OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
Board Meeting Date	June 26, 2019
Subject	2019-2020 School Plan for Student Achievement (SPSA)

Action	Approval of the 2019-2020 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 ● After School Education and Safety (ASES)
Attachment	2019-2020 School Plan for Student Achievement (SPSA) for REACH Academy

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2019-2020 School Plan for Student Achievement (SPSA)

School:	REACH Academy
CDS Code:	1612590110239
Principal:	Natasha Moore
Date of this revision:	5/9/2019

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	**Telephone:**	510-729-7775
	Oakland, CA 94603	**Email:**	natasha.moore@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/9/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

School Site: REACH Academy   **Site Number:** 193

[X] Title I Schoolwide Program	[X] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] School Improvement Grant (SIG)
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	[X] Low-Performing Students Block Grant (LPSBG)

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: _5/9/19_

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

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

Signatures:

Natasha Moore	_Natasha Moore_ (Signature)	5/9/19
Principal	Signature	Date
	Jamila Harris (Signature)	5/9/19
SSC Chairperson	Signature	Date
Lakesha Martin	_Lakesha Martin_ (Signature)	5/20/19
Network Superintendent	Signature	Date
	Mildred Otis (Signature)	5/2/19
Officer, State and Federal Programs	Signature	Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/8/2018	SSC	School Site Council Meeting
12/4/2018	Parents and Community	Annual Title 1 Meeting
12/4/2018	ELL Parents	Site English Language Learner Sub-Committee (SELLS) Meeting
12/13/2018	SSC	School Site Council Meeting
12/20/2018	Parent Leaders	Parent Action Leaderhip Team Meeting
1/8/2019	ILT	Instructional Leadership Team Meeting
1/15/2019	Staff	Culture and Climate Team Meeting
1/17/2019	SSC	School Site Council Meeting
1/21/2019	Staff	Staff Meeting
1/22/2019	ILT	Instructional Leadership Team Meeting
1/24/2019	Parent Leaders	Parent Action Leaderhip Team Meeting

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$101,832.03
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	$641,956.03

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)	$99,911.94	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$45,864.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$1,920.09	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$295,295.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$50,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$105,548.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$13,044.00	TBD
			Measure G (Measure G #9334)	$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$101,832.03**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$540,124.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$641,956.03**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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, housed in a beautifully constructed building that includes 16 classrooms (TK-5) along with a Child Development Center (CDC) for our Pre-K class. 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 of 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)/ NGSS,as well as the new ELD with a focus on small group instruction through Reading, Writing and Math Workshop. This includes using technology to access the core curriculum through personalized and blended learning platforms to support mastery-based learning. To this end, we seek 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 (dance) and after school enrichment opportunities provided by the YMCA of the Bay Area, students receive rich, extended learning experiences that includes academic tutoring, enrichment and physical activity and development. In addition, we provide parent engagement, volunteer and leadership opportunities with technical support and staffing from the Parent Leadership Action Network (PLAN). 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 an on-site, mental health therapist from 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 supports. Our site also has a Community Liaison Bilingual Assistant who works with REACH families and community-based organizations and the District to coordinate parent engagement efforts including volunteering, serving on formal school governance including the School Site Council (SSC), SELLS and Title 1 parent committees to ensure academic success for ALL students. Our Parent Room serves as a hub to provide parent engagement, empowerment and leadership opportunities. 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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Incremental increase in SBAC rates in ELA and Math in 2017-18	Small Group Differentiated Instruction
Increased reclassification rates - 19.0% (+10pts.) from 2017-18	Increased academic discussions "student talk" and ELD strategies
Increased SRI growth rates over a 3-year period - Spring 18-19: 26.3%; 17-18: 23.6% and 16-17: 19.8% - For the year 2018-19, there was a 13.1% growth from the Fall administration,13.2% to the Spring 26.3% of students reading at or above grade level.	Using the Workshop model across subject areas through a gradual release of responsibility to build student agency and ownership - Integration of blended and personalized learning platforms (PLPs) to support mastery-based learning and student independence
SEEDS of Learning (TK) Foundational Skills Fall to Winter Comparison Data: Letter Naming - Fall 36%; Winter 55% (+19%); Picture Names: Fall 27%; Winter 55% (+28%) - Rhyming - Fall 27%; Winter 36% (+9%); Letter Sounds: Fall 45%; Winter 55% (+10%)	Consistent Transitional Kindergarten teacher who utilizes the SEEDS of Learning curriculum, as well as focuses on building strong phoememic awareness/ phonics and reading foundational skills (i.e. letter names, sounds, segmenting, blending, basic sight words, etc.)
Increased parent participaton, engagement and leadership roles in school governance (i.e. SSC, SELLS and Culture Team) *Decrease in suspension rates compared to 2017-18	Creating the conditons to support high quality teaching and learning by building strong relationships and alliances with caring adults and students to support a postive school culture and climate. This includes the use of Mindfulness and Restorative Practices
Priority Challenges	Root Causes of Challenges
Standards-Based Planning	Standard-based planning, lesson delivery and task alignment using apropriate DOK, rigor and the CCSS/ NGSS and ELD standards
Chronic Absence	Creating a strong attendance MTSS with a robust Tier 1 supports
Language and Literacy - Reading Foundations	Supporting all students with accessing complex text through close reading, sentence un-packing and explicit vocabulary instruction - This includes the use of daily designated and integrated ELD strategies

> 85% students not reaching "Standards Met" on SBAC in ELA/ Math	Differentiated supports for students and staff leading to fragmented implementation school-wide which impacts allignment and coherence. Need support with implementing Balanced Literacy with a clear gradual realease of responsibility and a focus on "guided reading".
Robust Response to Intervention (RtI) and Progress Monitoring	Implementation of a strong Response to Intervention and Instruction (RtI) to accelerate student learning - Focus on the "instructional core".

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	By June 2020, we will reduce the chronic absence rate by 15% with a focus on African-American students.				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
Connectedness	All Students	+5pp	70.75%	75.80%	85.00%
Suspensions	African-American Students	-2pp	5.34%	3.30%	2.50%
Suspensions	Students with Disabilities	-2pp	6.98%	4.98%	1.50%
Chronic Absence	African-American Students	-2pp	32.12%	22.10%	15.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	By June 2020, 20% of students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC ELA.				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
ELA SBAC	All Students	+15 points DF3	-109.6	-90	-75
ELA SBAC	Students with Disabilities	+20 points DF3	-160.2	-140.2	-120
ELA SBAC	African-American Students	+20 points DF3	-120.7	-100.7	-80

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	By June 2020, 20% of students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC Math. By June 2020, 80% of students in K-2nd will score Proficient on the Math CEoU.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-111.6	-91	-75
Math SBAC	Students with Disabilities	+20 points DF3	-152.8	-132.8	-120
Math SBAC	Low Income Students	+20 points DF3	-111.2	-91.2	-80

