

Board Office Use: Legislative File Info.	
File ID Number	24-1840
Introduction Date	8/14/24
Enactment Number	24-1484
Enactment Date	8/14/2024 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

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

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

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

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

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

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

Attachment(s) ● 2024-2025 School Plan for Student Achievement (SPSA) for REACH Academy



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

2024-25 School Plan for Student Achievement (SPSA)

School: REACH Academy
CDS Code: 1612590110239
Principal: Natasha Moore
Date of this revision: 5/9/2024

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

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

Contact: Natasha Moore	Position: Principal
Address: 9860 Sunnyside Street Oakland, CA 94603	Telephone: 510-729-7775 Email: natasha.moore@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/9/2024

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

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: REACH Academy

Site Number: 193

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

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

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

Date(s) plan was approved: 5/9/2024

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

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

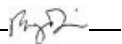



Signatures:

Natasha Moore
Principal

Demani Jackson
SSC Chairperson

Leroy Gaines
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning

<u>Natasha Flint-Moore</u>		<u>5/9/2024</u>
Signature	Benjamin Davis 8/15/2024	Date
<u>Demani Jackson</u>		<u>05-09-24</u>
Signature	Kyla Johnson Trammell 8/15/2024	Date
<u>Leroy Gaines</u>		<u>5/30/24</u>
Signature	Secretary, Board of Education	Date
<u>Lisa Spielman</u>		<u>5/30/24</u>
Signature		Date

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

Date	Stakeholder Group	Engagement Description
8/31/2023	TITLE 1 PARENT MEETING	COMMUNICATE BUDGET ALLOCATIONS AND ALLOWANCES - PARENTS PROVIDE FEEDBACK/ INPUT ON TITLE 1 PARENT INVOLVEMENT POLICY AND THE SCHOOL TO HOME COMPACT.
9/28/2023	SSC MEETING	ESTABLISHMENT MEETING - SELECT MEMBERS, VOTE ON OFFICERS, REVIEW BYLAWS ALONG WITH THE GRENE ACT INCLUDING MEETING TIMES - SHARE TITLE 1 AND TITLE 4 ALLOCATIONS
10/9/2023	STAFF MEETING	SHARE STUDENT BOY DIAGNOSTIC ASSESSMENT DATA, SPSA GOALS, PRIORITIES ALONG WITH A THEORY OF ACTION. ALIGN TO SITE VISION, MISSION AND NORTH STAR.
10/20/2023	COFFEE WITH PRINCIPAL	DISCUSS SCHOOL-WIDE GOALS, PRIORITIES. AND INITIATIVES. PROVIDE SPACE FOR INPUT. REVIEW PARENT LEADERSHIP ACTION AND PROJECT TO SUPPORT STUDENT ACHIEVEMENT.
1/23/2024	ILT	REVIEW SPSA KEY FOCAL PRACTICES. DEVELOP PROFESSIONAL LEARNING PLAN FOR 24-25.
2/29/2024	SSC	SPSA REVIEW - APPROVE TITLE 1 & 4 CARRYOVER FUNDING FROM FALL REVISIONS - PROVIDE PUBLIC INPUT - VOTE TO APPROVE EXPENDITURES ALIGNED TO GOALS & PRACTICES OUTLINED IN SPSA.
3/11/2024	STAFF MEETING	ENGAGE IN DATA-BASED DECISION MAKING AND PLANNING REGARDING EOY ASSESSMENTS. SET GOALS FOR THE 2024-25 SCHOOL YEAR - REFER TO PART 2: ANNUAL SPSA REVIEW.
3/12/2024	ILT	REVIEW SPSA GOALS, THEORY OF ACTION AND KEY PRACTICES ALIGN TO LCAP GOALS 2024-25. DETERMINE COMMUNITY SCHOOLS GRANT CARRYOVER FUND. BRAINSTORM LIST.
4/15/2024	COFFEE WITH PRINCIPAL	SHARE LCAP GOALS AND GATHER INPUT FROM PARENT GROUPS REGARDING PRIORITIES.
5/9/2024	SSC	REVIEW & APPROVE 2023-24 SPSA INCLUDING SITE PLANNING AND BUDGET EXPENDITURES.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$160,370.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$980,178.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$146,160	LCFF Discretionary (General Purpose Discretionary #0000)	\$22,700
Title I, Part A Parent & Family Engagement (Title I #3010)	\$4,060	LCFF Supplemental (LCFF Supplemental #0002)	\$305,775
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$10,150	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$280,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$78,850
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$160,370		\$819,808

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$980,178.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: REACH Academy		School ID: 193
CDS Code: 1612590110239	SSC Approval Date: 5/9/2024	Board Approval Date: 8/14/2024

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

Purpose of this Plan

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

- Additional Targeted Support & Improvement for the following groups: Socioeconomically Disadvantaged Students, Students with Disabilities

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

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

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

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.7%	26.0%	61.5%	3.9%	2.4%	8.9%	98.3%	52.8%	1.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.3%	1.9%	2.2%	0.7%	0.2%	1.2%	99.8%	13.7%	78.2%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	All students graduate college, career, and community ready.
Identified School Need:	Implement rigorous math instruction using CCSS-aligned curriculum (i.e. Eureka Math 2) for students to develop strong math agency and ownership in their ability to practice, apply and demonstrate mastery of complex tasks. This includes the shifts (i.e. focus, rigor and coherence.)

