved curriculum in English Language Arts (El Education and Math (Eureka Math 2).	193-31
Early Literacy Tutor	\$4,135	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8024	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use assessments to drive instruction and to form differentiated small groups. Use i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction using a Response to Intervention and Instruction to accelerate learning.	193-32
Early Literacy Tutor	\$4,999	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8025	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use assessments to drive instruction and to form differentiated small groups. Use i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction using a Response to Intervention and Instruction to accelerate learning.	193-33

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$5,175	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8026	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use assessments to drive instruction and to form differentiated small groups. Use i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction using a Response to Intervention and Instruction to accelerate learning.	193-34
Early Literacy Tutor	\$19,235	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	1784	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use assessments to drive instruction and to form differentiated small groups. Use i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction using a Response to Intervention and Instruction to accelerate learning.	193-35
Books OTX	\$1,000	Title I, Part A Parent & Family Engagement	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Fund supplies to support reading intervention. Parents to provide 1:1 literacy support for students working below grade level to meet grade-level proficiency.	193-36
Supplies	\$1,000	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning.	193-37
Interfund Food Services	\$1,400	Title I, Part A Parent & Family Engagement	5758	Food	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase opportunities for parents to participate in shared leadership through school-wide governance. This includes engagement on School Site Council (SSC), Site English Language Learner Sub Committee (SELLS) and parent workshops.	193-38
Consultants	\$500	Title I, Part A Parent & Family Engagement	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Parent workshops to support Designated English Language Development. Community partner to provide strategies for language practices, immigration, as well as health and wellness support to increase student achievement for English Learners and Newcomers.	193-39

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$21,594	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2004	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	CAST (Science) at or above Standard	Provide designated staffing to implement District-approved Science curriculum FOSS aligned to the Next Generation Science Standards (NGSS) to support rigorous science instruction.	193-40
10-Month Classroom Teacher on Special Assignment (TSA)	\$65,490	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7811	10-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Support teachers with collaborating to build their knowledge of priority standards, rigorous tasks, and pedagogy embedded in the curriculum by participating in coaching, evidenced-based, professional development and PLCs to strengthen their knowledge to support teaching and learning.	193-41
12-Month Community School Manager	\$45,715	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	7809	12-Month Community School Manager	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Manage school to community partnership to support goals and priorities outlined in the SPSPA. Implement Tier 2 and 3 supports with a focus on attendance and decreasing chronic absence, academic support to accelerate learning and health and wellness.	193-42
Classroom Supplies	\$3,150	Title I, Part A Schoolwide Program	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement a robust Response to Intervention and Instruction (RTI) to accelerate student learning. Teachers and support staff use data-informed cycles of inquiry to drive instruction.	193-43
Licenses (Online Platform)	\$10,301	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Use technology to support mastery-based learning. Implement rigorous core instructional program aligned to the CCSS using online personalized platforms. Implement regular practice with complex tasks (e.g. high DOK, text sets, math and writing with evidence).	193-44
Classroom Supplies	\$2,250	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement a robust Response to Intervention and Instruction (RTI) to accelerate student learning. Teachers and support staff use data-informed cycles of inquiry to drive instruction and to support social-emotional growth and learning.	193-45

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Book Trust	\$7,500	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Students receive monthly book club orders through Scholastic to promote independent reading at home and at school by providing compelling, high-interest and culturally responsive books to support a joy of reading.	193-46
Early Literacy Tutor	\$19,235	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	1784	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement SIPPS foundational literacy skills curriculum as a targeted intervention to provide explicit, differentiated small group instruction to support reading growth.	193-47



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

School-Parent-Student Compact

[REACH Academy]

2022-2023

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 California's high academic standards.

This School-Parent Compact represents the 2020-21 school year including distance learning.

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.**

Implement a rigorous, core instructional program aligned to the CA Common Core State Standards. This includes providing Tier 1 differentiated instruction to meet student needs.

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

Parents will be notified and have the opportunity to engage in formal parent teacher conferences two times a year including in the Fall and Spring to review student achievement data and to discuss supports. Report cards will be dispersed 3x a year.

- 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.**

Parents will receive regular communication on their child's progress and results on State, District and school-wide academic assessments. This includes during parent teacher conferences and parent meetings (in person and phone). Culture and climate data will also be shared as it relates to attendance, suspensions and social-emotional supports.

- 4) Provide parents reasonable access to staff.

The school will have an, “open door policy” to meet the needs of families. This includes communicating “open hours” to meet with teachers, support staff and Administration.

- 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.

Volunteer opportunities will be communicated and encouraged for parents to use their strengths and talents throughout the school to support our school-wide priorities. This includes providing support in the classroom, on the playground, office, special events, etc.