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	By June 2020, 25% of English Language Learners will be reclassified as fluent English proficient.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	19.00%	20.00%	25.00%
LTEL Reclassification	Long-Term English Learners	25%	66.67%	20.00%	25.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	By June 2020, 20% of students who are currently "multiple years below grade level" (red) will move to "approaching grade level" (yellow);15% of students who are currently "approaching grade level" (yellow) will move to "at grade level" (green); 10% of students who are currently "at grade level" (green) will move to "above grade level" (blue); 100% of focal students will meet their differentiated reading goal at each testing benchmark as measured by F&P and SRI. 85% of all TK students will meet proficiency on the SEEDs of Learning assessments that measure reading foundational skills.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	37.07%	42.00%	47.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	54.12%	45.00%	30.00%
K at or above Benchmark	All Kindergarten Students	+5pp	24.32%	29.32%	35.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	18.97%	23.97%	40.00%

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 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. Therefore, funding based on data-driven, identified school needs to support multi-tiered systems of support (MTSS) is critical for school improvement and student achievement. These inequities which manifiest in staffing (new teachers at site comparatively); capacity to support professional development; resources to build parent community ties and technical supports to improve the instruction program directly impact equity, access and accountability indicators and measures.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

School: REACH Academy	**SPSA Year Reviewed:** 2018-19	**SPSA Link:** 18-19 SPSA

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority:	**Literacy Proficiency**
June 2021 Language & Literacy Goal:	By June 2021, >25% of students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC ELA.
Theory of Change for Language & Literacy:	If teachers use data to provide differentiated, small group instruction targeted to meet students needs using using a Response to Intstruction and Intervention (RTI) model through Reading and Writing Workshop with a focus on purposeful assessments and appropriate scaffolds to support effective instruction, THEN student learning outcomes and literacy growth will accelerate. Teachers will also intergrate technology to differentiate instruction and to support mastery-based learning through blended and personalize learning platforms. This includes setting student goals, progress monitoring and providing regular feedback to students and families.

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA	All Students	-112.5	-109.6

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers are using student assesment data to conduct cycles of inquiry and data-driven instruction (DDI) using F&P, SRI, IAB data, as well as formative assessments to progress monitor students' progress toward proficiency. All teachers had a one on one data conference with the Principal and ITL in order to decide on focal students, set goals and determine what teaching practices are working for certain students and which practices need to be adjusted. Teachers are also implementing small grou instruction, which provides opportunities for teachers to provide immediate feedback to students regarding their reading. We have also provided professional learning around how to provide scaffolds for students to be able to access grade level complex text. We also conducted instructional walkthroughs to ensure teachers are implementing practices that are provided during professional development.

What evidence do you see that your practices are effective?

Overall, school level gains have been achieved as measured by SRI, F&P, SEEDS of Learning reading foundations (TK), as well as increased Reclassificatin rates for English Language Learners (ELLs). According to the walkthrough data, most teachers are implementing the practices highlighted during Professional Development. This includes using student data along with the Workshop model to implement differentiated, small group instruciton in Reading, Writing and Math. It also includes a focus on supporting students with accessing complex text through IRA, close reading, the use of text dependent questions and sentence unpacking.

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

We would like to continue small group instruction during the 2019-20 school year. A further goal would be to ensure that teachers are using Personalized Learning Platforms strategically. This could mean selecting one platform in ELA and one in Math to focus on. We also want to continue working with teachers to provide scaffolds for students to be able to access grade level, complex text.

18-19 Standards-Based Instruction Priority:	Math Proficiency		
June 2021 Standards-Based Instruction Goal:	By June 2021, >25% of our students will read at or above grade level as measured by the SRI.		
Theory of Change for Standards-Based Instruction:	If teachers use the Common Core State Standards (CCSS)/ NGSS 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 a focus on writing from evidence and integrating academic discussions to support deeper learning (i.e. collaboration. communication, critical thinking, problem solving and academic mindsets).		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-117.7	-111.6

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

A focus has been providing students with rich opportunities to engage in deeper learning (i.e. critical thinking, problem solving, communicating reasoning and thinking,collaboratiion and developing academic mindsets) has been a shift. The inlcudes a focus on the instructional core and by implementing rigorous, standards aligned learning tasks. Students are engaged in protocols to increase student discourse in Math through signature strategies (i.e. Math Talks, 3 Reads protocol, as well as think pair shares) where students build on each other's thinking and use the Standards for Mathematical Practice to support multiple approaches based on diverse learning styles. Working collaboratively has been a major focus of Professional Learning over the past three years. We want to continue to ensure that teachers are positioning students to be the sense makers and doing the heavy lifting of the lesson. During Cycle Two, teachers conducted a cycle of inquiry around analyzing student work from the Entry Task of the unit through the Summative Task at the end of the unit. Teachers were asked to identify focal students and progress monitor them throughout the course of the unit. Using the Math IAB as a progress monitor has been a powerful tool to unearth teaching practices that are not impactful. Finally, the 5th grade team will pilot SWUN Math to increase coherence, standards-alignment and mastery-based learning.

What evidence do you see that your practices are effective?

Math CEOU data for K-2nd grade classes showed incease gains from 17-18 and 3rd grade IAB data was fairly strong as well

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

As a site, we have noticed that many teachers seem to struggle with planning effective lessons and delivering the adopted curriculum that builds conceptual knowledge for students. This includes standards-task alignment and providing appropriate scaffolds to move students from their current to desired state - It also involves implementing common, formative assessments to monitor proficiency. This results in a lack of coherence throughout the unit, as well as students having limited understanding of deeper concepts in Mathematics and the underlying conceptual skills to apply. We are considering adopting a different curriculum for the 2019-20 school year. We need a curriculum that will support teachers in understanding how to deliver both procedural and conceptual lessons.

18-19 Conditions for Student & Adult Learning Priority:	Safe and Supportive Learning Environments to support teaching and learning

June 2021 Conditions for Student & Adult Learning Goal:	By June 2021, reduce chronic absence by 15%.		
Theory of Change for Conditions for Student & Adult Learning:	If teachers, support staff and Administration provide tiered levels of academic, social emotional and behavior supports 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 will create safe, supportive and student-centered learning environments and increase attendance. In turn, this will ensure that every scholar is ready for college, career and community success.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	19.5%	29.40%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The SART team has been holding weekly meetings to look at attendance data and determine which students and families need additional support in attending school daily. These supports include phone calls home when students are absent, case managing families that are on the moderate/chronic absenteeism list and determining root causes of attendance. We also have monthly perfect attendance winners and an attendance board that lists students with perfect attendance.

What evidence do you see that your practices are effective?

A data point includes the weekly engagment report with weekly attendance data, as well as longitudinal and comparison data. This also correlates with increased student achievement as measured by assessments including SRI, SEEDS of Learning foundational skills (TK only), increased Reclassification rates, etc. due to increased instructional time and school satisfaction measured by CHKS.