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	12.0%	not available until fall 2024	not available until fall 2025	25.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	14.9%	not available until fall 2024	not available until fall 2025	20.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	47.5%	not available until fall 2024	not available until fall 2025	60.0%

English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-97.6	not available until fall 2024	not available until fall 2025	-85.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	47.2%	not available until fall 2024	not available until fall 2025	65.0%

Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-99.0	not available until fall 2024	not available until fall 2025	-85.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	4.9%	not available until fall 2024	not available until fall 2025	20.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	12.5%	not available until fall 2024	not available until fall 2025	20.0%

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

School Goal: By May 2025, 100% students will have access and engage daily with standards-aligned, complex texts, as well as foundational literacy skills. Students will increase (by at least) 10% "Standards Met" and decrease by at least 10% the number of students multiple years below as measured by SBAC. Students will also make double-digit growth as measured by i-Ready Reading assessments.

Identified School Need: Increase foundational literacy skills to support ELLs and Academic Language Learners (ALLs)

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-114.0	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	Low-Income Students	-97.6	not available until fall 2024	not available until fall 2025	-85.0

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	not available until fall 2024	not available until fall 2025	75.0%
SBAC Math Distance from Standard Met	Special Education Students	-123.9	not available until fall 2024	not available until fall 2025	-110.0
SBAC Math Distance from Standard Met	Low-Income Students	-97.0	not available until fall 2024	not available until fall 2025	-85.0
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.7%	not available until fall 2024	not available until fall 2025	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	By May 2025, reduce chronic absence by 20% as measured by the weekly attendance dashboard				
Identified School Need:	Attendance as it relates to school-wide chronic absence rate.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	63.3%	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	3.6%	not available until fall 2024	not available until fall 2025	2.0%
Out-of-School Suspensions	African American Students	8.1%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	1.8%	not available until fall 2024	not available until fall 2025	1.3%
Chronic Absenteeism	All Students	77.6%	not available until fall 2024	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	84.3%	not available until fall 2024	not available until fall 2025	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Recruit staff that reflect the diversity of the school community and scholars. By May 2025, increase staff retention to 80% by providing relevant professional development and coaching.				
Identified School Need:	Diverse and stable staffing				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	62.3%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	All students graduate college, career, and community ready.	Teachers use a variety of diagnostic, formative and summative assessments, including all required OUSD assessments (i.e. SIPPS Mastery, i-Ready, Dibels, Letter Naming, etc.) to inform instructional planning and lesson delivery. The Early Childhood Education Department (ECE) provides rich pre-literacy experiences aligned with PK learning goals.
LCAP Goal 2:	By May 2025, 100% students will have access and engage daily with standards-aligned, complex texts, as well as foundational literacy skills. Students will increase (by at least) 10% "Standards Met" and decrease by at least 10% the number of students multiple years below as measured by SBAC. Students will also make double-digit growth as measured by i-Ready Reading assessments.	In keeping with a Response to Instruction and Intervention (RTI) model, students who are struggling benefit from tiered levels of support including evidence-based academic interventions and positive behavior intervention supports (PBIS). This includes implementing a Community Schools approach through a continuum of care to provide academic, social-emotional, as well as health and wellness support to improve teaching and student learning outcomes. This includes increasing access to rigorous standards-aligned instruction and complex tasks with a focus on scaffolding students' thinking through the lens of the "instructional core"; for example Science through our EEIP teacher and providing the necessary supplemental supplies to support curriculum. Transform teaching and learning to ensure that every student thrives by increasing ACCESS, ENGAGEMENT and RIGOR across content areas and language proficiencies - AMPLIFY not SIMPLIFY!!
LCAP Goal 3:	By May 2025, reduce chronic absence by 20% as measured by the weekly attendance dashboard	The school connects families to services, supports and resources promote attendance. This includes identifying barriers and providing interventions to decrease chronic absence

<i>LCAP Goal 4:</i>	<i>Recruit staff that reflect the diversity of the school community and scholars. By May 2025, increase staff retention to 80% by providing relevant professional development and coaching.</i>	<i>Retain a core instructional staff. Establish opportunities for distributive leadership through powerful teams and by enrolling teacher leaders and support staff in the decision-making process. This includes the implementation of the site's professional learning plan related to establishing student achievement goals, curriculum, instruction and assessments.</i>
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<i>All students graduate college, career, and community ready.</i>	<i>Language and literacy skills - Lack of mastery of reading foundational skills across grade levels. This includes letter name recognition, phonics, phonemic awareness, basic sight words and reading comprehension proficiency. This includes building language skills, vocabulary, as well as fortifying complex oral output for ELLs/ Newcomers.</i>
<i>LCAP Goal 2:</i>	<i>By May 2025, 100% students will have access and engage daily with standards-aligned, complex texts, as well as foundational literacy skills. Students will increase (by at least) 10% "Standards Met" and decrease by at least 10% the number of students multiple years below as measured by SBAC. Students will also make double-digit growth as measured by i-Ready Reading assessments.</i>	<i>Provide systems for professional learning through professional development and coaching to build teacher capacity in terms of knowledge and skills to implement the standards-aligned core curriculum. Provide English Language Learners (ELLs) and Academic Language Learners (ALLs) with explicit instruction in the acquisition and extension of English through Designated and Integrated English Language Development. This includes using strategies to make the content comprehensible for all students. Providing consistent coaching cycles that support teacher growth and development and contribute to increased student learning. PLCs need greater focus on results. This includes engaging in cycles of inquiry using student data (quantitative and qualitative), as well as teacher practice data to promote student learning and continuous improvement.</i>