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

Parent workshops and community partnerships will be held during the year including for literacy, attendance, college and career readiness, health and wellness, etc.

- 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.

Staff will partner with parents and establish two-way communication. The school will receive guidance and technical support from the Office of Equity to ensure adherence. Parents will play a key role in the site decision-making process by having the majority of positions on the School Site Council (SSC), the Parent Leadership team as well as the Site English-Language Learner Committee (SELLS).

- 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.

As a school we will strive to provide printed and electronic communication and translation of school materials to families. As a community school, parents will also receive access and information regarding our variety of school/ community resources. (i.e. Alameda County Food Bank, Mandela Produce Stand and healthy living classes).

AS A SCHOOL, we will:

- 1) Provide a safe and supportive distance learning environment for your child.**
- 2) Teach, model, review and communicate school-wide expectations for virtual learning (BE Safe, BE Mindful & BE Responsible)**
- 3) Implement and deliver a rigorous standards-based core instructional program aligned to the CCSS. Ensure families receive materials and tools to support student achievement.**
- 4) Focus on reducing “bullying” through school-wide PBIS, Restorative Practice, as well as by implementing the Caring Schools Community Social-Emotional learning curriculum.**
- 6) Accept a NO BULLYING, HARRASSMENT and/or INTIMIDATATION policy – This includes discrimination/ harassment in any form (name calling, fighting, kicking, yelling/ screaming, spitting, excluding, being mean, etc.).**
- 7) Provide health and wellness resources, as well as supports to ensure a strong culture and climate including during distance learning. This also includes using Restorative Justice to build relationships and repair harm.**
- 8) Provide systems of support including professional development & coaching**
- 9) Require appropriate dress to support college and career readiness - (Students must adhere to the uniform policy.)**
- 10) Permit your child to use only educational materials and to access school approved sites for research This includes the approved use of technology.**

School Principal Signature

Teacher Responsibilities

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

- **Communicate clear expectations for performance to both students and parents.**
- **Address the needs of all students using a whole-child, community-schools model**
- **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 or the school (if possible).
- Participate in the decision-making process of the school to support student achievement
- Adhere to all safety procedures and protocols related to Covid and school security
- Use restorative practices to address problems - Harassment and bullying discouraged
- Promote positive use of my child's extracurricular time. *This includes ensuring 30 minutes of reading, limiting video game usage and reinforcing school-wide expectations*

AS A PARENT, I will also:

- 1) Ensure my child maintains regular school attendance to prevent chronic absence.***
- 2) Review and reinforce all school-wide expectations with my child (BE Safe, BE Mindful and BE Responsible) to ensure a safe environment with learning as the top priority.***
- 3) Ensure my child is dressed in uniform for safety and success in accordance with policy.***
- 4) Teach, model and discuss self-control and respect for myself and others. NO BULLYING!***
- 5) Assist my child in selecting proper media (television, movies, video games, music and printed materials) to reduce his/her exposure to violence. I'll monitor technology usage.***
- 6) Volunteer (10 hours) at the school during the calendar year (if able).***
- 7) Encourage my child to solve problems using safe and restorative approaches. This includes seeking the support of a caring adult for help when necessary.***
- 8) Model and encourage appropriate language (no cursing, blaming or shaming).***

I will use Restorative practices to solve problems and seek support from a teacher, Administration or support staff. At no point, will I ever confront another student.

- 9) I will sign-in the office during instructional hours and receive the proper identification/pass.***

- 10) Take an active role in the academic success and behavior of my child. I expect to be informed when my child meets or falls short of his or her standards with regards to behavior and academically. I will accept my responsibility for my child's success!***

As a parent/guardian, I have reviewed the above with my child and I am in support.

Parent/Guardian Signature

Student Responsibilities

AS A STUDENT, I will:

- 1) Attend school regularly and remain focused on learning is my top priority.***

- 2) Respect my school, classmates, staff, community members, and family at all times.***

- 3) Follow the school-wide expectations. This includes choosing to be safe, mindful and responsible. This includes no bullying or making threats***

- 4) Show respect for school and personal property.***

- 5) Work with my parent/guardian in selecting proper media (television, movies, video games, music and printed materials). I will use technology responsibly and only visit approved, school websites.***

- 6) ***Avoid “bullying” including “cyber-bullying” behaviors in all forms (i.e. verbal, internet and/or physical). The use of harassment and intimidation means are prohibited.***

- 7) ***Use restorative practices to solve problems and to repair harm without causing physical/ emotional harm or injury. Seek support from a caring adult to help when necessary to adhere to the school-wide PBIS expectations.***

- 8) ***Use appropriate language (no cursing or the use of “put downs”). This also includes the use of racial slurs and homophobic comments.***

- 9) ***Dress in the school uniform for college, career and success in accordance with school expectations. For distance learning, adhere to the social distancing guidelines for dress.***

- 10) ***Only bring electronic devices for educational purposes. No cell phone use during school instructional hours with the exception for an emergency.***

- 11) ***Accept responsibility for my own actions. I will seek to build positive relationships and to ask for help from a caring adult when I need support.***

As a student, I have reviewed the above with my parent(s)/guardian(s)

Student Signature

This Compact was adopted by REACH Academy on 08/31/2022 and will be active for 2022-23 school year. The school will distribute the School Parent Student Compact to all parents and family members of students participating in the Title I, Part A programs.