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

It would be a great practice for us to look at attendance data from the 2018-19 school year and determine which families we will be reaching out to about attendance before school starts. It would be great for us to be able to support students who were on the chronic/moderate absenteeism list during 2018-19 so they don't get on the list at all during the 2019-20 school year.

18-19 Conditions for English Language Learners Priority:	**English Learner Reclassification**
June 2021 Conditions for English Language Learners Goal:	Increase the overall ELL reclassification rate to 15%

Theory of Change for Conditions for English Language Learners:	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 reading and writing proficiency, as well as oral language acquisition will increase.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
English Learner Reclassification	All Students	12.0%	19.00%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Overall, implementation of these practices has been quite effective. We have been working on strategies for student talk for over two years. These strategies include think pair share, small group work and class discussions. Strategies also include strategic grouping that allows opportunities for students to partner with students of varying English Proficiency levels. Daily designated ELD instruction has also been an expectation for all teachers, however implementation has been fragmented. Our Instructional Teacher Leader has also been pulling Newcomer students TK-2nd and 3rd-5th for English classes twice weekly.

What evidence do you see that your practices are effective?

REACH Academy outperformed the expectations for the re-classification rate during 2017-18 by 7%. We are also seeing teachers utilize and implement high impact language practices school wide tthrough the implementation of designated and integrated ELD strategies. These practices include Think, Pair, Share, vocabulary instruction, sentence frames and print rich environments.

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

To ensure that this work continues during 2019-20, there needs to be a plan in place for designated ELD that includes students being grouped by English proficiency level and that students are able to switch classes for designated ELD. We will also plan for walkthroughs during Designated ELD to ensure that there is consistency with using the curriculum and instructional practices effectively. Teaching a Newcomer class should be written into one of the TSA's role so that those supports can continue in 2019-20.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

N/A

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: REACH Academy	**School ID:** 193

3: SCHOOL STRATEGIES & PRACTICES	<u>Click here for guidance on SPSA practices</u>

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

School Priority ("Big Rock"):	Safe and Supportive Learning Environments to support teaching and learning
School Theory of Change:	If teachers, support staff and Administration provide tiered levels of academic, social emotional and behavior supports 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 will create safe, supportive and student-centered learning environments and increase attendance. In turn, this will ensure that every scholar is ready for college, career and community success.
Related School Goal(s):	By June 2020, we will reduce the chronic absence rate by 15% with a focus on African-American students.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Implement a strong Tier 1 for Culture and Climate - Positive Behavioral Interventions and Supports (PBIS) - A system for positive reinforcement is developed to acknowledge appropriate behaviors. This includes: (1) establish and teach school-wide expectations (BE Safe, BE Responsible and BE Mindful); (2) implement a Social Emotional Learning Curriculum (SEL) - (i.e. Toolbox or Caring Schools Community) to teach, model and reinforce self awareness, self-managment, relationship skills and decision-making. Title 1 Low Income	(1) Articulates a clear, shared vision for school improvement to all stakeholders and communicates a sense of urgency that promotes high expectations for all students. (2) Creates an environment built on relational trust in which all members of the school community demonstrate respect, integrity and belief in one another. (3) Identifies annual priorities for improving the culture and climate (4) Communicates expectations for culture and climate, as well as for engaging in professional learning to all stakeholders (5) Develops a plan for supporting teachers with meeting goals and expectations.	For all results, REACH's guiding focii are: (1) are the teachers and support staff completing this work as envisioned and (2) are the students experiencing a safe, affirming space to learn. From that end, operational deliverables will be listed to determine the overall adoption of the work, student data will be used to determine behavior in classrooms. The cells below outline the work to be done to progress monitor and develop a robust educational program at REACH. For example, the most important metrics that the REACH team will regularly think through are: chronic absence, referall data, suspensions, and CHKS summative assessments. Anecdotally, we expect visitors to enter REACH and report it being calm and supportive.

1-2	Chronic Absence: Create engaging, relevant and challenging lessons that ignite students curiosity, creativity and innovation so they become joyful learners who are motivated to attend school every day - Use attendance data to identify student who are at-risk for chronic absence, moderate and severe. Title 1 Low-Performing	Communicte the importance of consistent and good attendance to the entire school community (i.e. staff, students and parents) and clearly articulate how each staff member can work with the Attendance team to model for all, as well as to help sudents who are chronically absent. Promote a culture of attendance that educates parents about the value of the learning/ skill development that begins with school entry. Offer orientation/ education for parents new to the school that emphasizes regular attendance.	Reduced chronic absence metrics - Establish 6 week cycle goals to measure the effectiveness of the intervention plans. This also includes making daily phone calls for absent students to assess barriers and to provide targeted interventions.
1-3	Contact parent(s) or caregiver(s) when students are absent or tardy and update classroom attendance tracker to support reduction of chronic absences and tardies. Socially Economic Disadvantage	Establish expectations for maintaining good attendance (>10%) with students and their families. This includes creating a culture of attendance , as well as defining what happens when a student misses school (eg. loss of instructional time which equates to lower school performace and achievement). Create a range of opportunities for parents to understand their child's academic and social-emotional progress and how to best support their growth.	Chronic absence data, documentation regarding parent outreach efforts - Conduct home visits to build positive realtionships with students and families, as well as to communicate the importance of regular school attendance.

1-4	Teachers take roll daily and input into AERIES by 9:30am. Document tardy students. Teacher sign weekly attendance reports. Establish daily attendance tracker in the classroom to monitor attendance. Title 1 Low Income	Meet weekly with the Attendance Clerk and the SART team including the 0.5 FTE Bilingual Community Relations Assistant, Community Schools Manager to review attendance data and to respond to students with chronic abseenteeism. This includes contacting families, creating action plans and implementing interventions to improve attendance. Create a school-wide bulletin board that tracks monthly attendance and reading progress. Create a school-wide campaign with incentives, rewards and recognitions for good attendance and for reading goals. Target students who were chronically absent for the 2015-16 school year. Establish progress monitoring tool to track attendance progress towards goals. Foster Youth, African-Americans and Latino	Chronic absence data, SART meeting agendas Principal will provide 0.5 FTE for Community Relations Asst. to support family engagement to implement activities aligned to school priorities including academics, goal setting, attendance, college/career and K2C savings program.
1-5	Provide Extended learning opportunities through Girls Incorporated of Alameda County (Girls Inc.) to support after school literacy, enrichment, leadership and physical activity. Title 1 Low Income	Every week, examine the list of students with attendance issues with the SART (Attendance Clerk, CSM, TSA and Administrator) to ensure that each student receives identified targeted supports.	SART meeting agendas - Attendance data will be shared with families on a regular basis through the school website, newsletter, parent teacher contacts, Talking Points and workshops.
1-6	Provide extended learning opportunities calendar by providing summer session through Springboard After school and/or summer reading program. This also includes 1:1 reading support through Reading partners to support targeted interventions - English Language Learners, ELLs/ Newcomers	Principal will engage in cycles to guide attendace team in implementing and monitoring impact of focused strategies to reduce chronic absenteeism. This includes meeting with all incoming TK/ Kindergarten parents and using chronic absence and student achievement data to communicate the importance of good attendance. It also means having teachers, the Attendance Clerk, the Community Relations Assistant and Case Manager make personal calls to chronically absent student through the year.	Principal communication around attendance efforts, including, but not limited to posters, phone calls, e-mails, notes that explain the importance of attendance.