<p><i>LCAP Goal 3:</i></p>	<p><i>By May 2025, reduce chronic absence by 20% as measured by the weekly attendance dashboard</i></p>	<p><i>We have been especially challenged to support the chronic absenteeism for the Special Education Students and Low-Income Students based on the impact of Pandemic school closures and the OUSD teacher's strike in May 2023. With this in mind, there is a greater focus on creating a strong, school attendance team and MTSS with consistent Tier 1 supports. This is most prevalent in primary grade where reading foundational skills are critical. Increase parent participation rates to reflect school diversity; some strategies such as workshops, refreshments during meetings, and supplemental books for parents. The Springboard Collaborative model engages student and families in accelerating reading growth using a whole-child approach.) Need to build capacity of attendance team to implement multi-tiered systems of support (MTSS) to address chronic absence and attendance barriers to increase instructional learning time. This includes creating and following up on action plans recommended by the COST and incentives to support goals.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Recruit staff that reflect the diversity of the school community and scholars. By May 2025, increase staff retention to 80% by providing relevant professional development and coaching.</i></p>	<p><i>Continue to model an ongoing commitment to improve professional learning to build capacity around effective systems and structures to support student achievement. This includes the creation of powerful teams (i.e. ILT, COST, Culture, SART, SSC, etc.) to support our school-wide goals and priorities. Provide a commitment to select high-quality candidates that reflect the diversity of our rich and diverse student population.</i></p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Low-Income Students	78.5%	not available until fall 2024	not available until fall 2025	35.0%
Chronic Absenteeism	Special Education Students	86.3%	not available until fall 2024	not available until fall 2025	35.0%

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

School: REACH Academy

SPSA Year Reviewed: 2023-24

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

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

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

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

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

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

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

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Books OTX	i-Ready Reading at or above Mid-Grade	Provide books aligned to the ELA core curriculum units of study to build classroom libraries.	Purchased additional multilingual texts to align with the EL Ed Units of Study to increase student access to complex texts. As a result, we have seen a decrease in the percentage of EL students that are 3 or more grade levels below from 60% during their Fall iReady reading assessment to 40.0% (+20% positive growth) during the end-of-year iReady reading assessment. This includes increasing the percent of English Learners who are proficient from 4% in the Fall to 19% in the Spring (+15% growth).	Purchase additional decodables to build fluency and to support the core-curriculum (EL Education) to increase access
Interfund Food Services	Student Connectedness to School	Provide food/ refreshments for parents/ families to attend workshops and school governance (SSC)	Providing food refreshments for parent workshops after school and early evening supports has increased parent attendance and participation in school-wide events. This includes an increase in the number parents participating in the Spring Workshops as compared to > less than 50 parents in the Fall (Literacy Night and our Kinder Family Night both experienced over a 100 families.) A challenge has been staffing at the Central Kitchen. As a result, the site has to use outside catering vendors which can become costly.	Provide food services for parent workshops and family events in the evening to increase attendance and participation. Goals for 24-25 is to partner with the OUSD Central Kitchen to create a schedule and plan to support site with catering needs to increase parent participation.

Consultants	College/Career Readiness	Provide Tier 3 reading support for students not meeting proficiency. This includes ALLs and ELLs. Students receive additional 1:1 instruction with a virtual tutor to accelerate growth.	When consistent, this Tier 3 support and targeted intervention along with Tier 1 core instruction, based on observation, improves foundational literacy skills. A challenge for the partnership has been scheduling and student absences. We saw growth in foundational literacy skills for students participating in Hoot Tier 3 reading intervention as measured by SIPPS growth in K-2nd - (This includes +21.2% in Kinder; +36.5% for 1st grade and +42.3% for 2nd grade).	Hoot Reading will provide differentiated, Tier 3 literacy support to accelerate reading growth for students not meeting proficiency. School-wide focus will include the early grades (K-3). Implement BOY in Aug.
Elementary Educational Enhancement/Program (EEIP) Science PrepTeacher	CAST (Science) at or above Standard	Deliver rich science instruction for all students in grades TK-5th aligned to the Next Generation Science Standards (NGSS). This includes providing hands-on inquiry aligned to Life, Physical and Earth Science	A strength was increasing the funding for the EEIP Science Prep teacher to a 1.0FTE to provide targeted science instruction with the goal of increasing proficiency on the CAST. An area of improvement is providing coaching to support science literacy instruction in classrooms. An average of 430 students received weekly science instruction aligned to the Next Generation Science Standards (NGSS). 5th grade scholars improved their performance from 5.4% Standards Met on the California Science Test (CAST) for the FY 2021-22 to 12.5% in the 2022-23 school year.	Continue to fund the salary difference from the Base to fund the Science Prep teacher at a 1.0FTE, full-time position. This will ensure students are receiving Tier 1 support to support the core curriculum (NGSS FOSS) - Utilize online resources to support teaching and learning.

<p>10-Month Classroom Teacher on Special Assignment (TSA)</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Fund TSA to serve as an Instructional Teacher Leader (ITL) to support school-wide goals as it relates to building teachers skills and knowledge to effectively implement curriculum, instruction and assessment.</p>	<p>TSA provides support with the systems for professional learning as it relates to coaching, delivering professional development training, as well as support for professional learning communities (PLCs). This includes engaging in data-driven instruction. Need to incorporate more time analyze student data and work samples. Building teacher capacity resulted in higher school-wide reading growth as measured by iReady reading diagnostic assessment from the Fall 7% proficiency to 25% proficiency at the end of the year - The highest domain growth were in foundational skills (i.e. phonological awareness (70%) and Basic Sight Words (56%) - Areas of growth are Vocabulary at 21% and reading comprehension for informational text at 21%.</p>	<p>Results-oriented PLCs where teachers have more time to analyze different forms of data through cycles of inquiry to support corrective-action planning to accelerate student learning will be a priority. This includes a focus on common formative and curriculum-embedded assessments (CEAs).</p>
<p>12-Month Community School Manager</p>	<p>Student Connectedness to School</p>	<p>Manages school to community partnerships to support goals and priorities outlined in the SPSA to support academics, social-emotional, as well as health and wellness supports through MTSS..</p>	<p>The CSM position is a vital role to the school by providing key school-to-community partnerships to support teaching and learning. This includes providing academic, social-emotional, as well as health and wellness support (i.e. the Alameda County Food Bank, East Bay Agency for Children through community-based partnerships. As a result of CSM work and focus on attendance, they have been able to support 30% Newcomer families attend school regularly reducing chronic absence.</p>	<p>The goal for the CSM role is to balance and to prioritize the duties including providing key support with Attendance and providing support for MTSS through a continuum of care. Also, coordinate the COST. For 24-25, also provide a focus on connecting families with community-based organizations.</p>