Thank you,

Principal: *Natasha Flint-Moore*

Date: August 31, 2022



REACH Academy Parent and Family Engagement Policy for 2022-23

REACH Academy is a community of learners including students, staff, parents and community members who are dedicated to working in partnership to create a culturally caring and responsive learning environment. We hold high expectations for students to reach their full potential in support of 21st century learning, as well as college and career readiness. Parents are key stakeholders. To this end, we will ensure the following rights:

- REACH Academy will jointly develop a policy with parents/ caregivers and distribute to parents of participating children, a Parental and Family Engagement Policy that all key school stakeholders agree upon.
- REACH Academy will notify parents about the updated Parental and Family Engagement Policy in a clear and readable format that outlines key guidance and expectations to the extent and services available. This includes providing and distributing the policy to parents in a language whereby they can access.
- REACH Academy will make the Parental & Family Engagement Policy available to the community.
- REACH Academy will update the Parental and Family Engagement Policy to reflect and to meet the evolving needs of students, parents and families in the school community. This is essential post Covid.
- REACH Academy will adopt the school-parent compact as a component of its Parental and Family Engagement Policy. This includes guidance and expectations to support in-person instruction.
- REACH Academy will ensure a variety of communication channels are established to inform parents about school events, workshops and special activities. This includes but is not limited to newsletters, texts, emails, website, as well as various social media platforms.
- REACH Academy agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) parents play an integral role assisting in their child's learning;

(B) parents are encouraged to be actively involved in their child's education;

(C) parents are full partners in their child's education and are included, as appropriate, in the decision-making and on advisory committees to assist in school-wide improvement efforts;

(D) the carrying out of other school activities and functions, such as those outlined in the School Site Plan for Student Achievement (SPSA) including but not limited to volunteering;

(E) parents will be invited to participate fully in the school governance and leadership opportunities (i.e. School-Site Council, SSC and SELLS)

REACH Academy **will implement the required school parental involvement policy components as follows:**

1. REACH Academy will take the following actions to communicate and to involve parents in the joint development and agreement of its Parental Involvement Policy including the school-wide site plan:

Gather and disseminate to parents for review the following materials: District wide Parental and Family Engagement Policy, the School's Parental Involvement Policy, the school-parent compact, and Parent Notices. These materials will be disseminated to parents at regular Title I parent meetings, School Site Council meetings, and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school website, and other regular written communications with parents.

2. REACH Academy will take the following actions to distribute to parents of participating students and the local community the Parental Involvement Policy:

- *The School Parental & Family Engagement Policy will be shared at the annual Title I parent meeting*
- *The policy will also be provided to parents using ParentSquare, site website along with a hard copy*
- *Parents of new participating students will receive the policy upon registration if eligible for Title I.*

3. REACH Academy will update its Parental and Family Engagement Policy annually to meet the evolving needs of parents, caregivers and the school community through:

- *School Site Council (SSC) Meetings*
- *Site English-Language Learner Sub Committee (SELLS)*
- *Parent Leadership Team Meetings*
- *Parent Workshops*
- *Annual Title 1 School Meeting*
- *Parent Square*
- *Principal Cafes*

4. REACH Academy will convene an annual meeting to inform parents of the following:

- *REACH Academy participates in Annual Title 1 meetings and related activities,*
- *The requirements of Title I as outlined in the Parent Meeting Mandated Information*
- *Of parent rights to be actively engaged as outlined by the OUSD Guidelines as follows:*
- *Meetings will be held at flexible and convenient times to encourage parents to participate. Parents will be notified about meetings through school notices, newsletters, the website, Talking Points and the School Messenger automated phone system.*

5. REACH Academy will hold a flexible number of meetings at varying times including the morning and afternoon to accommodate parents and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. Two-way communication is strongly encouraged.

REACH Academy will provide information about Title I programs to parents of participating children in a timely manner through the automated phone system, memos, newsletters, and the school website.