1-7	Establish classroom incentives and rewards for good attendance including growth. Teachers use rewards, incentives, and appropriate consequences to reinformce positive behavior supports. Title 1 Low Performing	Increase parent/ family engagement, participation and leadership opportunities by enlisting parents as partners in a community schools approach by connecting families to services and resources that supports students' safety, well-being and learning.	Implementation of PBIS Tier 1 practices
1-8	Teachers build a respectful classroom community and a welcoming environment to support diverse families by creating a shared resonsibility.Teach school wide expectations. This includes an equitable, progressive response to discipline. Socially Economically Disadvatage	Create and implement clear school wide culture plan - clearly communicate vision and expectations; School wide mindfulness - Implement and use a 6-week culture and climate plan that is revisted through the year.	Culture plan agenda - Additonally, this speaks to improving Organizational Effectiveness and Culture with the goal of fostering a safe, supportive and healthy learning environment with success factors including social emotional learning, school culture and school supports.
1-9	Teachers will refer students to the African-American Male Achievement program to support disproportionality. Implement No nonsense nurturer classroom mangagment strategies (school wide) to build positive classroom culture and climate. African-Americans	Maintain an equity-centered lens. Commit to welcoming familes as advocates for their children's success. Build inclusion for all cultures, languages, socieconomic backgrounds and family structures.	Classroom observations, data conferences regarding student referral data.
1-10	Implement trauma informed practices including Restorative Justice and Caring Schools Community morning circles - Socially Economic Disadvantage	Implement a strong PBIS along with interventions for each tier of supports. Title 1 Low Performing	Protocols,agendas and impact reports created to document goals and priorities done by the RJ Coordinator and Community Schools Manager
1-11	Teachers intentionally build positive relationships with students and families. Title 1 Low Income	Create monitoring and evaluative systems including school-wide mentoring	Reports of positive parent interactions and parent engagement at site.
1-12	TK and Kindergarten teachers develop strong relationships with the Pre-school students to support transition through bonding events including the Literacy Lab and school events. Title 1 Low Income	Implement a school-wide systemof support hat includes the creation of PBIS, Culture and Climate, COST and Attendance Tems to monitor and to support multi-tiered of support for academic, behavior and social-emotional supports. Establish measurable student achievement goals along with a strong incentive system.	Implement Terrific bucks, weekly raffle winners, school-wide attendance celebrations

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Math Proficiency		
School Theory of Change:	If teachers use the Common Core State Standards (CCSS)/ NGSS 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 a focus on writing from evidence and integrating academic discussions to support deeper learning (i.e. collaboration. communication, critical thinking, problem solving and academic mindsets).		
Related School Goal(s):	By June 2020, 20% of students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC Math. By June 2020, 80% of students in K-2nd will score Proficient on the Math CEoU.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will use the Understanding by Design (UbD) model to backwards map and to collectively plan Unit, weekly and daily lessons that specify the CCSS/ NGSS skills they will teach to achieve student learning goals. Title 1 Low Income	Provide proessional development and follow up coaching on using the UbD framework to design standards-alligned lessons.	For all results, REACH's guiding focii are: (1) are the teachers completing this work as envisioned and (2) are the students learning. From that end, operational deliverables will be listed to determine the overall adoption of the work, student data will be used to determine math and writing comprehension (specifically CEOUs, data from blended learning platforms.) The evidence represents the work that is done to progress monitor and develop a robust educational program here at REACH. For example, this initial work will be completed by PD agendas for the training, regular auditing of weekly plans, documentation via the observation process. Regulary checks lesson plans and unit maps and provides feedback to teachers.
2-2	Teacher collaboration is guided by OUSD Cycles of Inquiry (i.e. Plan, Implement and Reflect). Teachers deliver high quality and rigorous lessons aligned to the Common Core State Standards (CCSS/NGSS) daily. Socially Economic Disadvantage	Teachers engage in weekly professioanl leaning communities (PLCs). School leaders develop a plan for supporting teachers to improve instruction that includes clear expectatons, roles and responsbilities, structures and resources to support and to monitor instructional improvement.	PLC agendas - Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructinal focus observerable during classroom walk-through with evidence of differentiated instructional stragegies to accelerate leanring for all.

2-3	Teachers use the CCSS and student assessment data to plan and implement small group instruction in order to build structures to support student deeper learning competencies including collaboration, communication, academic mindsets, critical thinking and problem solving. Title 1 Low Performing	Establish clearly defined, measureable, acceleated student achievement goals (school-wide) and for each LCAP subgroup including English Language Learners, Students with Disabilities, African-American, as well as Foster and Homeless youth.	Lesson plan audits, paired with clear student learning objectives during classroom walkthroughs and observations
2-4	Identify Desired Results - Use the Common Core State Standards (CCSS) and shifts to determine the essential learning skills and concepts for students to learn. Determine what students should know, understand and be able to do. Craft essential questions based on enduring understandings (big ideas) along with the CCSS to write key learning outcomes. Title 1 Low Performing	School leaders identify annual priorities for improving the instructional program (including curriculum, instruction, assessements and interventions) in order to meet student achievement goals. This includes allocating appropriate time in the professional learning plan for teachers to engage in backwards mapping and planning using UbD.	Professional development agendas (whole-staff), PLCs (by grade), and the communication of all of this through the SSC and parent leadership work
2-5	Determine Assessment Evidence - Consider how to evaluate student performance and to know if students achieve the desired results? How will students demonstrate their understanding and mastery? What evidence will be collected? Decide diagnostic, benchmark and summative assessments to identify student strengths and needs, monitor progress and to inform planning. Title 1 Low Performing	Establish school-wide progress monitoring protocols and tools - Incorporate regular data meetings using OUSD cycles of inquiry (COI) into the assessment calendar and master schedule.	PLC agendas - Conduct regular data meetings for each cycle to conduct data analysis to monitor implementation.
2-6	Plan Learning Experiences and Instruction - Engage students in rigorous, meaningful tasks by using instructional strategies and materials to support equitable engagement and access for ALL students. Provide students with rich opportunities to read, write, think, discuss and to interact daily with text in meaningful ways. Title 1 Low Income	Conduct weekly walkthroughs including lesson plan checks to monitor implementation and effectiveness. School leader regularly monitors student achievement data (i.e. diagnostic, benchmark, formative and summative) and analyze them against end of year goals.	Walkthrough observations and shifts made to professional development series because of these data. Reflective feedback or overall systems process is regularly communicated via the REACH newsletter