Classroom Supplies	College/Career Readiness	Fund classroom supplies for teachers to support lesson planning, delivery and implementation to support the Units of Study.	Provide instructional resources to support the implementation of the District-approved core curriculum to support teaching and learning. A challenge has been pacing. 17% of 3rd - 5th demonstrated "Standards Met" on the SBAC ELA. The goal is to increase the percentage of students meeting proficiency to 25%, as well as decrease the number of students performing multiple-years below.	Allocate funding stipends to support classroom teachers with supplies to enrich Units of Study aligned to the core curriculum. Also provided time and funding to support collaborative planning. This includes using data to support cycles of inquiry.
Licenses (Online Platform)	College/Career Readiness	Use technology through the use of chromebooks to access online learning platforms (i.e. i-Ready, Sora, EPIC, Flocabulary, Zearn. etc. to support mastery-based learning.	As a school, we have a 1:1 student to device ratio. Teachers use technology to support differentiated small groups through the use of personalized platforms (i.e. i-Ready, SORA, Zearn, EPIC, etc.) to support mastery-based learning. Online literacy programs support mastery-based learning. This was evident in the growth Kindergarten students made in lower-case letter naming fluency (LNF) from the beginning of the year assessment (36% proficiency) to 82% by the Spring end of year assessments.	Target technology licences to support proficiency in the core content areas. Also, expand programming to support English Language Learners with improving oral language acquisition through evidence-based practices and strategies using Designated and Integrated ELD (i.e. Be Glad).

Book Trust	College/Career Readiness	Students receive monthly book orders from Scholastic to promote a joy of reading, growth and classroom libraries at home	Fund additional books to support classroom libraries to encourage students to self-select books to build independent reading skills and fluency. As a result, 100% of classrooms have class libraries to support independent reading. We have seen an increase in proficiency rates and for students approaching, as well as a decrease in the % of students multiple years below across data points. (i.e. SIPPS Mastery, iReady, CEAs, etc.) - This includes double-digit growth in Kindergarten and 2nd grade.	Establish goal for double-digit growth school-wide using the i-Ready diagnostic and curriculum-embedded assessments. Students receive monthly Scholastic book orders to build their personalized at-home and school libraries to promote reading joy and growth.
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: REACH Academy	SCHOOL ID: 193
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

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

Identified Need: Implement rigorous math instruction using CCSS-aligned curriculum (i.e. Eureka Math 2) for students to develop strong math agency and ownership in their ability to practice, apply and demonstrate mastery of complex tasks. This includes the shifts (i.e. focus, rigor and coherence.)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Deliver rigorous and relevant standard-aligned lessons using the OUSD core curriculum for ELA, Math, Science and Social Studies. This includes the implementation El Education, SIPPs, Eureka Math 2, Foss NGSS, Harcourt (K-2) and Newsela (3rd-5th) along with Caring Schools Community/ Toolbox as the social-emotional learning curriculum. i-Ready Reading and Math, as well as Zearn on-line platforms will supplement and be implemented to support proficiency.	All Students	Academic	Tier 1 - Universal
1-2	Provide a REACH Career and College Day highlighting diverse pathways to success. This includes showcasing people of color in careers and trades. Present internships.	All Students	SEL / Mental Health	Tier 2 - Supplemental
1-3	Provide enrichment opportunities to support equity and access for Science, Technology, Engineering, Art and Math (STEAM). This also includes coding. Utilize technology to support mastery-based learning when implementing differentiated, small group instruction through the Workshop model.	All Students	SEL / Mental Health	Tier 2 - Supplemental
1-4	Plans meaningful and complex tasks aligned to the "instructional core" that requires student ownership including applying challenging content/ skills (i.e. reading, writing, discussing, analyzing and problem solving.) - Tasks represent high-levels DOK and require students to explain their thinking.	All Students	Academic	Tier 1 - Universal

1-5	Provide student-centered, project-based learning opportunities aligned to the standards (i.e. CCSS, NGSS & ELD). This includes providing out of class learning experiences to enrich the core curriculum and units of study through field trips. This includes to universities to support college & career readiness.	All Students	Academic	Tier 3 - Intensified
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: By May 2025, 100% students will have access and engage daily with standards-aligned, complex texts, as well as foundational literacy skills. Students will increase (by at least) 10% "Standards Met" and decrease by at least 10% the number of students multiple years below as measured by SBAC. Students will also make double-digit growth as measured by i-Ready Reading assessments.