REACH Academy will provide parents of participating children with a description and explanation of the curriculum in use at the school, the school site plan (SPSA), the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- *the annual Title I parent meeting*
- *regular parent/teacher conferences*
- *family curriculum nights and workshops throughout the year including technology platforms*

(a) If requested by parents, REACH Academy will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such recommendation as soon as practicably possible:

- *through pre-arranged meetings with the Principal or designee*
- *through meetings with the student's teacher which may include the Principal and other support staff as appropriate – Attend scheduled parent teacher conferences*
- *through an IEP meeting scheduled with the Programs for Exceptional Children (PEC) Team*

(b) REACH Academy will submit to the district any parent comments if the single plan for student achievement (SPSA) under section is not satisfactory to parents of participating children:

Parents may submit comments in writing regarding the school wide plan to their child's teacher, the Title I Coordinator, the principal, or the appropriate department within Oakland Unified School District (OUSD).

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. REACH Academy will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and community to improve student academic achievement through the following activities described below:

- *Parent Leadership Opportunities - Parents will convene a recommendation committee for continuous school improvement and school transformation to increase student achievement – Parents will make up the majority of members on the School Site Council. This SSC is responsible for approving the school priorities, goals and budget through the SPSA process.*
- *Family Nights/ Workshops – (This includes Technology, Literacy, Science and Math Nights.)*
- *Parental access to the Teacher/Parent Resource library and other resources such as web sites, parent organizations, etc. – Parents will also have access to technology (i.e. chrome books) to support the enrollment process and through blended and personalized learning platforms.*
- *Parent Partnerships – The Parent Leadership Action Network (PLAN) will serve as an external reform partner and provide direct outreach and leadership capacity building to parent team.*
- *Formal School Governance – Parents will serve on decision-making teams (i.e. SSC and SELLS).*
- *Volunteering in a variety of spaces to support student academic and social-emotional growth.*

2. REACH Academy will incorporate the school-parent compact as a component of its School Parental and Family Engagement Policy:

- *The REACH Academy home to school parent compact will serve as part of the School Parental Involvement Policy and will outline accountability measures for students, parents and the school.*
- *During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
- *As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy. This includes an expectation for students to use social media responsibly and to NOT use any platform as a medium for bullying (cyber), harassment or intimidation.*

3. REACH Academy will, with the assistance of the district, provide key information and support to parents of children served by the school in understanding topics such as the following:

- *California Common Core State Standards (CCSS); Next Generation Science Standards (NGSS)*
- *English Language Development Revised Standards (ELD)*
- *Student Assessment Data - Regularly provide data using the OUSD academic assessments including alternate assessments (i-Ready Diagnostic in ELA/ Math, SIPPS Placement Tests, Dibels (Letter Naming Fluency, Phoneme Segmenting Fluency, Oral Reading, IABs, ELPAC, FOSS Map and SBAC)*
- *Parent Teacher Conferences*
- *Blueprint for Quality Schools*
- *Requirements of Title I, Part A*
- *Smarter Balanced Assessment Consortium (SBAC)*
- *How to monitor student academic progress and growth*
- *Special Education Services through the Programs for Exceptional Children (PEC)*
- *Using technology through personalized learning platforms and learning management systems*
- *Single Plan for Student Achievement (SPSA) Goals, Priorities and Improvement Strategies*

Parents will receive training and necessary information on the topics above through:

Parent leadership workshops facilitated by the District and site along with the School-Parent Compact, relevant websites, school sponsored (virtual) trainings and workshops to learn and to understand more about the core curriculum, instruction and assessment to support school improvement and success.

4. As appropriate, the school will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:

Hosting Title I meeting, Distance Learning connections, as well as parent and family engagement offerings

5. REACH Academy will, with the assistance of the district and parents, educate its teachers, pupil services personnel, Administrator and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Encouraging staff to attend parent involvement workshops, parent teacher conferences, cultural celebrations, web-based learning, virtual home-visits, Excellence assemblies and site staff professional development.

6. REACH Academy will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats

upon request, and, to the extent practicable, in a language that parents can understand. This includes the use of Language Link, Talking Points, School Messenger, flyers, as well as the District and school site website.

Upon communication of parental need for information in another language or in another format, the school will strive to take the necessary steps to ensure that the parent request is fulfilled.

Adoption:

This policy was adopted by REACH Academy on Wednesday, August 31, 2022 and will be in effect for the 2022-23 school year.

Natasha Flint-Moore

(Principal)

August 31, 2022

(Date)



REACH Academy
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Lisa Moody
Vice Chairperson:	Adrian Grays
Secretary:	Rebecca Brown

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Natasha Flint-Moore	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Grace Vojvoda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Rebecca Brown	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Natay Gibbs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Meisha Booker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Che Phinnessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Adrian Grays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Lisa Moody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Norma Franco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Martha Pablo-Matias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Thursday of the month
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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; and
- Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members