2-7	Student Achievement Goals - Teachers collectively define SMART goals for student achievement goals for each Unit/ Cycle. SMART goals are Specific, Measurable, Attainable, Relevant and Time-Bound). Teachers post literacy trackers in classrooms to measure reading growth and stamina. Title 1 Low Income	Provide protected time in the school schedule for teachers to collaborate in PLCs. With the teacher, TSA and Administration provide coaching and planning supports.	PLC agendas + structure for completing the work.
2-8	Engage students in daily writing tasks across content areas to improve their academic skills. Provide key scaffolds to bridge new learning. Title 1 Low Income	Provide coaching support and resources in order to build teacher capacity to accelerate student achievement and growth.	Time during the year to complete a teacher-led writing walk, where peers observe writing samples in classrooms.
2-9	Backwards map to align daily content language objectives to weekly outcomes and formative assessments to assess students ability to transfer learning to new situations. Latino	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum Blueprints. Review unit plans with teachers and provide feedback.	PLC agendas + time in professional development
2-10	Teachers design and deliver challenging tasks aligned to the CCSS and progress monitor student learning through mulitple forms of authentic assessment to determine mastery. GATE Students	Provide rubrics with clearly identified DOK to support improved lesson planning, delivery and monitoring. Provide examples of common, formative assessments to support grade level collaboration and cycles.	Review of lesson plan
2-11	Teachers use data-infomed cycle of inquiry with multiple forms of assessment to implement school-wide and grade-level continuous improvement plans. Title 1 Low Income	Establish clearly defined, measureable, accelerated student achievement goals school-wide and for each subgroup (i.e. ELLs, Students with Disabilities, African-American students, and foster/homeless youth)	Lesson plan audits, paired with clear student learning objectives during classroom walkthroughs and observations.
2-12	Teachers anchor their daily instructional decisions in the school site plan along with the use of data to consistently adjust instruction in order to meet the needs of ALL students. This is important for targeted student groups. Students with Disabilities	Implement targeted interventions through multi-tiered systems of support (MTSS) aligned to student achievement data to differentiate instruction - Homeless Youth	Lesson plan audits, paired with clear student learning objectives during classroom walkthroughs and observations

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

	School Priority ("Big Rock"):	Literacy Proficency
	School Theory of Change:	If teachers use data to provide differentiated, small group instruction targeted to meet students needs using using a Response to Intstruction and Intervention (RTI) model through Reading and Writing Workshop with a focus on purposeful assessments and appropriate scaffolds to support effective instruction, THEN student learning outcomes and literacy growth will accelerate. Teachers will also intergrate technology to differentiate instruction and to support mastery-based learning through blended and personalize learning platforms. This includes setting student goals, progress monitoring and providing regular feedback to students and families.
	Related School Goal(s):	By June 2020, 20% of students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC ELA. By June 2020, 20% of students who are currently "multiple years below grade level" (red) will move to "approaching grade level" (yellow);15% of students who are currently "approaching grade level" (yellow) will move to "at grade level" (green); 10% of students who are currently "at grade level" (green) will move to "above grade level" (blue); 100% of focal students will meet their differentiated reading goal at each testing benchmark as measured by F&P and SRI. 85% of all TK students will meet proficiency on the SEEDs of Learning assessments that measure reading foundational skills.
	Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Implement differentiated, small group instruction and rotations with a focus on guided reading groups and conferring Also, implement Interactive Read-Alouds with Accountable Talk as an instructional strategy. Title 1 Low Income	Take collective responsibility for reaching student achievement goals by sharing best practices, pooling reources, supporting professional growth and holding each other accountable for student achievement goals. ILT will create the professional learning plan and monitor the theory of action.	For all results, REACH's guiding focii are: (1) are the teachers completing this work as envisioned and (2) are the students learning. From that end, operational deliverables will be listed to determine the overall adoption of the work, student data will be used to determine literacy (specifically F&P, SRI, data from blended learning platforms.) The following assessment represent a means to measure impact and to progress monitor with the goal to develop a robust educational program here at REACH.
3-2	Teachers provide daily opporutnities for students to access grade level, complex text - Title 1 Low Income	Provide professional delopment on effective strategies to support (I.e. close reading). Provide time and support teachers with selecting complex and compelling text sets.	Lesson plans, Learning walk observations, student interviews

3-3	Use a balanced approach to literacy and Math instruction combining whole-class and small goup instruction using the Workshop model. Title 1 Low Income	Align key professional capacity systems (PD, PLC, ILT and Coaching) to provide teachers with support in meeting school-wide goals.	Structure: During first six week cycle, ensure that all classrooms have adequate set-up and materials for the implementation of small group instruction. During initial PDs, focus on core expectations of teaching at REACH
3-4	Teachers regularly assess students' progress towards mastery of key skills and concepts. This includes the use of assessments to inform instruction in all subject areas. Teachers use the results of assessments to drive instruction. This includes the use of common formative assessments. Title 1 Low Income	Coaching resources are equitably distributed based on student need and/or instructional quality in order to build teacher capacity and to impact student achievement. Instructional coaches engage in coaching cycles that consistently include pre-conference, modeling, observations and debriefs based on next steps. Collect and analyze assessment data from a variety of sources for focal students to inform instruction and targeted intereventions.	PLC agenda notes will measure effective use of work, Professional development agendas will serve to document REACH's commitment to train around assessment techniques and the needed next steps.
3-5	Teachers participate in regular goal-setting and provide ongoing feedback to students and families to regularly monitor reading growh. This is important for targeted sub-groups Socially Economic Disadvantage	Create/ post data tracking system to map student data patterns and trends. Establish an intervention room to conduct small group instruction using Leveled Literacy Intervention (LLI) and 1:1 support using Reading Partners.	PLC agenda notes, time spent in professional development to train around assessment techniques and the needed next steps.
3-6	Teachers provides explicit models for reading instruction. Provide opportuniites for students to collaborate and to engage in rich academic discourse using structured language protocols. Title 1 Low Income	Administrative Lead team will ensure data wall and data tracker are updated every Cycle. Support school staff in demonstrating a "growth mindset" and high expectations by engaing all students in rigorous learning experiences that access higher order and critical thinking skills and talk strategies.	Internally, three times a year (fall, winter, EOY), team will complete a data wall and measure progress and determine next steps. At an inital level, the work will be completion of the task (i.e. setting of the wall); but the impact will be using these data to define and adjust professional development and support for teachers/students