Identified Need: Increase foundational literacy skills to support ELLs and Academic Language Learners (ALLs)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	K-2nd grade teachers implement daily, explicit instruction for phonological awareness, phonics and basic sight words (using SIPPS) - Use SIPPS mastery tests to drive instruction, progress monitor, as well as to adjust student groupings as appropriate. 3rd-5th grade teachers implement SIPPS as a daily intervention for students working below grade level. Prioritize early literacy, foundational skills including letter naming fluency, segmenting and continuous blending.	Low Income Students	Academic	Tier 1 - Universal
2-2	Provide tiered levels of academic and behavior support using a Response to Instruction and Intervention (RTI) model. Teachers will use a variety of diagnostic, formative, curriculum-embedded (CEAs) and summative assessment data to inform their instructional planning and interventions.	All Students	Behavioral	Tier 2 - Supplemental
2-3	Provide differentiated small group instruction/ stations to support all students based on proficiency levels. Plans support for equitable engagement and access for all students.	All Students	Academic	Tier 2 - Supplemental

2-4	Engage all students in the regular close reading of complex, grade-level text to support reading comprehension. This includes using evidence from the text to support claims. Scaffold text-dependent questions and support higher level thinking and language skills by providing opportunities for students to collaborate and to engage in "student talk".	All Students	Academic	Tier 1 - Universal
2-5	Engage in progress monitoring to support data-driven instruction (DDI) align to cycles of inquiry. Include student goal setting to support students in tracking their own progress.	All Students	Academic	Tier 1 - Universal
2-6	Provide students with daily writing opportunities using grade-level exemplars and rubrics. Engage students in the writing process across genres (i.e. narrative, informational and opinion) - This includes daily journal writing experiences.	All Students	Academic	Tier 1 - Universal

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

School Goal: By May 2025, reduce chronic absence by 20% as measured by the weekly attendance dashboard

Identified Need: Attendance as it relates to school-wide chronic absence rate.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Teachers incorporate modifications and accommodations outlined in students' Individual Education Program (IEP) plans. These goals are drafted to provide meaningful educational benefit for students with Special Needs. The teacher meets all timelines for Initial, Annual, Triennial, and Amendment IEP meetings and completes documents with RSP, including progress toward goals, within legal timelines. Increase instructional learning time and supplemental supports.	Special Education Students	SEL / Mental Health	Tier 3 - Intensified

3-2	Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care. This includes providing attendance case management to reduce chronic absenteeism by identifying barriers and matching evidenced-based practices and interventions to accelerate growth. It also includes implementing a community schools, whole-child approach to address academic, social-emotional, behavior, as well as health and wellness needs through tiered supports (MTSS).	Low Income Students	by	Tier 2 - Supplemental
3-3	Provide two-way communication with families through weekly communication (i.e. Parent Square, newsletters, etc.), as well as parent teacher visits in-school visits regarding attendance, academics, behavior, along with strategies to support at home. - Host monthly parent workshops to support academic, culture, and student learning goals, as well as quarterly family nights (i.e. Attendance, Literacy, Math and Science Night.	All Students	Behavioral	Tier 1 - Universal
3-4	Teachers and support staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS) to support a positive culture and school climate. This includes a focus on using restorative practices (RJ) to reduce disproportionality as it relates to chronic absence, suspensions and class referrals.	All Students	Behavioral	Tier 1 - Universal

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

School Goal:	Recruit staff that reflect the diversity of the school community and scholars. By May 2025, increase staff retention to 80% by providing relevant professional development and coaching.			
Identified Need:	Diverse and stable staffing			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify, recruit and retain high-quality staff that reflect the diversity of the students and families in the school. Create an on-site mentoring program including monthly support and convenings for New Teacher/ Early Career educators.	All Students	Academic	Tier 1 - Universal

4-2	Teachers will engage in regular professional learning communities (PLCs) focused on results-oriented cycle of inquiry (ROCI) goals. This includes goal setting, lesson planning, teaching, collecting and reviewing assessment data, reflecting, as well as adjusting their instruction through DDI. Teachers collaborate to build their knowledge of content standards, tasks, and culturally responsive pedagogy by participating in evidenced-based, professional development opportunities to strengthen their knowledge about priority standards, core curriculum content and best practices. This includes for trauma-informed and de escalation strategies trainings to support a positive school-wide culture and climate.	All Students	Academic	Tier 1 - Universal
4-3	Teachers will use both quantitative and qualitative data measures to drive the inquiry cycle process with the goal of using data to understand and to tackle an identified problem of practice. Select focal students. Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Timebound) goals for student achievement goals for each cycle and unit of study. Teachers post literacy trackers in classrooms to measure reading growth and stamina.	Low Income Students	Behavioral	Tier 2 - Supplemental
4-4	Teachers will collaborate with coaches to create data-driven and individualized coaching cycles that includes a pre-conference meeting to set goals, observation, and post-observation debrief to support teacher growth and development. Build practice through goal setting and professional learning to support continuous improvement. Establish and monitors goals for professional growth based on student achievement, self-assessment, and observations.	English Learner Students	Academic	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers and support staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS) to support a positive culture and school climate. This includes a focus on using restorative practices (RJ) to reduce disproportionality. Implement weekly wellness-checks using "Sown to Grow".	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Build a relationship-centered, equity-focused school by intentionally creating anti-racist learning spaces that put students and families at the center of learning. This includes building "a culture of excellence" by maintaining high expectations for reaching goals. Integrate diverse modes of learning using multiple modalities and intelligences to make content comprehensible: musical-rhythmic, visual- spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and through Arts integration.	African American	Academic	Tier 1 - Universal
5-3	Implement an asset-based approach and lens for scholars. Build upon students' funds of knowledge along with their lived experiences and rich heritage to support student growth and success. Provide equitable forums through affinity groups.	African American	SEL / Mental Health	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers implement a daily Designated English Language Development (ELD) block for 30-minutes a day integrating the core curriculum through "language dives" and relevant content to provide explicit language instruction. Used-ELD time for language practice and opportunities for oral language output.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers provide regular opportunities for student talk, discussion and written output. Prepare students to participate effectively in a range of conversations and collaborations with diverse partners, explaining their own thinking, as well as building on others' ideas. Establish expectations for ELLs to participate in meaningful, relevant and intellectually challenging ways in various contexts and disciplines in 3 modes (i.e. Collaborative, Interpretive and Productive).	English Learner Students	Academic	Tier 1 - Universal
6-3	Embed language development using Integrated ELD (3 -5 GLAD core strategies) across content areas (i.e. GOIC/ pictorial input chart, process grid, cognitive content dictionary, expert groups, etc.) to increase access and to make content comprehensible for ELLs/ ALLs. Provide GLAD PD training.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Copier Contract	\$10,000	LCFF Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.		Provide tiered levels of academic and behavior support using a Response to Instruction and Intervention (RTI) model. Teachers will use a variety of diagnostic, formative, curriculum-embedded (CEAs) and summative assessment data to inform their instructional planning and interventions.	193-1
4310 - Supplies	\$12,700	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Deliver rigorous and relevant standard-aligned lessons using the OUSD core curriculum for ELA, Math, Science and Social Studies. This includes the implementation of EI Education, SIPPs, Eureka Math 2, Foss NGSS, Harcourt (K-2), Newsela (3rd-5th) along with Caring Schools Community/ Toolbox as the SEL curriculum for proficiency,	193-2
5825 - Consultant (Celebrations)	\$5,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Build a relationship-centered, equity-focused school by intentionally creating anti-racist learning spaces that put students and families first by creating anti-racist learning spaces.	193-3
2222 - Extended Hours (Classified)	\$5,775	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Identify, recruit and retain high-quality staff that reflect the diversity of the students and families in the school. Build a relationship- centered, equity-focused centered school, that puts students and families first.	193-4
5846 - Licenses	\$15,000	LCFF Supplemental	5610	Equip Maintenance Agreement		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Engage in progress monitoring to support data-driven instruction (DDI) align to cycles of inquiry. Include student goal setting to support students in tracking their own progress.	193-5

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1122 - Extended Hours (Teachers)	\$15,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Provide differentiated small group instruction/ stations to support all students based on proficiency levels. Plans support for equitable engagement and access for all students.	193-6
4200 - Books (other than textbooks)	\$38,988	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Engage all students in the regular close reading of complex, grade-level text to support reading comprehension. Provide access to monthly book selections	193-7
Teacher STIP	\$89,563	LCFF Supplemental	1105	Certificated Teachers' Salaries	7641	STIP Teacher	1.00	Goal 4: Our staff are high-quality, stable and reflective of Oakland's rich diversity.		Implement a rigorous core curriculum aligned to the CCSS, ELD and NGSS. Deliver high-quality instruction to support all grade levels (TK-5th).	193-8
TSA Classroom 10Mos	\$136,449	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7811	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Support systems for professional learning aligned to PD, coaching and leading PLCs. Engage in progress monitoring to support data-driven instruction (DDI) align to cycles.	193-9
4310 - Supplies	\$1,026	Title I, Part A Schoolwide Program	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide a REACH Career and College Day highlighting diverse pathways to success. This includes showcasing people of color in careers, trades and internships.	193-10
4200 - Book Trust - Books (other than textbooks)	\$7,500	Title I, Part A Schoolwide Program	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Engage all students in the regular close reading of complex, grade-level text to support reading comprehension. This includes using evidence from the text to support claims. Scaffold text-dependent questions and support higher level thinking and language skills by providing opportunities for students to collaborate and to engage in "student talk".	193-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$30,105	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2004	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	CAST (Science) at or above Standard	Plans meaningful and complex, hands-on science tasks aligned to the "instructional core" that requires student ownership including applying challenging content/ skills (i.e. reading, writing, discussing, analyzing and problem solving.) - Tasks represent high-levels DOK and require students to explain their thinking.	193-12
Program Mgr Community School	\$39,994	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	7809	12-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide tiered levels of academic and behavior support using a Response to Instruction and Intervention (RTI) model. Facilitate COST meetings; Manage school to community partnerships to meet the needs of the whole-child and family. Provide multi-tiered levels of support through (MTSS) including for attendance.	193-13
TSA Classroom 10Mos	\$67,536	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7123	10-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide differentiated small group instruction/ stations to support Newcomer students based on proficiency levels. Plans support for equitable engagement and access for all students.	193-14
4311 - Refreshments	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide parent workshop and parent leadership opportunities by engaging in school-wide governance including through School Site Council (SSC) and the Site English Language Learner Sub-Committee (SELLS) to improve student achievement.	193-15
4200 - Books (other than textbooks) - decodable	\$1,060	Title I, Part A Parent & Family Engagement	4200	Books other than Textbooks		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide targeted intervention and differentiated small group instruction/ support to improve reading growth. Plans support for equitable engagement and access for all students.	193-16

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants - (Parent Workshops, ESL Classes and Zumba Class)	\$2,000	Title I, Part A Parent & Family Engagement	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide two-way communication with families through weekly communication (i.e. Parent Square, newsletters, etc.) - Host monthly parent workshops to support academic, culture, and student learning goals, as well as quarterly family nights (i.e. Attendance, Literacy, Math and Science Night.) - Provide digital literacy and/ or ESL classes for parents.	193-17
4310 - Supplies	\$10,150	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide tiered levels of academic and behavior support using a Response to Instruction and Intervention (RTI) model.	193-18
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.		Provide enrichment opportunities to support comprehensive, after school programming. This includes a focus on academic support, enrichment including the Arts, Science, Technology, Engineering, Art and Math (STEAM), leadership development along with a focus on increasing physical activity (i.e. soccer clinics, intramural sports, etc.)	193-19
5100 - Sub Agreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Sub Agreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Provide enrichment opportunities to support equity and access for Science, Technology, Engineering, Art and Math (STEAM). This includes coding. Utilize technology to support mastery- based learning when implementing differentiated, small group instruction through a Response to Instruction and Intervention (Rti) model to support multi-tiered levels of support (MTSS).	193-20