3-7	Implement inquiry-based instruction and learning tasks aligned to CCSS that support deeper leanring including collaboration, critical thinking, communication and problem solving. Title 1 Low Income	Establish systems and structures to support professional learning communities (PLCs) whereby teachers have the oppotunity to work across grade levels to backwards map and to plan Units of Study across content areas using the UbD framework (Desired Results, Assessment Evidence, Learning Experiences & Instruction) and the CA CCSS	GLAD strategies can be observed through classroom walkthroughs (i.e. material on board, objectives, sentence stems), further during learning walks, there will be an opportunity assess classroom implementation and adjust professional development support. Finally, our blended learning platform will be used to differentiate. Data reports will be used to progress monitor.
3-8	Integrate technology and the use of blended learning tools and platforms to support differentiation and to increase access to the core curriculum across content areas. Teachers use personalized learning platforms (i.e. MyOn, Freckle, STMath, Zearn, News ELA, Flocabulary, Accelerated Reader, etc.) - Title 1 Low Income	Build capacity by providing structures to support PLCs - Work collaboratively with teachers to answer four critical planning questions - (1) What do we want studetns to learn? Use CCSS to plan learning outcomes/ tasks - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't master? (Differentiation/ Interventions) - (4) How will we respond to students who excel?	Caoaches and ILT will review data from our blended and personalized learning platforms to align supports.
3-9	Teacher delivers classroom instruction and learning tasks that are intentional, engaging and challenging/ rigorous for all students. GATE students	Teachers will use the Understanding by Design (UbD) model to backwards map and to collectively plan Unit, weekly and daily lessons that specify the CCSS/ NGSS skills they will teach to achieve student learning goals. Title 1 Low Income	Data wall; COST team notes
3-10	Teachers differentiate instruction and provide appropriate scaffolds for all students using a gradual release of responsibility from teacher to student - teach to build academic mindsets, choice and for student independence. Latino	Leadership consistently adheres to scheduling to addess content areas and assessment Leveled libraries, genre categories, non-level sections	Review of lesson plans to ensure the appropriate blocks are determined. Observations and spot checks will be used to assess and develop classroom instruction

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3-11	Teacher provides reading and writing instruction across the curriculum in the context of authentic reading and writing experiences from a wide variety of genres and texts.　　　　Title 1 Low Income	Full participation commitment to PLCs Procedural protocols established and practiced	Review of lesson plans to ensure the appropriate blocks are determined. Observations and spot checks will be used to assess and develop classroom instruction; PLC participation by leadership
3-12	Teachers partner with the Resource Specialist to provide targeted interventions and language and literacy suppprts for students not working at grade level.　Students with Disabilities	Provide structures to support Tier 2 and Tier 3 supports and interventions to meet needs.	Regularly scheduled meetings with the PEC team to align supports, coverage and to monitor IEP goals

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification
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 reading and writing proficiency, as well as oral language acquisition will increase.
Related School Goal(s):	By June 2020, 25% of English Language Learners will be reclassified as fluent English proficient.
Students to be Served by these Practices	English Language Learners
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**

4-1	Use complex text to develop complex language (i.e. unpacking "juicy sentences"). eachers will select complex and compelling text to lift up language demands to increase oral language acquisiton and proficiency. ELL's/ Newcomers	Provide professional devleopment opportunities to support reading complex text (e.g. close reading and shared reading. ILT will support with the creation of the professional learning plan aligned to TOA.	For all results, REACH's guiding focii are: (1) are the teachers completing this work as envisioned and (2) are our students linguistic heritage viewed as an asset. From that end, operational deliverables will be listed to determine the overall adoption of the work, student reports and data will be used to determine the overall work. The rows below should represent a sample, but non-exhaustive list of the work that is done to progress monitor and develop a robust educational program here at REACH. The ultimate goal of the program will be to focus on the overall reclassification and progress rates of ELLs within REACH.
4-2	Teacher will create lessons using instructional strategies for ELL students. This includes a focus on the content language objectives, vocabulary development, sentence frames and structured language practice. Provide opportunities for student to use language to express, expand and to clarify their thinking. ELL's/ Newcomers	Create SELLS Group to support English Language Learners and their families and to provide them with the most up to date information, resources and policies. Utilize 0.5 Bilingual Community Relations Assistant to support ELL Parent Advisory group. Latino	Weekly lesson plans will note time of Designated ELD, this will be paired with classroom observations during that time to spot check and develop mutual accountability to the work. For cultural affirmation, the Community relations assistant will support the work being done at site.
4-3	Teachers will support students with fortifying complex output and attention to the langugage demands and text types. ELL's/ Newcomers	Provide guided practice with written and oral rehearsal of complex language production.	PLCs to help select and discuss robust, grade-level texts. PD agendas that note the focus on literacy; teacher and parent communication logs.
4-4	Provide daily opportunities for explicit vocabulary instruction and word study. ELL's/ Newcomers	Increase school-to-home communication. Principal will send weekly newsletter to parents, as well as update the school website to disseminate key information and resources. Parent Empowerment: Families are encouraged and empowered to participate in formal and informal structures for making decisions about thier child, school and District.	Evidence of IMPLEMENTATION How will we know we are implementing these practices successfully? How will we know if they are working? Refer to relevant GLAD strategies or Marzano's Six Step Process

4-5	Teachers will engage students in reading closely through (a) multiple reads (b) text-dependent questions and (c) "juicy sentence" analysis (sentence unpacking) ELL's/ Newcomers	Principal will conduct monthly SSC meetings to approve school-wide plans and Title 1 funds Community Schools Manager and the Community Relations Bilingual Assistant in partnership with the Oakland Education Fund will be responsible for maintaining and expanding Parent volunteer program.	Organize "instructional rounds" that engages teams of teachers including the ILT in solving a "problem of practice" related to student learning for ELLs. Students are involved in self-assessment, reflection, goal setting and monitoring progress.
4-6	Teachers provide students with opportunities to use language to explain ideas, express understanding and negotiate meaning. Teacher engages students in activities to fortify complex output and to foster academic discussion to support language development. This includes enriching and amplifying instruction so that all students are supported with apporpiate levels of scaffolding. ELL's/ Newcomers	Work collaboratively to answer four critical questions when planning - (1) What do we want studetns to learn? (Use standards to plan learning outcomes/ expectations) - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't learn? (Differentiation/ Interventions) - (4) How will we respond if students already know it? (Extension)	Schedule regular visits to classrooms that promote teachers' professional growth, with feedback and dialogue based both on school priorities, planning and individual teachers' improvement goals. Conduct TGDS cycles. Staff will review data, both individually and with colleagues to monitor student learning. Teachers will track each student's reading growth and confer regularly with students to set goals.
4-7	Teachers use protocols to engage students in "academic conversations "student talk" - Latino	Provide instructional guidance to enure (1) Curriculum resources/ materials are aligned to the CCSS and Blueprint (i.e. The Continuum of Literacy Learning) - (2) Instructional materials (mentor texts, books for classroom libraries, etc.) and technology licenses are ordered and used to support the core-curriculum (e.g. MyOn, News ELA, Reading A-Z, Freckle, ST and Zearn Math). Professional development trainings and PLC will be organized to allow teachers time to plan for the application of new learning andimplementation of strategies presented. Title 1 Low Income	Teacher observation - Use observation tool to track student talk patterns/ protocols and protocols used.