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
7310 - Indirect Cost	\$5,893	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Engage all students in the regular close reading of complex, grade-level text to support reading comprehension. This includes using evidence from the text to support claims. Scaffold text-dependent questions and support higher level thinking and language skills by providing opportunities for students to collaborate and to engage in "student talk".	193-21
4200 - Books (other than textbooks) - decodable	\$7,910	Literacy Coaches & Reading Specialists Grant	5826	External Work Order Services		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		K-2nd grade teachers implement daily, explicit instruction for phonological awareness, phonics and basic sight words (using SIPPS) - Use SIPPS mastery tests to drive instruction, progress monitor, as well as to adjust student groupings as appropriate. 3rd-5th grade teachers implement SIPPS as a daily intervention for students working below grade level. Prioritize early literacy, foundational skills including letter naming fluency, segmenting and continuous blending.	193-22
TSA Classroom 11Mos	\$143,575	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries		11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Teachers will use both quantitative and qualitative data measures to drive the inquiry cycle process with the goal of using data to understand and to tackle an identified problem of practice. Select focal students. Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Timebound) goals for student achievement goals. Provide support with systems for professional learning (i.e. PD, coaching and PLCs.)	193-23

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1122 - Extended Hours (Teachers)	\$15,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Teachers will use both quantitative and qualitative data measures to drive the inquiry cycle process with the goal of using data to understand and to tackle an identified problem of practice. Select focal students. Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Timebound) goals for student achievement goals for each cycle and unit of study. Teachers post literacy trackers in classrooms to measure reading growth and stamina.	193-24
Partners & School Innovation	\$30,000	California Community Schools Partnership Program	5825			n/a		Goal 1: All students graduate college, career, and community ready.		Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care. This includes providing attendance case management to reduce chronic absenteeism by identifying barriers and matching evidenced-based practices and interventions to accelerate growth. It also includes implementing a community schools, whole-child approach to address academic, social-emotional, behavior, as well as health and wellness needs through tiered supports (MTSS).	193-25

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Ball for Life	\$6,418	California Community Schools Partnership Program	5825							Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students to improve learning outcomes. This includes providing attendance case management to reduce chronic absenteeism by identifying barriers and by matching evidenced-based practices and interventions to accelerate growth. It also includes implementing and deepening a community schools, whole-child approach to address academic, social-emotional, behavior, as well as health and wellness needs through a continuum of care. Establish a strong COST to create action plans and support.	
5826 - Field Trips (transportation)	\$20,000	California Community Schools Partnership Program	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.		Deliver rigorous and relevant, standard-aligned lessons using the OUSD core curriculum for ELA, Math, Science and Social Studies. Provide out-of-class learning experiences and opportunities through fieldwork, field trips and learning expeditions.	193-27
5825 - Consultant - East Bay Agency for Children (EBAC) - Mental Health	\$25,000	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Provide Tier 3 mental health support to address trauma-informed practices - On-site therapist provide 1:1 therapy with students and families to improve overall well-being to support student success.	193-28

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Attendance Specialist Bil	\$27,928	California Community Schools Partnership Program	2205	Classified Support Salaries	3521	Attendance Specialist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care. This includes providing attendance case management to reduce chronic absenteeism by identifying barriers and matching evidenced-based practices and interventions to accelerate growth. It also includes implementing a community schools, whole-child approach to address academic, social-emotional, behavior, as well as health and wellness needs through tiered supports (MTSS).	193-29
1528 - Vacancy (Restorative Justice Facilitator)	\$70,000	California Community Schools Partnership Program			10382	n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care. This includes using restorative practices to reduce disproportionality.	193-30
Program Mgr Community School	\$39,994	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7809	12-Month Community School Manager	0000	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Provide tiered levels of academic and behavior support using a Response to Instruction and Intervention (RTI) model. Facilitate COST meetings; Manage school to community partnerships to meet the needs of the whole-child and family. Provide multi-tiered levels of support through (MTSS) including for attendance.	193-31
Parent Liaison - Community Relations Assistant	\$50,661	California Community Schools Partnership Program	2405	Clerical Salaries	8660	Family/Parent Liaison	0001	Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Provide two-way communication with families through weekly communication (i.e. Parent Square, newsletters, etc.), as well as parent teacher visits in-school visits regarding attendance, academics, behavior, along with strategies to support at home. - Host monthly parent workshops to support academic, culture, and student learning goals, as well as quarterly family nights (i.e. Attendance, Literacy, Math and Science Night).	193-32