4-8	Implement 30 minutes of designated ELD where ELLs can engage in Focused Language Study. This inlcudes Systematic ELD for TK-2nd; Discussions for Learning for 2nd/ 3rd and Serp Word Gen for 4th/5th graders - ELL's/ Newcomers	Provide structures and tools for conducting data anyalysis including root cause analysis to identify strengths and areas of improvement. Conduct regualar data meetings with teachers. School will use a variety of diagnostic, formative and summative assessment data from multiple measures (F&P, SRI, STAR Early Literacy and Reading, running records, end of unit assessments, exit tickets, writing samples, notebooks, etc.) to inform instruction.	Schedule and plan weekly delivarables Standardizing completion of deliverables and schedule of focus
4-9	Teachers effectively provide access to language resources and other scaffolds to support their understanding (pictorial charts, sentence frames, peer support, etc.). Incorporate GLAD straegies to support integrated and Designated ELD.

Teachers make grade-level and complex material / content comprehensible (amplifying not simplifying material). ELL's/ Newcomers | Provide regular, protected time for teacher collaboration and staff professional development within the school schedule. Establish strong structures for teachers to collaborate weekly in professional learning communities (PLCs) to improve their practice. Work with the ILT to develop a year-long professional learning plan. Establish PLCs school-wide to support teaching and to accelerate student learning by using assessment data to plan rigorous, engaging lessons and to conduct cycles of inquiry. | Establish standards-aligned, content-language objectives along with a criteria for mastery. Use knowledge of students' academic readiness, language proficiency, cultural backgrounds and individual development to plan standards-aligned instructional plans. |
| 4-10 | Teachers provide academic language structures and protocols related to the Content-language objective and CCSS - Learning tasks are explicitly named, taught, rehearsed, and reinforced. ELL's/ Newcomers | Student Achievement Goals - Teachers collectively define SMART goals for student achievement goals for each Unit/ Cycle. SMART goals are Specific, Measurable, Attainable, Relevant and Time-Bound). Teachers post literacy trackers in classrooms to measure reading growth and stamina. | Support teachers by providing differentiated PD to negotiate meaning using colloaboration protocols to increase academic discourse and "student talk". Use Three High - Impact Language Practices (Using Complex Text, Fortifying Complex Output and Fostering Interaction) for developing Language. |

4-11	Teacher provide multiple opportunites to make content accessible for English Learners by incorporating High Impact Language Practices including Using Complex Text, Fortifying Complex Output and Fostering Interactions. ELL's/ Newcomers	Serve as lead learner alongside teachers. Incorporate 2012 California English Language Development (ELD) Standards including the major shifts in the CA ELA Common Core State Standards. Conduct a crosswalk to identify common patterns and trends as it relates to Language functions and Literacy.	Regular collection of formative assessment data in each cycle.
4-12	Identify individuals and groups of students who need more support and create intervention plans to meet their indivual needs based on student readiness, language proficiency and learning style. Latino	Teachers and support staff demonstrate a growth mindset and high expectations by engaing all students in learning experiences to access higher order thinking skills.	Follow up on deliverables School wide PLC charter and fidelity check list

PROPOSED 2019-20 SCHOOL SITE BUDGET   **Site Number:** 193   **School:** REACH Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSA PRACTICE	BUDGET ACTION NUMBER
$105,548.00	After School Education & Safety (ASES)	ASES After School	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		YMCA of the East Bay will provide extended learning through academic support, enrichment and physical activity to support student achievement and growth.	193-1
$7,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 5: Students are engaged in school every day.	5610	Equip Maintenance Agreemt		n/a		Provide copier maintenance to support teaching and learning.	193-2
$36,742.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.70	Ensure safe culture, climate and strong relationships with students and staff.	193-3
$2,122.00	General Purpose Discretionary	General materials and supplies (i.e. paper, folders, markers, pencils, pens, chart paper, dry-erase markers, etc.)	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Students are engaged in school every day to support college and career readiness.	193-4
$50,000.00	LCFF Concentration	Restorative Justice Facilitator - (The site contributed .50 FTE funding - the other .50 FTE will be grant funded for a 1.0 FTE funded position at the site.)	Goal 1: Graduates are college and career ready.	5736	Restorative Justice Facilitator		n/a	0.50	Implement school-wide restorative practices and interventions to support multi-tier systems of support (MTSS) to reduce disproportionality. Title 1 Low Performing	193-5
$1,452.00	LCFF Supplemental	Leveled and genre-specific books for classroom libraries and book sets for guided reading instruction	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teachers provide daily opporutnities for students to access grade level, complex text - Title 1 Low Income	193-6
$4,713.00	LCFF Supplemental	Library Tech (.5) - (This position is split funded with Measure G.)	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.50	The Library Tech funded postion will support school-wide literacy focus and provide targeted enrichment to increase reading proficiency.	193-7

$204.00	LCFF Supplemental	Attendance and Excellence assembly incentives/ rewards	Goal 5: Students are engaged in school every day.		n/a	n/a		Implement school-wide system of support along with strong incentives and rewards to promote regular school attendance and reduce chronic absence.	193-8
$2,000.00	LCFF Supplemental	Instructional materials to support targeted instruction and intervention in ELA/Math	Goal 2: Students are proficient in state academic standards.		n/a	n/a		Deliver rigorous, standards based curriculum aligned to the CCSS/ NGSS to ensure students are proficience in state academic standards.	193-9
$5,000.00	LCFF Supplemental	Supplemental curriculum materials to support Math instruction (i.e. Zearn)	Goal 2: Students are proficient in state academic standards.	5825	Consultants	n/a		Provide supplemental materials to support targeted math instruction to accelerate proficiency.	193-10
$6,949.00	LCFF Supplemental	Extended Hours for Classified Staff	Goal 1: Graduates are college and career ready.	2220	Classified Support Salaries: Stipends	n/a		Classifed staff provide extended hours to ensure students are engaged in school every day. This includes providing multi-tiered sytems of academic/ SEL supports.	193-11
$6,949.00	LCFF Supplemental	Other classified	Goal 1: Graduates are college and career ready.		n/a	n/a		Itinerate classifed staff provide extended hours to ensure students are engaged in school every day. This includes providing multi-tiered sytems of academic/ SEL supports.	193-12
$13,000.00	LCFF Supplemental	SWUN Math consultant to support effective math instruction	Goal 2: Students are proficient in state academic standards.	5825	Consultants	n/a		SWUN math consultant to support effective math instruction through coaching and lesson delivery to increase proficiency.	193-13
$13,174.00	LCFF Supplemental	General materials and supplies (i.e. paper, folders, markers, pencils, pens, chart paper, dry-erase markers, etc.)	Goal 5: Students are engaged in school every day.	4310	School Office Supplies	n/a			193-14

$13,713.00	LCFF Supplemental	Licenses to support blended and personalized learning platforms aligned to the core curriculum	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a			193-15
$34,469.00	LCFF Supplemental	Extended Hours for Teachers	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Teachers provided extended hours to engage in OUSD cycles of inquiry (i.e. Plan, Implement and Reflect) and data-driven planning and instruction.	193-16
$73,273.00	LCFF Supplemental	TSA (10 month)	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.80	Implement systems of professional learning through coaching, data-driven PLCs and PD to build teachers' capacity and to support teaching and student learning.	193-17
$120,399.00	LCFF Supplemental	TSA (11 month)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	Implement systems of professional learning through coaching, data-driven PLCs and PD to build teachers' capacity and to support teaching and student learning.	193-18
$13,044.00	Low-Performing Students Block Grant (LPSBG)	Surplus to be allocated in Fall 2019	Goal 2: Students are proficient in state academic standards.	4599	n/a		n/a		n/a	193-19
$30,373.00	Measure G	Library Tech	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.50	The Library Tech funded postion will support school-wide literacy focus and provide targeted enrichment to increase reading proficiency.	193-20
$11,288.00	Title I: Basic	Technology Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Integrate technology through personalize learning platforms to support mastery-based learning and proficiency in the state academic standards.	193-21
$7,500.00	Title I: Basic	Book Trust	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Provide monthly Scholastic book orders for students to self-select compelling, high- interest books to promote students reading at or above grade level.	193-22

$12,500.00	Title I: Basic	Reading Partners	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		Provide targeted 1:1 reading intervention for students working below level to increase reading growth and proficiency.	193-23
$62,500.00	Title I: Basic	Community Schools Program Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.50	Manage the school to community partnerships aligned to the school vision, as well as the goals and practices outlined in the SPSA; provide multi-tiered systems of support through a continuum care including C.O.S.T and attendance supports.	193-24
$6,123.94	Title I: Basic	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		Provide supports to ensure students are engaged in school everyday.	193-25
$500.00	Title I: Parent Participation	Meeting Light Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		Increase parent/ family participation and leadership to increase student learning.	193-26
$1,345.00	Title I: Parent Participation	Parent Workshops	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		Provide parent workshops to ensure families are engaged in school activities to support student achievement.	193-27
$75.09	Title I: Parent Participation	Surplus	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		n/a		Provide supports to ensure students are engaged in school everyday.	193-28

REACH
Academy

REACH Academy Parent Involvement Policy 2018-19

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 jointly with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and caregivers agree on.

- REACH Academy will notify parents about the revised Parental Involvement Policy in an understandable and uniform format and 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 Involvement Policy available to the local community.

- REACH Academy will update the Parental Involvement Policy annually to reflect and to meet and to reflect the evolving needs of students, parents and families in the school community.

- REACH Academy will adopt the school-parent compact as a component of its Parental Involvement Policy.

- REACH Academy will ensure a variety of communication channels are established to inform parents about school events/ activities. This includes but is not limited to newsletters, texts, emails, website, as well as various social media outlets including Face Book and Twitter.

- 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 in assisting 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 decision-making and on advisory committees to assist in the education of their child;*
> >
> > *(D) the carrying out of other school activities and functions, such as those outlined in the School Site Plan for Student Achievement (SPSA);*
> >
> > *(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 involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely manner. This includes:

   ➢ *Gather and disseminate to parents for review the following materials: District wide Parental Involvement 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 web site, and other regular written communications with parents.*

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

   - *The School Parental Involvement Policy will be distributed to parents at Title I parent meetings.*

   - *The policy will be posted on the school web site.*

   - *Parents of <u>new</u> participating students will receive the policy upon registration if eligible for Title I.*

3. REACH Academy will update its Parental Involvement Policy annually to meet the evolving needs of parents and the school through:

   > ∅ *Monthly School Site Council (SSC) and SELLS meetings*
   > ∅ Monthly *Parent Leadership Action Team Meetings*
   > ∅ *Parent and Principal Café*
   > ∅ *Annual Title 1 school meeting*

4. REACH Academy will convene an annual meeting to inform parents of the following:
   - *That 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 District Guidelines:*

   - *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 web site, Talking Points and the 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 web page.

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*

(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*

(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 the community to improve student academic achievement through the following activities described below:

   - Ø *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.*

   - Ø *Family Nights/ Workshops – (This includes the Literacy, Science and Math Nights.)*

   - Ø *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.*

   - Ø *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.*

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

- Ø *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.*
- Ø *During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
- Ø *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, 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:

    - ➢ *Blueprint for Quality Schools*
    - ➢ *California Common Core State Standards (CCSS)*
    - ➢ *Student Assessment Data* - Regularly provide data *using the OUSD academic assessments including alternate assessments (F&P,SRI, SMI, SIRA, writing assessments and SBAC)*
    - ➢ *Requirements of Title I,*
    - ➢ *Smarter Balance Assessment Consortium (SBAC)*
    - ➢ *How to monitor student academic progress and growth*
    - ➢ *Using technology through personalized learning platforms*
    - ➢ *SPSA Goals, Priorities and Improvement Strategies*

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

    > *Parent leadership workshops facilitated by PLAN, the School-Parent Compact, CCSS, list of web sites, school sponsored trainings and workshops to learn and to understand about curriculum, instruction and assessment to support school improvement and transformation.*

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:

    > *Holding regular Title I meetings, Family Literacy Nights, and encouraging parental participation.*

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, and site staff 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 the parents can understand. This includes the use of Language Link, Talking Points, School Messenger, flyers, etc.

    > *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.*

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) _PETKEH Hcademy_ School Site Council on (Date) _12/3/18_ and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) _PETKEH Academy_'s notification to parents of this policy will be in an understandable, uniform format and, to the extent practicable, provided in a language the parents can understand.

_____ (Principal's Signature)

_12/3/18_ (Date)

1000 Broadway, Suite 450, Oakland, CA 94607

510.879.8497 fax

REACH Academy

_____ **Elementary School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

_____

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

_____

Teacher signature

We make a commitment to work together to carry out this agreement.

          13th   Dec.   18
Signed on this _____ day of _____, 20_____.

STATE AND FEDERAL PROGRAMS

2018-2019
School Site Council Membership Roster – Elementary

School Name: REACH Academy _____

Chairperson :	Jamila Harris
Vice Chairperson:	Josefina Flores
Secretary:	Ebony Avery

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Jamila Harris				X
Josefina Flores				X
Ebony Avery				X
Che Phinnesee				X
Maria Lopez				X
Natalya Gibbs		X		
Bettywalker Blue		X		
Megan Bumpus		X		
Rose Sally			X	
Natasha Moore	X			

Meeting Schedule (day/month/time)	2nd Thursday of the Month from 3:30 - 4:30pm

SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
AND
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community