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Ikuna (API)	\$10,000	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care. This includes providing attendance case management to reduce chronic absenteeism by identifying barriers and matching evidenced-based practices and interventions to accelerate growth. It also includes implementing a community schools, whole-child approach to address academic, social-emotional, behavior, as well as health and wellness needs through tiered supports (MTSS).	193-33
1122 - Teachers Salaries Extra Comp	\$2,382	Proposition 28 (Arts & Music in Schools)	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		Engage in progress monitoring to support data-driven instruction (DDI) align to cycles of inquiry. Include student goal setting to support students in tracking their own progress and goals. Serve on school teams. Provide tutoring support.	193-34
Teacher Education Enhancement	\$25,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries		Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0000	Goal 1: All students graduate college, career, and community ready.		Provide enrichment opportunities to support equity and access for Science, Technology, Engineering, Art and Math (STEAM). This also includes coding. Utilize technology to support mastery-based learning when implementing differentiated, small group instruction through the Workshop model.	193-35
Teacher Education Enhancement	\$50,979	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries		Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0000	Goal 1: All students graduate college, career, and community ready.		Engage all students in the regular close reading of complex, grade-level text to support reading comprehension. This includes using evidence from the text to support claims. Scaffold text-dependent questions and support higher level thinking and language skills by providing opportunities for students to collaborate and to engage in "student talk".	193-36

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$89,678	Measure G, Library Support	2205	Classified Support Salaries	8430	Library Technician	0001	Goal 1: All students graduate college, career, and community ready.		Engage and provide students with weekly opportunities to self-select books from a wide genre to support language and literacy skills. Build research skills to support students in developing agency and ownership over their learning.	193-37



REACH Academy Parent and Family Engagement Policy for 2023-24

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adoption:

This policy was adopted by REACH Academy on Wednesday, August 31, 2023 and will be in effect for the 2023-24 school year.

Natasha Flint-Moore

August 31, 20223

(Principal)

(Date)



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

School-Parent-Student Compact

[REACH Academy]

2023-2024

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

This School-Parent Student Compact reflects the 2023-24 school year including the following:

School Responsibilities:

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

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

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

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

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

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

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

- 4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

AS A SCHOOL, we will:

- 1) *Provide a safe and supportive distance learning environment for your child.*
- 2) *Teach, model, review and communicate school-wide expectations for virtual learning (BE Safe, BE Mindful and BE Responsible)*

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

School Principal Signature

Teacher Responsibilities:

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

- **Communicate clear expectations for performance to both students and parents.**
- **Address the needs of all students using a whole-child, community-schools model**
- **Provide a safe, positive and healthy learning environment**

Parent Responsibilities:

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

- **Volunteer in my child’s classroom or the school (if possible).**

- Participate in the decision-making process of the school to support student achievement
- Adhere to all safety procedures and protocols related to Covid and school security
- Use restorative practices to address problems - Harassment and bullying discouraged
- Promote positive use of my child's extracurricular time. *This includes ensuring 30 minutes of reading, limiting video game usage and reinforcing school-wide expectations*

AS A PARENT, I will also:

- 1) Ensure my child maintains regular school attendance to prevent chronic absence.**
- 2) Review and reinforce all school-wide expectations with my child (BE Safe, BE Mindful and BE Responsible) to ensure a safe environment with learning as the top priority.**
- 3) Ensure my child is dressed in uniform for safety and success in accordance with policy.**
- 4) Teach, model and discuss self-control and respect for myself and others. NO BULLYING!**
- 5) Assist my child in selecting proper media (television, movies, video games, music and printed materials) to reduce his/her exposure to violence. I'll monitor technology usage.**
- 6) Volunteer (10 hours) at the school during the calendar year (if able).**
- 7) Encourage my child to solve problems using safe and restorative approaches. This includes seeking the support of a caring adult for help when necessary.**
- 8) Model and encourage appropriate language (no cursing, blaming or shaming). I will use Restorative practices to solve problems and seek support from a teacher, Administration or support staff. At no point, will I ever confront another student.**
- 9) I will sign-in the office during instructional hours and receive proper identification/ pass.**
- 10) Take an active role in the academic success and behavior of my child. I expect to be informed when my child meets or falls short of his or her standards with regards to behavior and academically. I will accept my responsibility for my child's success!**

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

Parent/Guardian Signature

Student Responsibilities

AS A STUDENT, I will:

- 1) Attend school regularly and remain focused on learning is my top priority.**
- 2) Respect my school, classmates, staff, community members, and families at all times.**
- 3) Follow the school-wide expectations to be safe, mindful and responsible. This includes adhering to no bullying and harassment policies, as well as not making threats.**
- 4) Follow all safety guidelines and Covid procedures. Show respect for school property.**
- 5) Work with my parent/guardian in selecting proper media (television, movies, video games, music and printed materials). I will use technology responsibly and only visit approved, school websites.**
- 6) Avoid “bullying” including “cyber-bullying” behaviors in all forms (i.e. verbal, internet and/or physical). The use of harassment and intimidation means are prohibited.**
- 7) Use restorative practices to solve problems and to repair harm without causing physical/ emotional harm or injury. Seek support from a caring adult to help and to provide support when necessary to adhere to the school-wide, PBIS expectations.**
- 8) Use appropriate language (no cursing or the use of “put downs”). This also includes the use of racial slurs and/or homophobic comments.**
- 9) Adhere to the school uniform policy as it relates to dress for college and career readiness and community success in accordance with school-wide expectations.**

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

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

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

Student Signature

This Compact was adopted by REACH Academy on 08/31/2023 and will be active for 2023-24 school year. The school will distribute the School Parent Student Compact to all parents and family members of students participating in the Title I, Part A programs.

Thank you,

Principal: *Natasha Flint-Moore*

Date: August 31, 2023



REACH Academy ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Damani Jackson
Vice Chairperson:	Yessenia Rodriguez
Secretary:	Rebecca Brown

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Natasha Flint-Moore	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Savannah Gamble	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Rebecca Brown	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Natay Gibbs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Elea Ensley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Damani Jackson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Adrian Grays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Yessenia Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mideyna Garcia Morales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Leonard Bermudez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Thursday @ 3:15 pm
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members